













## TUESDAY

 <b>Arrival</b> 15-30 mins	<p>Welcome each learner.</p> <p>Give each learner a coloured card. Ask them to bring it to Morning Circle.</p> <p>Remind parents to teach their children their phone numbers.</p>
 <b>Health check</b>	
 <b>Morning Circle</b> 10-15 mins	<p>Tell learners they are going to be Safety Police. Ask learners to hold up their coloured card. They find the other learners with the same coloured card as they have. Allocate different safety duties to each group, e.g. the green group check that all plugs are switched off, the red group check for glass or other sharp objects lying on the playground, etc.</p> <p>Let them look around the classroom and practise their duties for a few minutes. They report back on their findings and come up with solution.</p>
 <b>Work Time Activities</b> 30-35 mins	<p><b>Literacy focus</b> Learners write the letter 's' on blackboards with chalk.</p> <p><b>Mathematics/Creative focus</b> Learners use wax crayons to practice the correct numeral formation of 3 on a piece of paper folded horizontally to make four lines. Instruct them to touch the top and bottom lines and to begin writing the three at the top and to end at the bottom.</p>
	
 <b>Small Group Time Activity</b> 10-15 mins	<p><b>Mathematics focus</b> Learners count to seven on their fingers. Then ask them to count how many fingers are in the 'down' position. (For help on counting with learners, refer LSF, Counting). Give learners different amounts of counters and their name cards. In pairs, learners place a counter on each letter of their name. They compare the number of counters they used, using the terms 'more than', 'less than' and 'same'.</p>
 <b>Tidy-up time</b>	
 <b>Hand washing</b>	
 <b>Snack time</b>	
 <b>Music and Movement Ring</b>	<p>Play the sound of a siren or ask learners to make the sound of various sirens (fire engine, ambulance, police car etc.) Talk about the use of sirens and how important they are. Learners pretend to be driving one of these vehicles and they make the appropriate sound as they 'drive' around.</p>
 <b>Outdoor Play</b>	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Prepare large sheet of paper to lay on the ground outside. Let learners find things outside that they can use to draw. Don't stop them from trying different materials. Let them explore and discover on their own what will work. They can make markings with sticks, stones, sand, etc.</p>
 <b>Story Time</b>	<p>Read the Big Book I story 'Safety At Home' on page 12 again. Use this as a basis for creating a class Big Book Story. Have learners choose a character and create a story around him/her. Ask questions like these to help create a story structure: 'Where is he/she?' 'What is the danger?' 'What will happen?' 'Who can help?' etc. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>