




Colourful Semantics Session Plan – Nursery (Speaking) 3-4 years

Lesson Objective	Aims	Activity	Resources
<p>Session 1.</p> <p>To use longer sentences of 4-6 words</p>	<p>To be familiar with the vocabulary and MAKATON signs for 'who?' and 'doing?'</p>	<p>Provide a variety of preferred practical activities eg. sand/water play, construction, role play, art & craft, PE to base the 'who?' and 'doing?' questioning around.</p> <p><u>Adult modelling with MAKATON signs and colour-coded sequencing strip:</u></p> <p>Luke is building. I am painting Sarah is cooking.</p> <p><u>Key questions:</u> What is Luke doing? Who is cooking? What am I doing? etc</p>	<p>Variety of resources for the selected practical activity.</p> <p>iPad for taking photos of the pupils carrying out the practical activity. Photos to be used in the next session.</p> <p>Colour-coded sequencing strip</p> 
Lesson evaluation and next steps			


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<p>Session 2.</p> <p>To use longer sentences of 4-6 words</p>	<p>To be familiar with the cue card colour, name and MAKATON sign for 'who?' and 'doing?'</p>	<p>Share and talk about the photos from Session 1. Introduce the cue cards for 'who?' and 'doing?' and link to the photo. eg. Who is building? (point to Luke in the photograph), then hold up the who? cue card and reinforce with the MAKATON sign. Place the who? cue card above the photo.</p> <p>Repeat for the 'doing?' card.</p> <p>Ask the pupils to repeat the sentences.</p> <p>Introduce the specific 'who?' and 'doing?' cards (boy/girl/adult with name underneath, eg. Luke and digging/mixing/building etc)</p> <p><u>Adult modelling with MAKATON:</u> place cue cards onto colour-coded sequencing strip, saying the sentence.</p> <p>Luke is building.</p> <p>I am painting</p> <p>Sarah is cooking.</p> <p><u>Key questions:</u></p> <p>What is Luke doing?</p> <p>Who is cooking?</p> <p>What am I doing? etc</p>	<p>Photos of the pupils carrying out the practical activity.</p> <p>'who?' and 'doing?' cue cards.</p> <p>Colour-coded sequencing strip</p> 
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<p>Session 3.</p> <p>To use longer sentences of 4-6 words</p>	<p>To be familiar with the cue card colour, name and MAKATON sign for 'who?' 'doing?' and 'what?'</p>	<p>5-minute recap of who/doing session. Adult models the matching of who/doing cue cards to the photos and says the sentence. Pupils repeat the sentence. Can they generate their own who/doing sentence using the cue cards and photos?</p> <p>Introduce the cue card for 'what?' and link to the photo. eg. What is Luke building? (point to the object in the photograph), then hold up the what? cue card and reinforce with the MAKATON sign. Place the what? cue card above the photo.</p> <p>Ask the pupils to repeat the sentences.</p> <p>Introduce the specific 'what?' cards (cake/sandcastle/house)</p> <p><u>Adult modelling with MAKATON:</u> place cue cards onto colour-coded sequencing strip, saying the sentence. Luke is building a house. I am mixing a cake. Sarah is painting a house. Ask the pupils to repeat the sentences.</p> <p><u>Key questions:</u> Ask the pupils to find the correct 'what?' card What is Luke building? Can they generate and sequence their own who/doing/what sentence using the cue cards and photos? Who is painting a house? What am I mixing? etc</p>	<p>Photos of the pupils carrying out the practical activity. 'who?' 'doing?' and 'what?' cue cards.</p> <p>Colour-coded sequencing strip</p> 
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<p>Session 4.</p> <p>To use longer sentences of 4-6 words</p>	<p>To be familiar with the cue card colour, name and MAKATON sign for 'who?' 'doing?' 'what?' and 'where?'</p>	<p>5-minute recap of who/doing/what session. Adult models the matching of who/doing/what cue cards to the photos and says the sentence. Pupils repeat the sentences. Can they generate and sequence their own who/doing what / sentence using the cue cards and photos?</p> <p>Introduce the cue card for 'where?' and link to the photo. eg. Where is Luke building? (point to the location in the photograph), then hold up the where? cue card and reinforce with the MAKATON sign. Place the where? cue card above the photo.</p> <p>Ask the pupils to repeat the sentences.</p> <p>Introduce the specific 'where?' cards (sand tray/classroom/playground) etc</p> <p><u>Adult modelling:</u> place cue cards onto colour-coded sequencing strip, saying the sentence. Luke is building a house.in the classroom. I am mixing a cake.in the kitchen. Sarah is painting a house in the playground. Ask the pupils to repeat the sentences.</p> <p>Key questions: Ask the pupils to find the correct 'where?' card Where is Luke building? Where is Sarah painting a house? Where am I mixing the cake? etc</p> <p>Can they generate and sequence their own who/ doing/what/where sentence using the cue cards and photos?</p>	<p>Photos of the pupils carrying out the practical activity. 'who?' 'doing?' 'what?' and 'where?' cue cards.</p> <p>Colour-coded sequencing strip</p> 
Lesson evaluation and next steps			