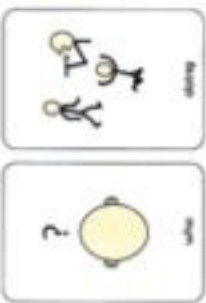
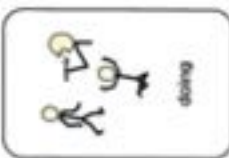



## Colourful Semantics session plans – ages 4–6 years

### Session 1

| Description and strategies  |   | Differentiation   | Resources   |
|---|---|---|---|
| <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>To be familiar with the cue card colour, name and Makaton sign for 'who?' and 'doing?'</li> <li>To independently match the cue card colour and name with the Makaton sign.</li> </ul> | <p><b>Whole class</b></p> <p>Introduce large cue cards to class for 'who' and 'doing', demonstrating the Makaton signs for each. Explain that 'who' refers to a person/animal/character and 'doing' refers to an action you can do.</p> <p>Get the whole class to join in copying the signs and saying the words.</p> <p><b>Small group</b></p> <p>Children work in groups of four to practise the signs together. Adults move around groups and check children know the signs that match each cue card. Select children to show to the class.</p>  | <p><b>Step up</b></p> <p>Ask children to generate 'who' and 'doing' vocabulary by asking about a class story.</p> <p><b>Step down</b></p> <p>Reinforce the 'who' and 'doing' vocabulary by playing guessing games with the children, e.g. 'Who swims in a pond?', 'Who puts out fires?' etc.</p>                | <p>Large coloured cue cards for 'who' and 'doing'.</p>   |
| <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>To be familiar with the 'doing' cue card.</li> <li>To be able to name 'doing' words (verbs).</li> <li>To act out a 'doing' word for others to guess.</li> </ul>                       | <p><b>Whole class</b></p> <p>Review the 'doing' card. Ask the class to show you the Makaton sign for 'doing'.</p> <p>Show class a coloured verb vocabulary card.</p> <p>Model acting this out with another adult guessing the 'doing' word.</p> <p><b>Pairs</b></p> <p>Give a child in each pair a verb vocabulary picture card. When directed by the adult, they can look at it and mime it for their partner to guess.</p> <p>Get feedback from children: Could they guess? Did anyone have a tricky one? Ask them out to the front and help them model it. Invite the child to choose someone else doing still, quiet sitting to take a guess.</p> <p>Now the other partner gets a go.</p> <p>Adult(s) move around the pairs to ensure children are talking about the verbs and can think of actions for their given word.</p> | <p><b>Step up</b></p> <p>Give more challenging action word pictures to more able children. Ask them if they can use the 'doing' word from their picture in a sentence.</p> <p><b>Step down</b></p> <p>Consider grouping less able children together and giving adult support with modeling of action words.</p> | <p>Large coloured 'doing', 'what', 'where' and 'when' cue card.</p>  <p>Small coloured verb ('doing') vocabulary cards.</p>  |

- To know the order that words come in a sentence.
- To know how to make a silly sentence.
- To be able to identify parts of a sentence.
- To be able to colour code written vocabulary.

**Whole class**  
Put the cue cards in the correct order for the children on the board, getting the children to name and sign 'who' and 'doing' as you go along.

Model a silly sentence containing a 'who' and 'doing' word using the A5 vocabulary cards. Get the class to say it together.

Model another but this time ask the children to tell you where the words go. Then have all the children say it together.

**Worksheet – whole class**  
Model an example of a 'Draw a Line' worksheet with a 'who' and 'doing' on the board first.

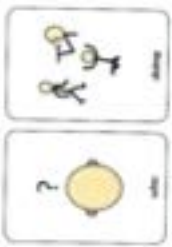
**Worksheet – individual**  
Children then make their own silly sentence by completing a 'Draw a Line' worksheet with 'who' and 'doing'. Individually, children choose their favourite silly sentence by joining a 'who' and 'doing' word. They then write out their sentence, underlining each sentence component in the correct colour. They can then draw a picture of it.

**Whole class or pairs**  
Share your favourite silly sentence with the class or your partner.

**Step up**  
More able children can write the sentence on the board.

**Step down**  
Less able children will need individual or small group reinforcement of the colour, Makaton sign and word type.

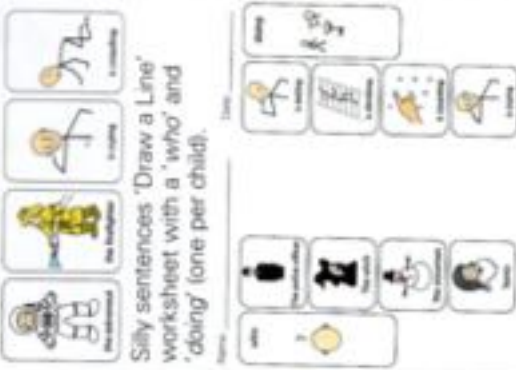
Large coloured cue cards for 'who' and 'doing'.



A5 coloured vocabulary cards for 'who' and 'doing'.

(N.B. Use only the 'doing' words on pages 118–119 for this activity, since these do not require a 'what' in order for the sentences made to make sense).

Silly sentences 'Draw a Line' worksheet with a 'who' and 'doing' (one per child).



Draw a picture of the silly sentence you made and then write the sentence below.



Writing pencils.  
Coloured pencils or pens to match the 'who' and 'doing' colours.



## Characters



queen



king



princess



prince



clown



cowboy



ghost



witch



dinosaur



fairy

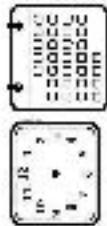
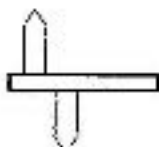
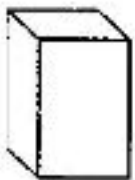
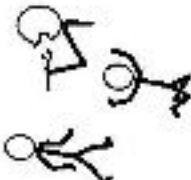



mermaid



mummy



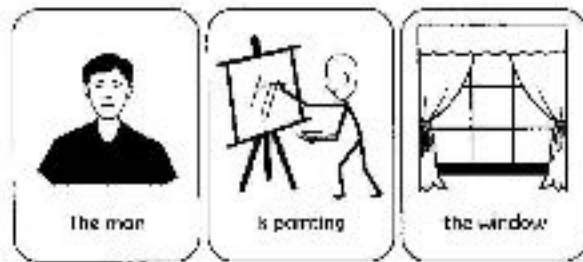
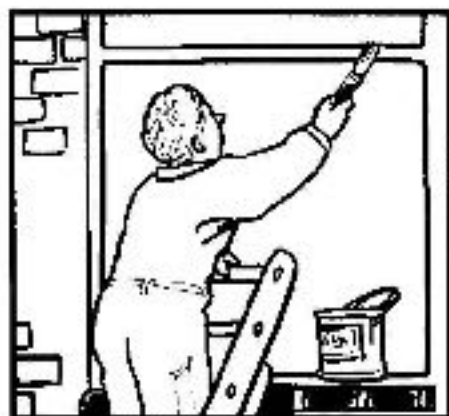
|   |  |
|---|--|
| <p>?</p>  <p>When</p>    |  |
| <p>?</p>  <p>Where</p>   |  |
| <p>?</p>  <p>What</p>  |  |
| <p>?</p>  <p>Doing</p> |  |
| <p>?</p>  <p>Who</p>   |  |



## Three-part sentences ('who', 'doing', 'what')

Use these alongside the 'Who, Doing, What' sentence template and blank box template on page 100

This Painter (*Write About the Picture*, page 14)













Fruit (*Write About the Picture*, page 18)





Name: \_\_\_\_\_

Date: \_\_\_\_\_

|   |  |   |  |
|---|--|---|--|
| who<br><br>?<br> | <br>The Queen     | <br>is swimming   | doing<br><br> |
|   | <br>The astronaut | <br>is jumping    |  |
|   | <br>The baby      | <br>is racing     |  |
|   | <br>The ghost   | <br>is cleaning |  |

Draw a picture of the silly sentence you made and then write the sentence below.

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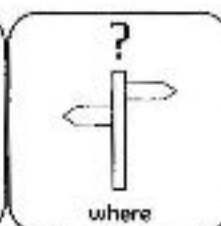
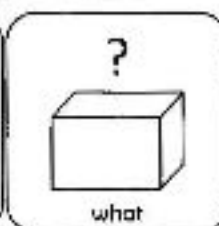
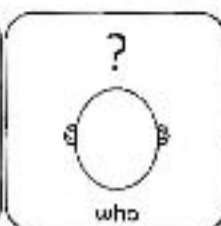
## Worksheet: The Airport



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Write a sentence about the airport picture. Colour the question words and small pictures in the correct colours first to help you. Then work out which order the words in the sentence should come in. After writing your sentence, underline the 'who', 'doing', 'what', 'where' and 'when' words in the correct colour.




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