



Lesson 4

Categories 2

What's needed

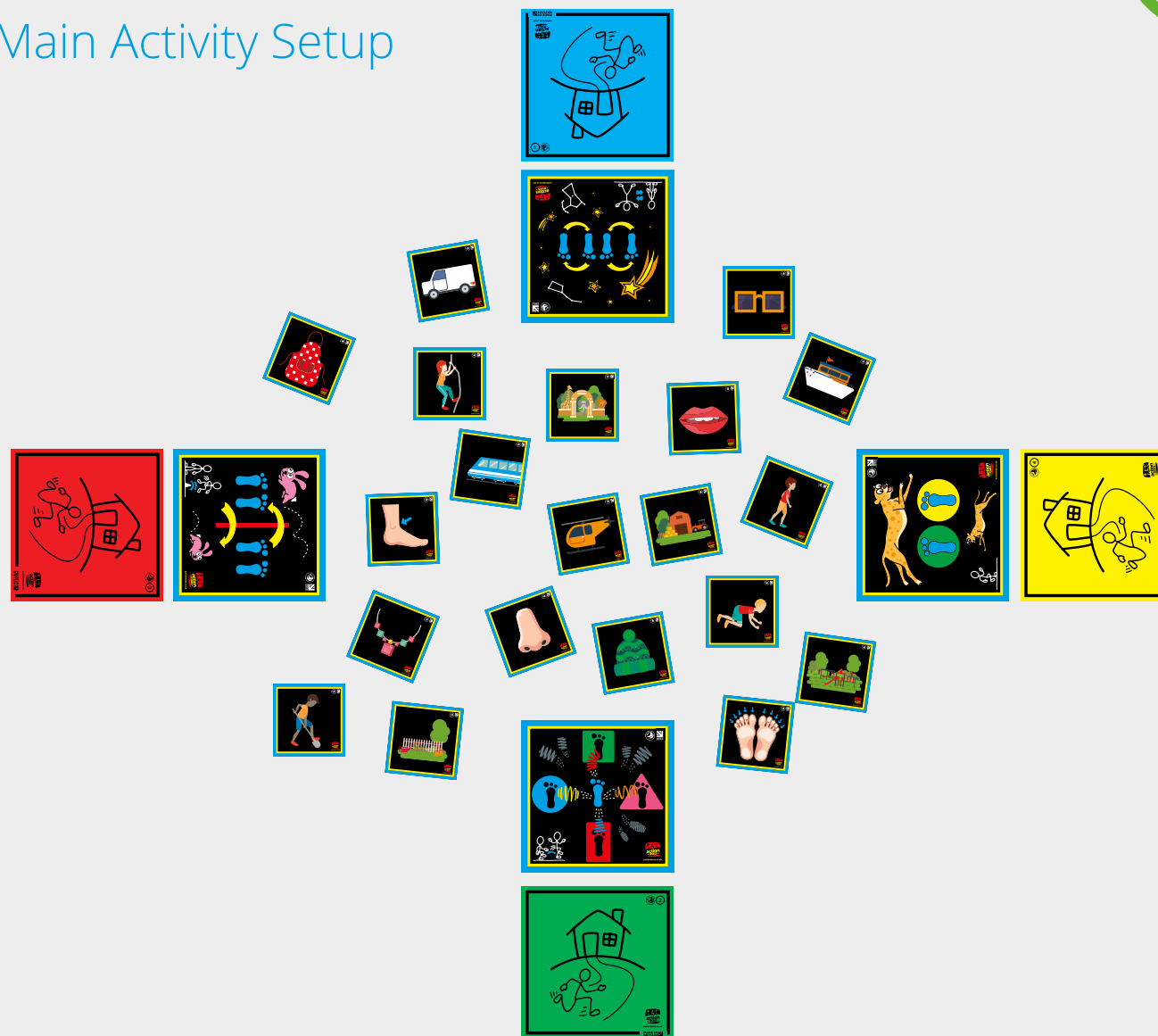
X4 Coloured House mats

X4 Mini Action Mats

X20 Picture Mats

- Nose, Lips, Ankle, Toes
- Apron, Necklace, Glasses, Hat
- Zoo, Park, Garden, Farm
- Van, Helicopter, Boat, Train
- Walking, Digging, Climbing, Crawling

Main Activity Setup





Learning objectives

To listen attentively and categorise pictures.

To begin to use learnt vocabulary in well-structured sentences

To develop confidence when speaking to the group

Language and Communication ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Physical Development ELG

Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Main Activity

Group student into pairs and allocate each pair to a coloured house mat. Ask each pair to stand one behind the other.

Explain that each student will complete 5 repetitions on their house mat and then go and look for a picture that you request.

1) Body part

Ask the first student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of a body part and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

2) Something you can wear

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of something you can wear and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

3) Somewhere you can visit

Ask the first student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of somewhere you can visit and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

4) Type of transport

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of a type of transport and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

5) Person doing an action

Ask the first student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of a person doing an action and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.



Learning objectives

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To begin to use learnt vocabulary in well-structured sentences

To develop confidence when speaking to the group

Language and Communication ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Physical Development ELG

Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

6) Body part

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of a body part and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

7) Something you can wear

Ask the first student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of something you can wear and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

8) Somewhere you can visit

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of somewhere you can visit and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

9) Type of transport

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find any picture of a type of transport and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.

10) Person doing an action

Ask the second student to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask them to find a picture of a person doing an action and bring it back to their mat.

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear, concise language where appropriate.