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# Grade 1

# Life Skills in ENGLISH

## Book 1

## Terms 1 & 2

ISBN 978-1-4315-0230-1

Rainbow WORKBOOKS

Workbooks available in this series:

- Literacy/Home Language Grades 1 – 6 (In all official languages)
- Mathematics Grades 1 – 3 (In all official languages)
- Mathematics Grades 4 – 9 (In English and Afrikaans)
- Life Skills Grades 1 – 3 (In all official languages)

LIFE SKILLS IN ENGLISH
GRADE 1 – BOOK 1
TERMS 1 & 2
ISBN 978-1-4315-0230-1
THIS BOOK MAY NOT BE SOLD.
8th Edition

Name: Class:

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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Mrs Angie Motshekga,
Minister of Basic
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Mr Enver Surty,
Deputy Minister
of Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.


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# Grade 1

# Life Skills in ENGLISH Book I

This book belongs to:

1

# About me

Let's do

Paste a photo or a drawing of yourself here.

My name is _____.

My surname is _____.

I am _____ years old.

There are _____ members in our family.

My telephone number is: _____

My address is:

_____

_____

_____

I know when my birthday is.

| yes | I'm not sure | no |
|---|---|---|

Let's draw

Date: .....

| Joe is good at soccer. | Draw something you are good at. |
| --- | --- |
| | |

Tell your friends what you can do well. Then, colour in the star in the correct box to show what you can do.

Let's talk

| | | |
| --- | --- | --- |
| I can read. | I can dress myself. | I can write my name. |
| I can dance. | I can make tea. | I can brush my teeth. |

Teacher:

Sign:

Date:

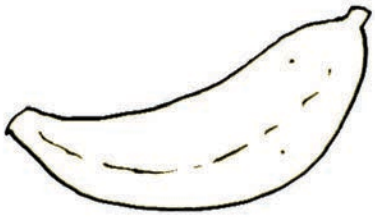
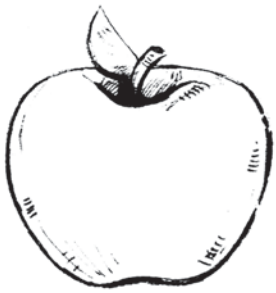
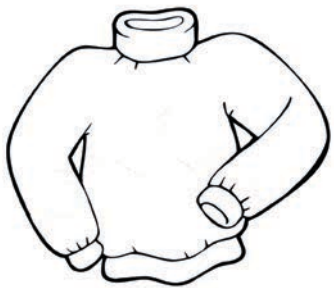
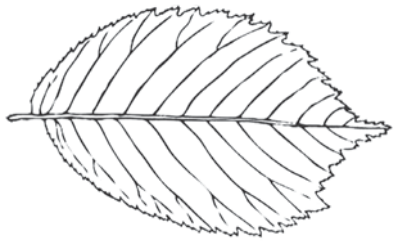
2

# Colours and dance

Let's do

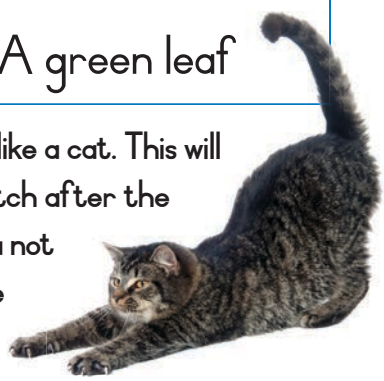
Do you know these colours?
Tell your friend the name of these colours.

Now colour each picture in the right colour.

| | | |
|---|---|---|
|  A yellow banana |  A red apple |  A blue jersey |
| A coloured umbrella | An orange orange |  A green leaf |

Do it outside

Before you do an activity outside, first stretch like a cat. This will make it easier for your body to move. Also stretch after the activity to relax and cool down. This will help you not to get pains in your muscles. Now do what these children are doing.



Sing "Heads and shoulders" while you:

- pretend you are playing a drum.
- pretend you are playing a guitar.

Fun

Clap your hands in these patterns.

Clap Clap Clap Clap

Clap Clap Clap

Clap Clap Clap Clap

Clap Clap Clap Clap Clap

Let's do

Can you do these things? Show your friends.

| | | | |
|---|---|---|---|
| I can run in different directions without bumping into anyone. | ☺ | 😐 | ☹ |
| I can skip with a skipping rope. | ☺ | 😐 | ☹ |
| I can roll a big ball to my friend. | ☺ | 😐 | ☹ |

Teacher:

Sign:

Date:

3

# We are all special

Let's talk

Look at the picture and tell your friend about the differences between these children.

## Big and small

Some of us are big, some of us are small.

Some of us are short and some of us are tall.

Some of us can jump, some of us can sing.

We can all do something well.

What can you do well?

Let's talk

Tell your friends how you felt on the first day of school.

| happy | sad | excited | cross | shy |
|---|---|---|---|---|
| | | | | |

Let's draw

Draw a picture to show how you would feel if someone gave you a new toy. Write the emotion in the space below.

## Let's talk

Tell your friend what is happening in each picture. Say how you would feel if these things happened to you. Tick the correct face.

| | | | |
|---|---|---|---|
| A big boy takes your things. | | | |
| | happy | excited | sad |

| | | | |
|---|---|---|---|
| You and your friend play together. | | | |
| | cross | happy | scared |

| | | | |
|---|---|---|---|
| You open a gift. | | | |
| | scared | excited | shy |

| | | | |
|---|---|---|---|
| Your brother or sister breaks your favourite toy. | | | |
| | shy | glad | cross |

## Let's do

Make your fingerprint in the first box, and ask a classmate to make his or her fingerprint in the next box.

Did you know that no-one in the world has the same fingerprint as you? You are so special, that there is only one of you in the world. Not even twins have the same fingerprints.

Can you see that your fingerprints differ?

Teacher:

Sign:

Date:

4

# We are all different

Let's talk

Look at these children.
How are they the same?
How are they different?

Let's do

Look at the picture and then think about whether these statements are true or false.
Colour the true sentences green.
Colour the untrue sentences red.

They all have 2 arms and 2 legs.

They are all girls.

They are all wearing shoes.

They are all wearing pants.

They are all children.

They all have long hair.

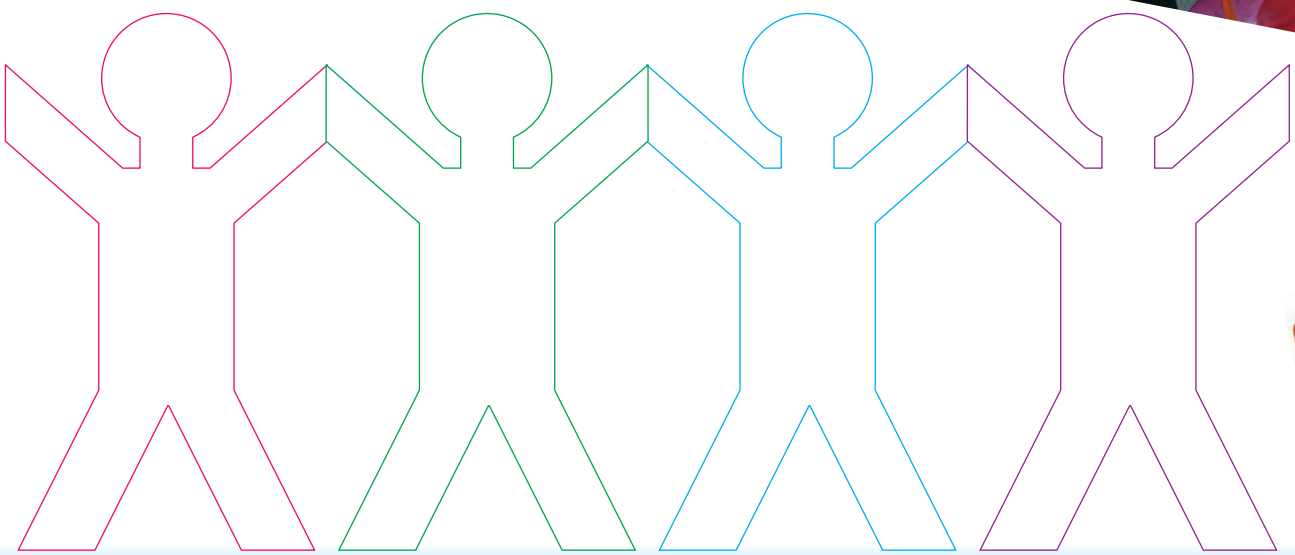
## Let's draw

Draw a picture of yourself in the first space. Then draw a picture of your best friend. When you have done this, look at your drawing and say how you are different from your friend.

| Me | My friend |
| --- | --- |
| | |

## Let's do

Colour in this friendship chain to show that everyone is different. When you have done this you can cut out and decorate the friendship chain in the cut out section of this book.



# Sing a song

Let's sing

Before you sing, do these exercises.
Breathe in deeply and breathe out slowly.
Pretend you are blowing out the candles on your birthday cake.
Pretend that you're cold, and say "Brrrrrrrrrrrr".

## Five little monkeys

Five little monkeys jumping on the bed.
One fell off and bumped his head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed.
One fell off and bumped his head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed.
One fell off and bumped her head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed.
One fell off and bumped her head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

One little monkey jumping on the bed.
She fell off and bumped her head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

## Let's draw

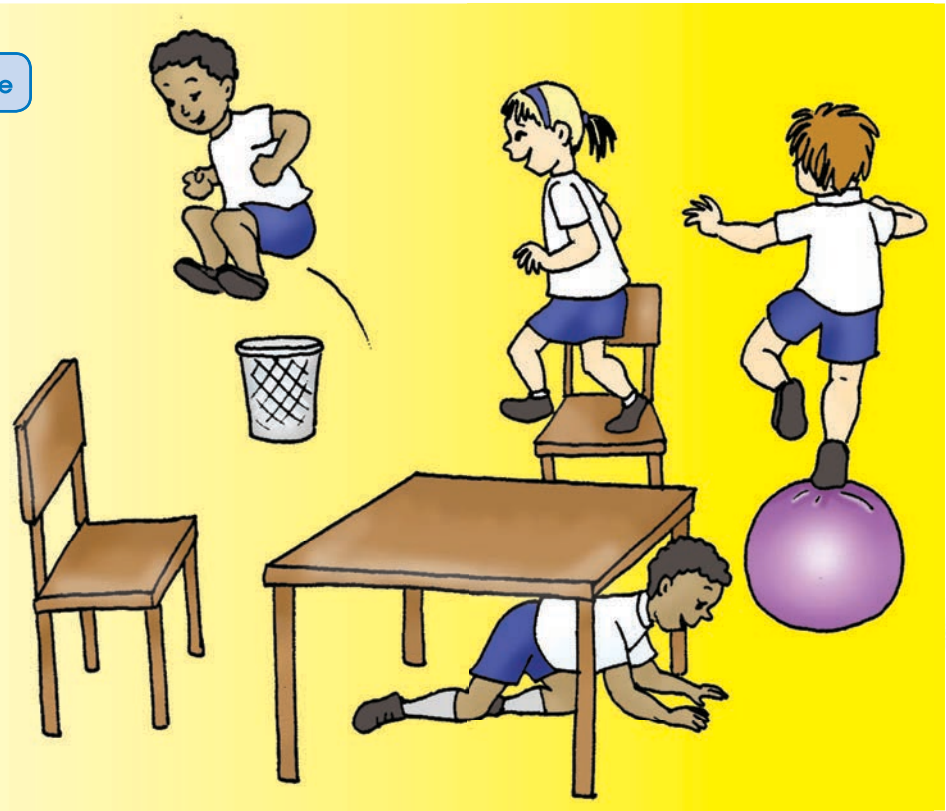
Draw your face.
Show your eyes, ears, nose, mouth and hair.

## Do it outside

Make an obstacle course outside your class like this one with your teacher's help.

Jump from one chair to the next.

Crawl underneath the tables.



Teacher:

Sign:

Date:

# 6 I am proud of my school

Let's do

Draw a picture of yourself in your school uniform. Then fill in the missing answers.

I go to

_____ School.

My teacher's name is

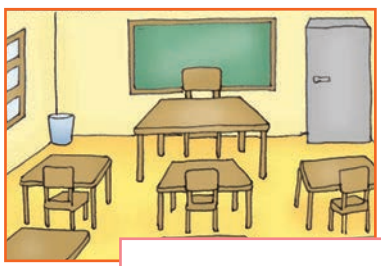
_____.

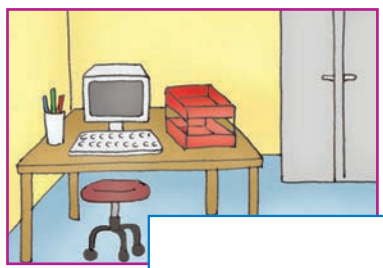
The school principal is

_____.

Let's write

Look at the pictures. Then cut out the correct word for each picture and paste it underneath the picture.

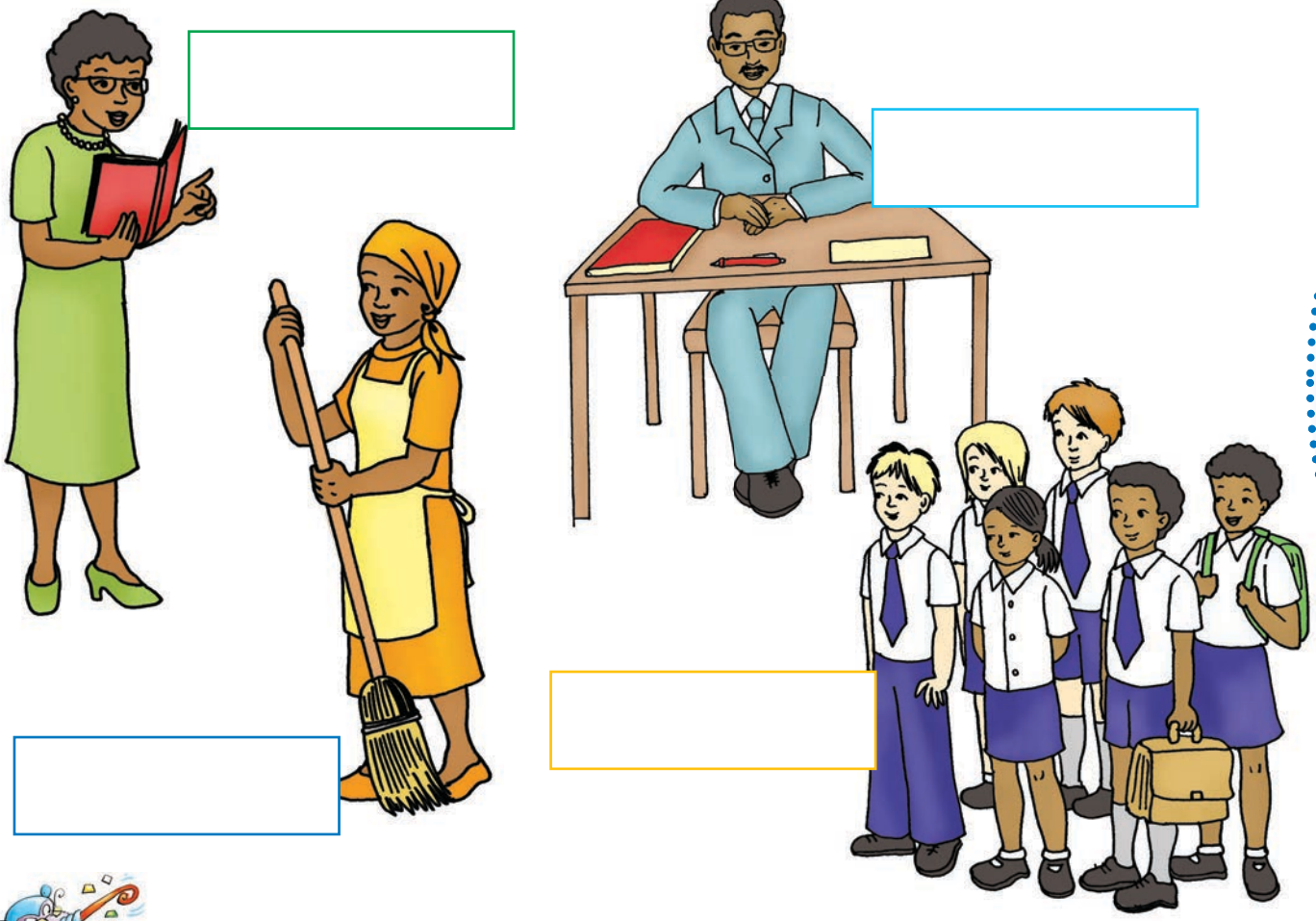




playground | classroom | office | secretary | toilet

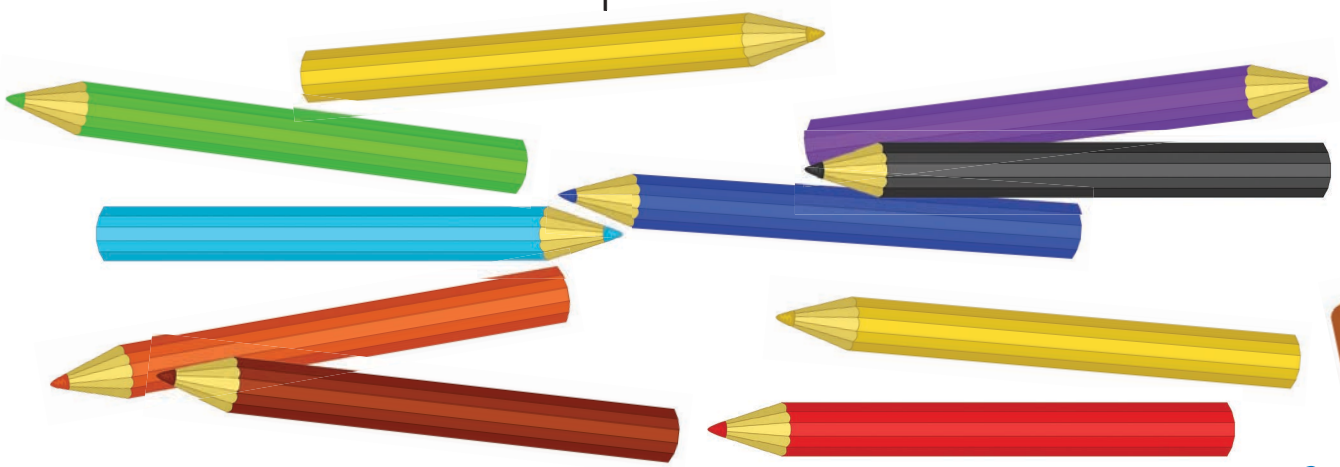
## Let's write

Who are the different people in a school? Look at the picture and talk about who they are and what they do. Then cut out the correct word from the bottom of the page and paste it next to the correct picture. Explain to your friend how to get to the principal's office, the toilet and the playground.



## Fun

John's pencil box has fallen. Count how many pencil crayons he has, and write the number in the box. Then, on a separate piece of paper, draw a picture using bright colours, to show how you and your friend play together. Draw a frame around the picture.



Teacher:

Sign:

Date:

| children | cleaner | teacher | principal |
|---|---|---|---|

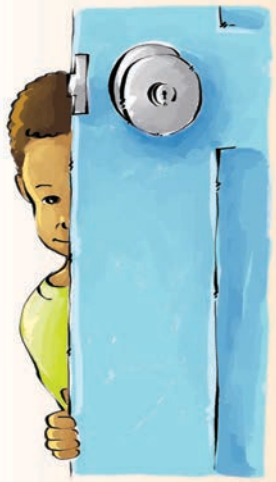
7

# Different places

Let's do

Show your friend that you can:

Hide under something.



Hide behind something.

Stand on top of something.

Stand next to something.

Do it outside

- Use a ball or a bean bag. Throw it up and catch it.
- Balance the beanbag on your head and walk around slowly.
- Now balance the beanbag on your head while walking along on top of a low balancing beam or a line on the ground.

| | | | |
|---|---|---|---|
| I can throw. | | | |
| I can catch. | | | |
| I can balance a bean bag on my head. | | | |

**Do it outside** Stamp your feet in these patterns.

L = Left

R = Right

L R L R L

R L R R L R L R

L L R L L R L R

Teacher:

Sign:

Date:

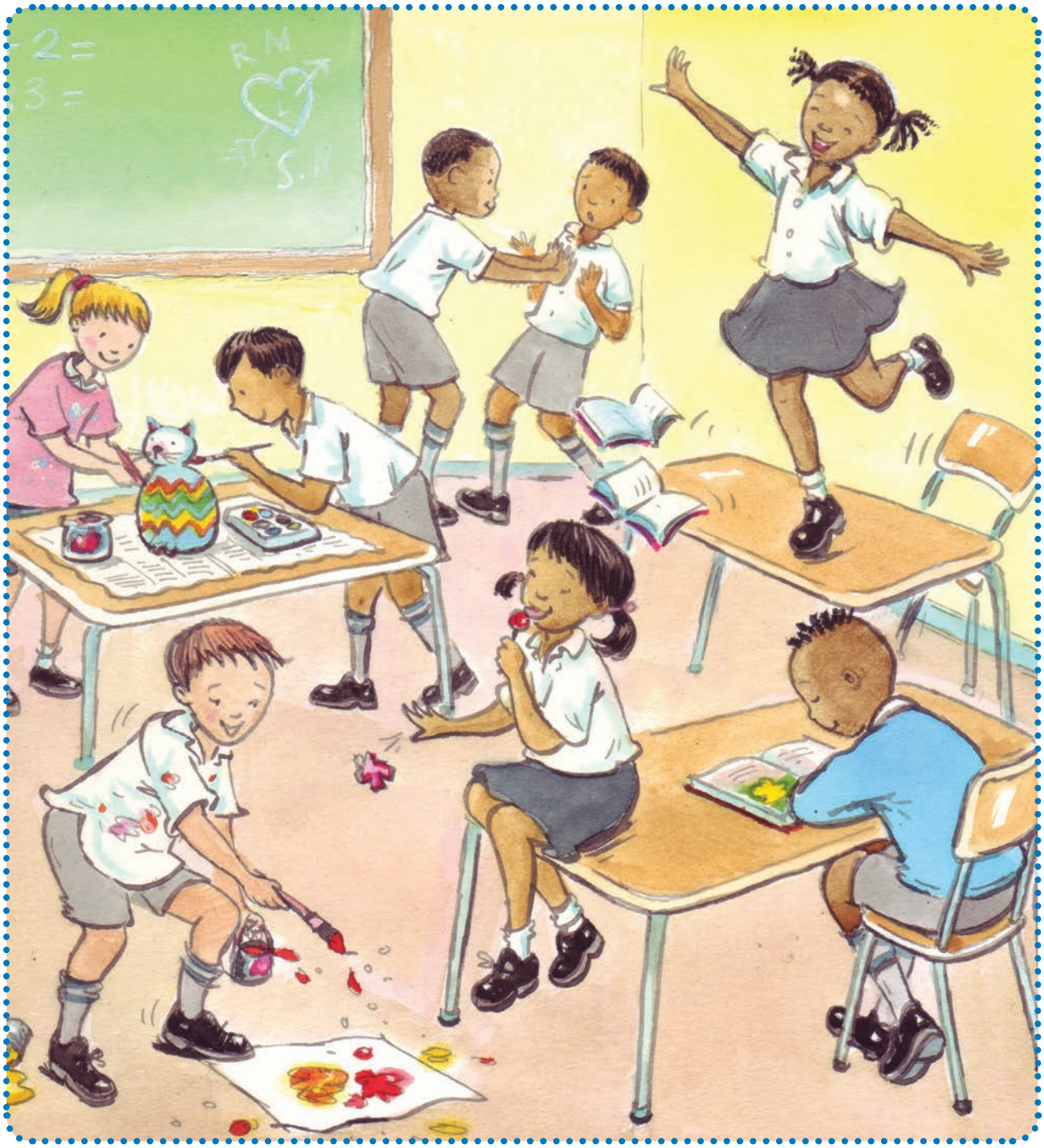
8

# My classroom

Let's talk Look carefully at this picture and talk about what you see.

In this classroom, both good and bad things are happening.

What good behaviour can you see? What bad behaviour can you see?



Tell your friend what is happening in each picture. Draw a ✔ next to all the good behaviour and an ✘ next to all the bad behaviour that can happen at school.

Teacher:

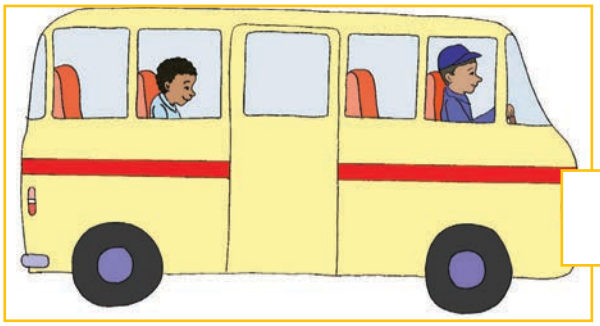
Sign:

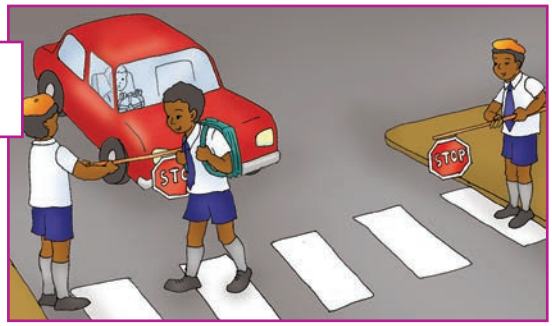
Date:

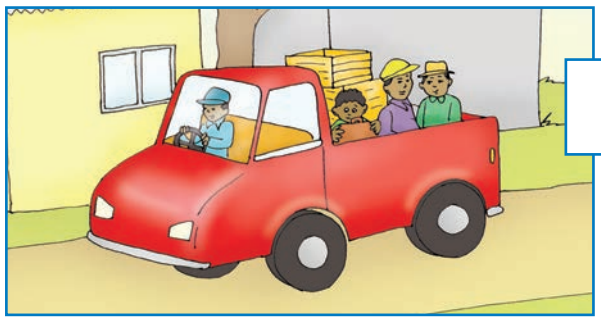
# 9 How we get to school

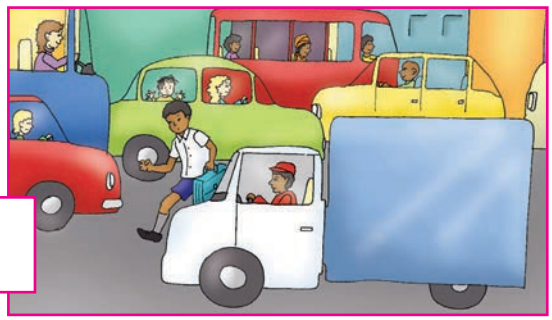
## Let's talk

How do you get to school each day? Are you safe? Do you know of ways that are unsafe? Talk to your friend about how these children are going to school. Tick ✔ those that are safe ways of going to school. Cross ✘ those that are unsafe.







How do you get to school in the morning? _____

## Let's do

Now ask 5 friends how they get to school each day. Tick them on this chart.

| Friends' names | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| on foot | | | | | |
| by bus | | | | | |
| by car or by bakkie | | | | | |

## Do it outside

| | Yes | No |
|---|---|---|
| I can run zig zag. When I run, I can change directions when my teacher tells me to. | | |

Let's do Draw a picture to show how you come to school.

Do it outside Listen to the music your teacher will play for you.

Move your body to the beat of the music.

Bend your knees and then stretch your legs.

Hunch your shoulders up and down.

Rotate your wrists to the left and then to the right.

Do it outside You and your friend must throw and catch a ball.
Use your weaker arm to throw the ball back.

Was I able to throw the ball with my weaker hand?

Do it outside

Do a wheelbarrow walk with a classmate.

Teacher:

Sign:

Date:

10

# I keep myself clean

Let's talk

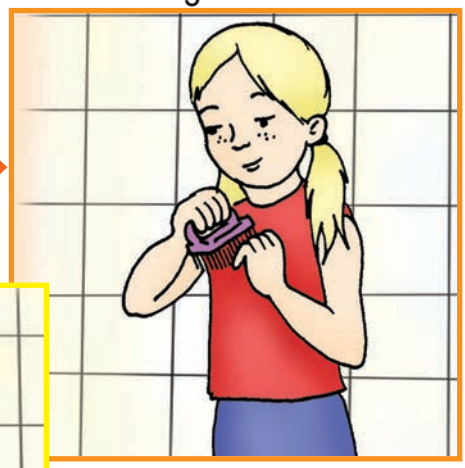
It is important to learn good habits from a young age.
Here are some things you should do to keep yourself clean and healthy.
Talk about each picture.

**I must**

Brush my teeth.

Wash my hands after using the toilet.

Wash myself regularly.



Keep my nails clean.

Wash fruit before eating it.

Use a toilet.

Use a handkerchief when sneezing or blowing my nose.

Let's write

Which of these items do you need to keep yourself clean?
Colour in the stars to show which items you use to keep clean.
Then tell your friend how you use each item to keep yourself clean.

| Tick whether you can do the following: | yes | no |
|---|---|---|
| I can climb the ladder on the jungle gym. | | |
| I can use the handgrips to move forward. | | |
| I can crawl through the jungle gym. | | |

Teacher:
Sign:
Date:

11

# Some good habits

Let's read

Some good habits for using the toilet correctly.

## Remember

Always close the toilet door when you use the toilet.

If you mess in the toilet, remember to clean it up.

Use toilet paper for good habits.

Remember to flush the toilet.

Always wash your hands after using the toilet.

Let's write

Circle the correct words that tell us how often we need to do the following things.

Washing your hair.

every day | in the morning and at night

twice a week | once a week

Brushing your teeth.

every day | in the morning and at night

twice a week | once a week

Washing your body.

every day | in the morning and at night

twice a week | once a week

Washing your face.

every day | in the morning and at night

twice a week | once a week

Teacher:

Sign:

Date:

# I am clean

**Do it outside**

Play "Simon says" with your teacher.
Find your own space and move without bumping into each other.
Simon says, "Touch your head."

**Let's show**

Show your friend how you …

Wash your hands.

Dry your hands.

Brush your hair.

Brush your teeth.

Wash your face.

Do it outside Act out this rhyme.

I can clap my hands
and stamp my feet,
I can nod my head
and swing my arms,
I can wriggle my toes
and touch my nose.

Teacher:

Sign:

Date:

# Healthy habits

Let's read What do we need to stay healthy?

## A healthy diet

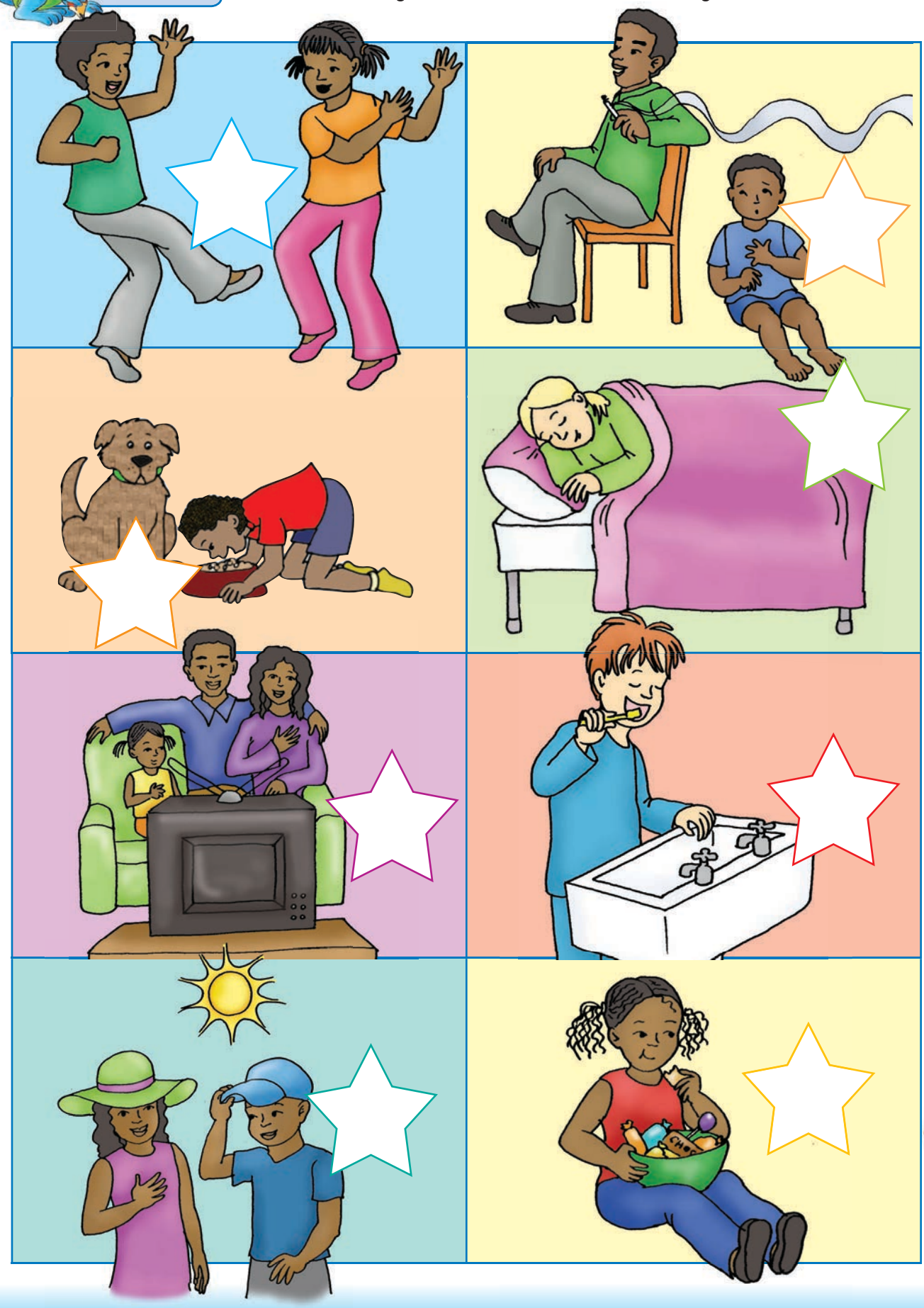
## Enough exercise

## Keeping clean

## Being in the fresh air

## Enough sleep and not too much television!

Let's write Tick ✔ for healthy habits and cross ✘ for unhealthy habits.



Teacher:

Sign:

Date:

14

# Clean and tidy

Let's do

Show how you use these items.

toothpaste

toothbrush

soap

hand cream

shampoo

comb

brush

nailbrush

nail clippers

## Do it outside

Hold hands to form a large circle.

Now pass a ball to each other in the circle.

Then add another ball and pass it along.

Then add another ball and try to pass 3 balls along.

## Let's talk

What is untidy in this room?

What must you do to tidy the room?

What are the children doing? What should they do?

Teacher:

Sign:

Date:

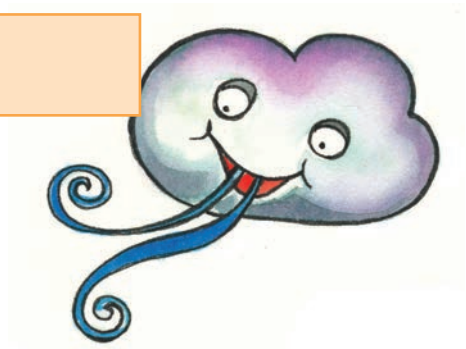
15

# The weather I like

Let's talk

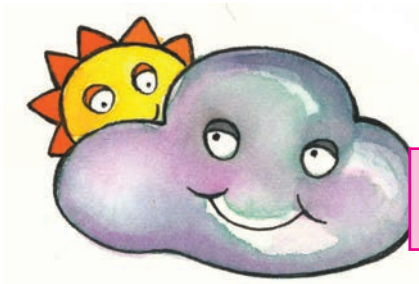
Look at the different types of weather and tell your friend what weather you like best.

windy



sunny

rainy



cloudy and cold

In some parts of our country
it sometimes becomes so cold that it snows.

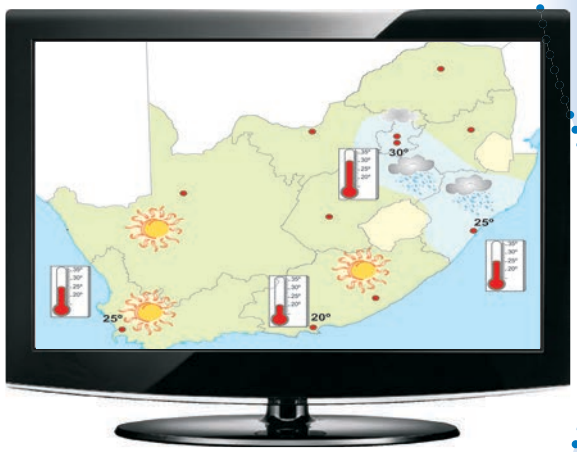
Sometimes the weather is stormy.

Winds that are very strong are called hurricanes.

Let's do

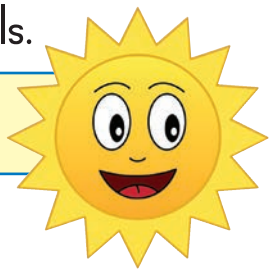
Draw a picture of yourself in the rain or snow.
Draw a picture of yourself on a large sheet of paper, using wax crayons.
Mix blue food colouring with water and paint over the whole page.
Splash white paint over the picture.

## Let's read



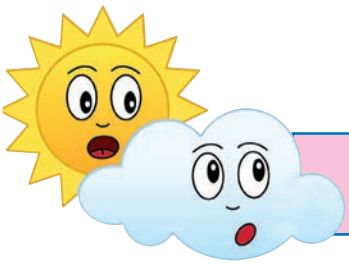
We use a weather chart to show what the weather is like. We use symbols to show the different kinds of weather. Here are some of the symbols.

sunny



rainy

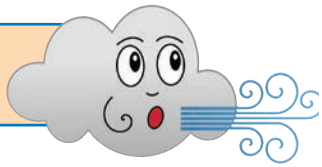
cloudy



partly cloudy

snow

windy



## Let's talk

Tell your friend what kinds of clothes you wear in each type of weather.

## Let's do

Draw weather symbols to complete your own weather chart for the week.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| | | | | |

## Let's write

What has the weather been like this week? Fill in the missing words.

Today it is _____.

Yesterday it was _____.

I hope tomorrow will be _____.

Teacher:

Sign:

Date:

# The weather

Let's do Mime the different weather conditions.

Spread your arms wide above your head and pretend to be a large cloud.

You have an umbrella to protect you from the sun.

Wave like a tree blowing in the wind.

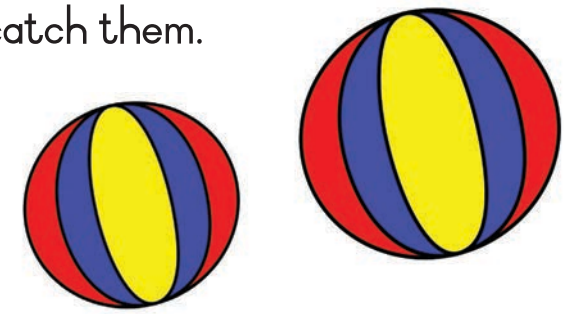
Hold your umbrella tightly to stop it from being blown away by the strong wind.

Pitter-patter like raindrops falling on the roof.

## Do it outside

Hold hands to form a large circle.

Throw balls to each other and catch them.



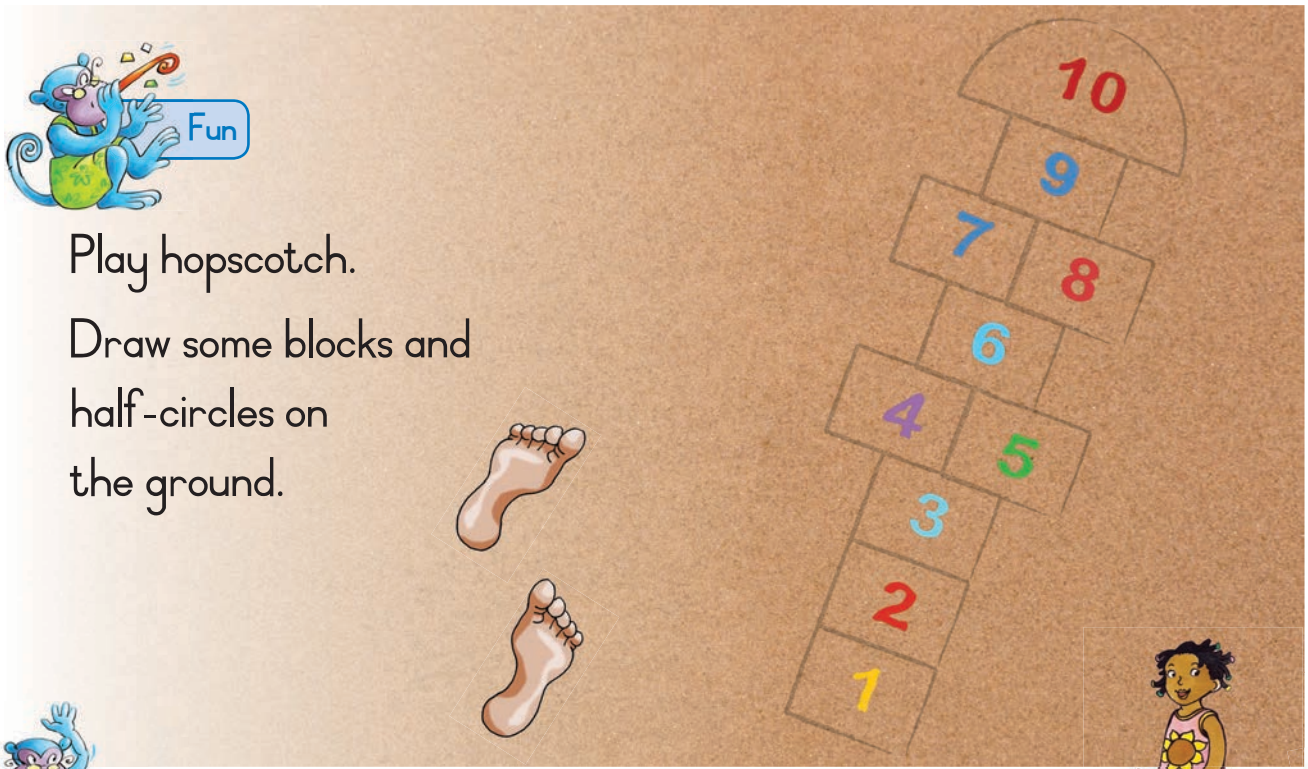
Think of different ways of moving on a balancing beam or on a line of string. See whether you can think of a way of moving differently to your classmates.

## Fun

Play hopscotch.

Draw some blocks and half-circles on the ground.





## Do it outside

- Show your friend how you skip using a skipping rope.
- Your teacher will show you how to play some traditional games.

Teacher:

Sign:

Date:

# My family

Let's talk Did you know that families are not all the same?

Some families are big and some are small. Some have moms and dads and some don't. Some families live with their grandmothers and grandfathers, uncles, aunts and cousins.

Look at these pictures and tell your friend how these families differ from one another. Use words from these word boxes.

| | | |
|---|---|---|
| mother | father | sister |
| grandfather | brother | baby |
| grandmother | family | |

Date: .....

## Let's write

Who shares your home with you?

Whom do you share your home with?

_____.

In our home there are _____ people.

Who is the youngest in your home? _____.

Who is the oldest in your home? _____.

## Let's talk

We all have our tasks to do in our homes. Look at these pictures and name the persons who does these tasks in your home.

Write one sentence about a task you did yesterday.

_____.

Teacher:

Sign:

Date:

# My family

Fun

Draw a picture of something you and your family do together.
Say who the persons are. Use these words to help you.

| | | |
|---|---|---|
| mother | father | sister |
| grandfather | brother | baby |
| grandmother | family | |

## My family



Date: .....

Date: .....

# We care for each other

## Let's read

Family members should love each other and care for each other. We show that we love one another by hugging each other and also by helping and respecting each other. We need to …

- help one another.
- be polite to one another.
- do our tasks on time.
- be responsible.

## Let's talk

Look at these pictures and say how these children show their family that they care. Then make up a role play to show what is happening in each of the pictures.

## Let's do

Draw a picture of what you do to show your family that you care. Tell your friend what you have drawn.

Teacher:

Sign:

Date:

20

# Showing you care

Let's talk

Talk about how these family members help each other. Number the pictures from 1 to 4 to show the right order.

Let's read

Our evening jobs

Mom cooks the food.
Dad washes the pots.
My brother and I help mom and dad.
We help a lot.
We put away the milk and bread.
Then we are ready to go to bed.
Please tell us a bedtime story!

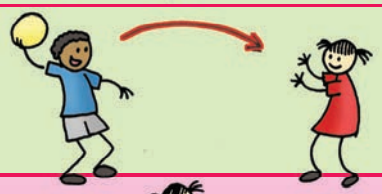
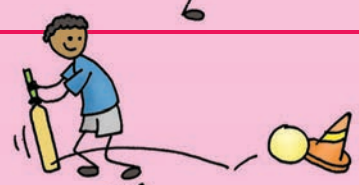
Date: .....

Let's do

Make a card for someone who cares for you. Draw a picture and write the person's name.

Let's do

Can you do the following?

| | | | |
|---|---|---|---|
| | pass the ball by bouncing it to your partner. | yes | no |
|  | pass the ball by throwing it overhand to your partner. | yes | no |
| | bounce the ball off your knees. | yes | no |
|  | hit the ball towards the cone. | yes | no |
| | dribble the ball between the markers. | yes | no |
| | kick the ball towards something and hit it. | yes | no |

Teacher:

Sign:

Date:

# Safety in and around the home (1)

Let's talk

We should always feel safe when we are at home. But there are many dangers in and around our homes. Look at the pictures, and talk to your friend about some of the dangers.

## In the kitchen

- Turn the handles of pots and pans towards the back of the stove.
- Do not leave sharp knives lying around.
- Lock paraffin and medicines in a safe place.
- Do not leave toys lying around.

## In the bathroom

- Do not use things that need electricity close to water.
- Do not leave them close to water.
- Put scissors and other sharp things away in a cupboard.
- Don't share your tooth brush with anyone.

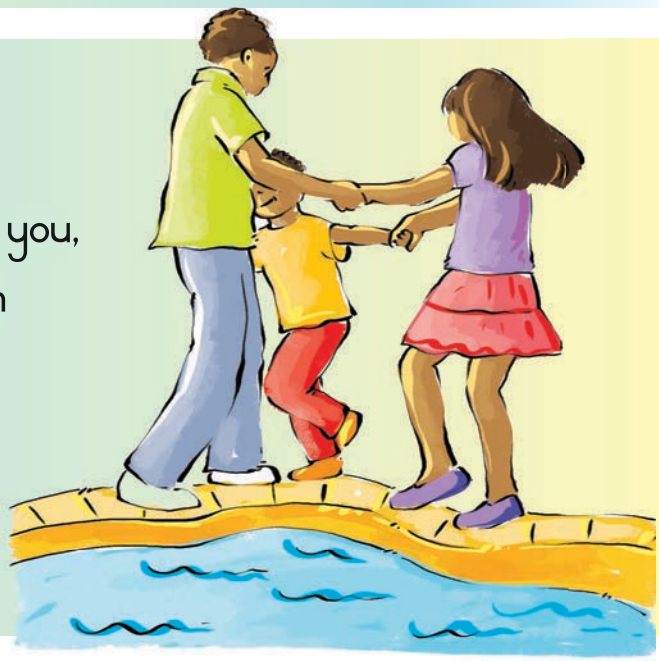
Date: .....

## Thunderstorms, lightening and electricity

- Never stand under a tree in a storm.
- Never put anything into a wall socket. Ask someone older to help you.

## Outside the home

- Pick up things that could hurt you, like broken glass, and put them into the rubbish bin.
- Do not play near a pool unless there is a grown-up with you.



## Inside the home

- Do not leave toys and other things lying around.
- Do not play with paraffin or poisonous cleaners.
- If you see that the cord to the iron or the kettle is frayed, ask your mom or dad to fix it.

Teacher:

Sign:

Date:

22

# Safety in and around the home (2)

Let's talk

Keeping safe

Look at the pictures and say which pictures show safe situations and which do not. Tick (✔) those that show a safe situation and cross (✘) those that show an unsafe situation. Say why you think they are safe or unsafe.

Date: .....

Date: .....

## Let's talk

Are there unsafe things in your home? What can you do about it? Poisons, medications and some cleaning liquids are very dangerous. You should never drink anything if you are not sure what it is.

These signs mean that there is something poisonous inside the bottle, box or tin. Have you seen these signs before?

## Do it outside

Your teacher is going to play you some music.

- Move to the beat of the music.
- Choose a leader. The leader must move to the beat of the music. Everyone else must copy the leader and move in the same way.
- Balance on one leg.
- Now balance on the other leg.
- Which leg is stronger?
- Place a long piece of string along the floor or draw a line.
  Walk along the string or the line, and keep your balance.
- Now change the shape of the string or the line and walk along it keeping your balance.

Teacher:

Sign:

Date:

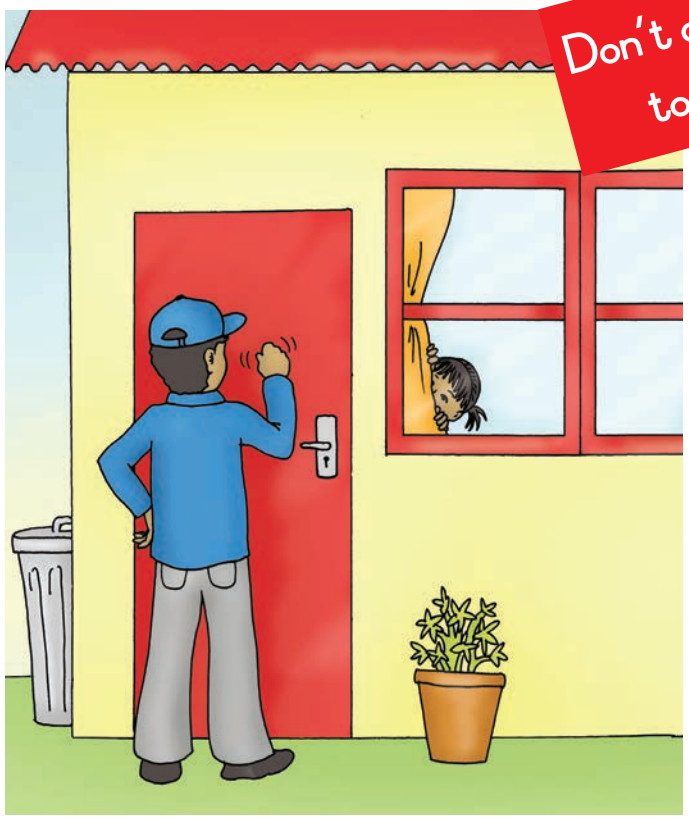
23

# Safety when I'm home on my own

Let's talk

You have learned about things that can hurt you in and around your home. How can you keep yourself safe when you are at home on your own?

When you are at home alone, you can do these things to stay safe.



Don't open the door to strangers.

Lock all the doors leading to the outside.

Date: .....

- Make sure you know the telephone numbers of your parents and the people who live next door to you.
- Make a list of important numbers, in case something is wrong.

**Let's write** Make your own list of important numbers.

Police: _____

Ambulance: _____

Fire brigade: _____

Mom's cell phone: _____

Dad's cell phone: _____

Whom else could you call when you need help?

_____

Teacher:

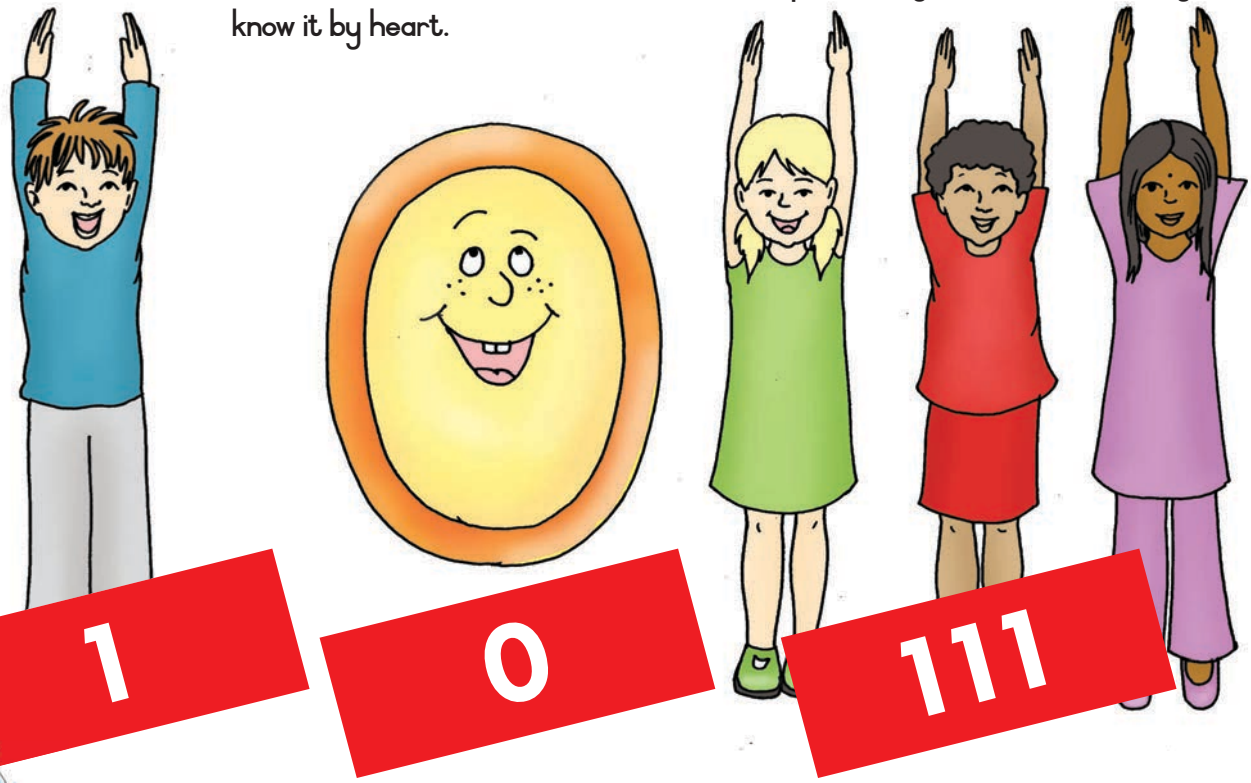
Sign:

Date:

# Something else to remember

Let's talk

Here is an easy way of remembering the phone number for the police. Look at the pictures and tell your friend how the pictures help you to remember the numbers. 10111 is the number for the police. Say it a few times until you know it by heart.



Do it outside

Show how you would move if you were the child in each of these pictures.

How would you move if a stranger were chasing you?

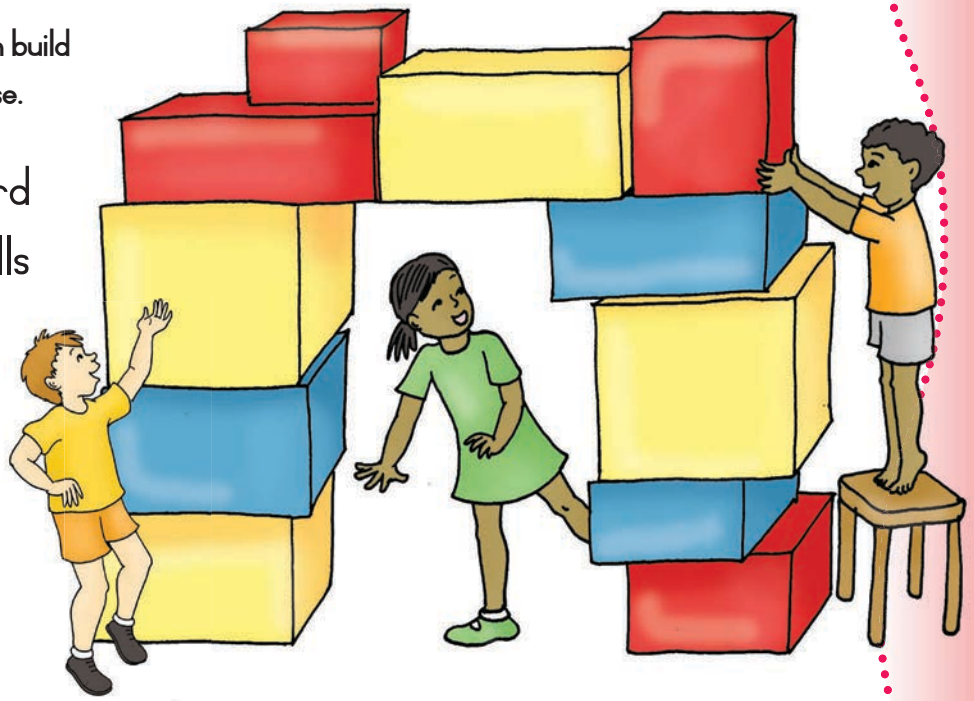
How would you move if you were helping your mom to mix a cake?

How would you move if you stood on broken glass?

Date: .....

## Let's do

See if you can build your own house.



- Find some old cardboard boxes and build the walls and a roof.
- You can glue the boxes together. When the house is finished, you can paint it.
- If you can't find cardboard, use something else, but don't use glass or tin or anything that can hurt you.

## Do it outside

Throw a beanbag or a ball in the air and catch it with your weaker hand.

Help your teacher move the chairs, tables and boxes outside the classroom.

Climb over the chairs, tables and boxes, crawl underneath them and jump down from them.

Try balancing on one foot on a chair.

Teacher:

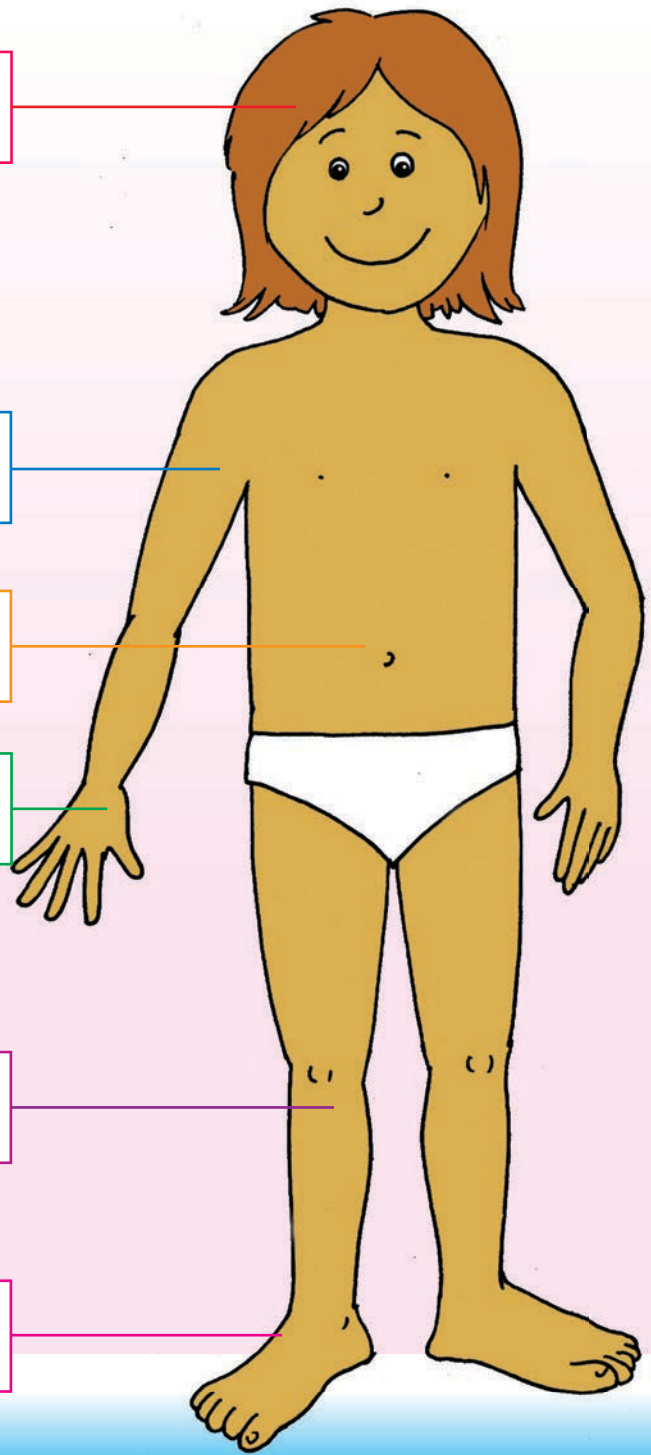
Sign:

Date:

# My body

Let's write Write the words in the correct spaces.

| | | |
|---|---|---|
| leg | hand | head |
| stomach | foot | arm |



Date: .....

## Let's draw

Finish this drawing of a face.

Draw the hair. Try to copy your own face. If you have brown eyes, draw brown eyes. If you have black hair, draw black hair.

Draw your eyebrows, your nose and your mouth.

Your face is an important part of your body.

We each have 2 eyes.

We each have 2 ears.

We each have a nose.

We each have a mouth.

## Let's sing

Sing this song. Touch the part of the body as you sing its name.

### Head and shoulders

**Head and shoulders, knees and toes, knees and toes**

**Head and shoulders, knees and toes**

**Head and shoulders, knees and toes, knees and toes,**

**knees and toes**

Teacher:

Sign:

Date:

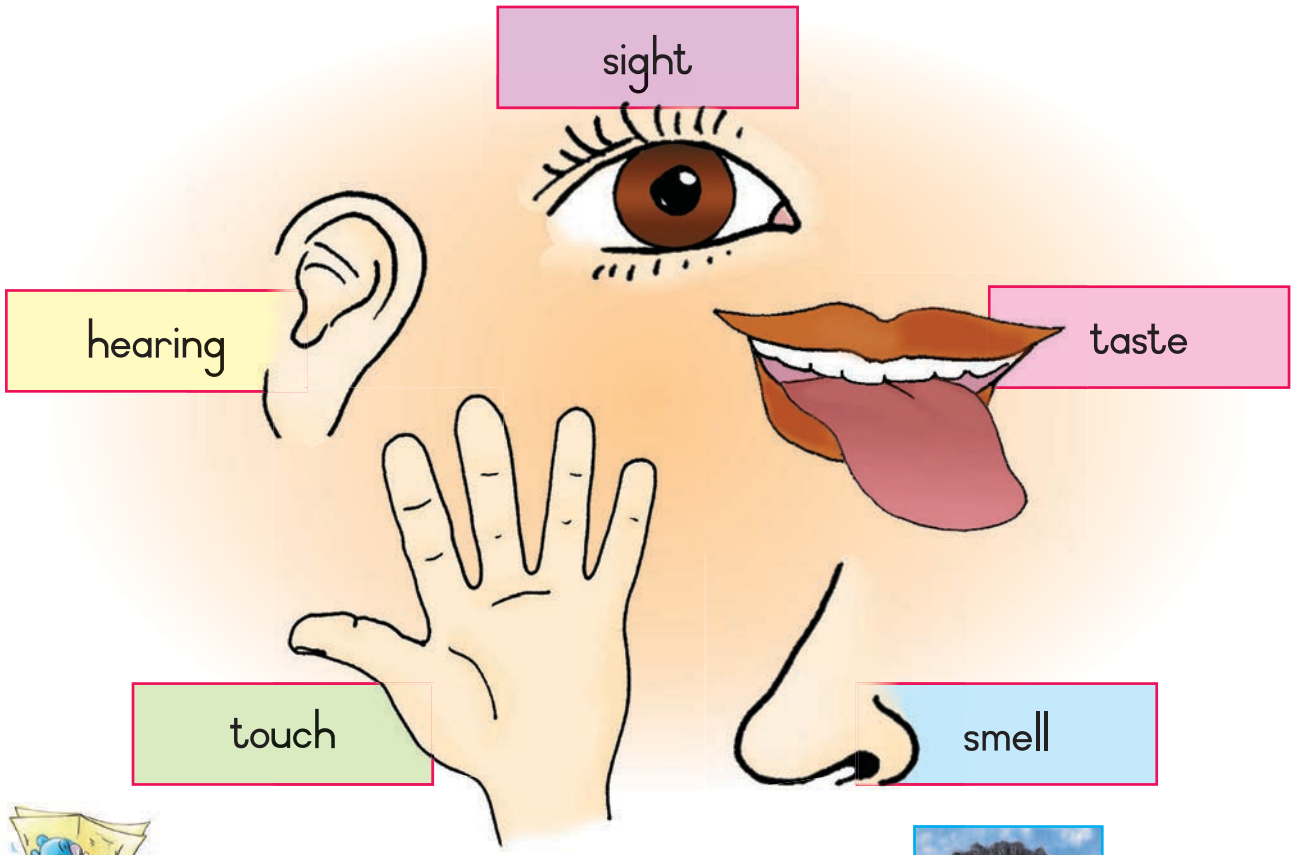
## Do it outside

Play 'Simon says ...'

26

# My senses

Let's talk Look at the different senses and say what we use them for.




Let's read

We use our senses every day.
We smell and taste our food. We can feel how soft a feather is. We may see how blue the sky is in summer. We may hear music.

Our senses also keep us safe. We can smell if there is a fire. We can feel when the sun is too hot. We may see when it is unsafe to cross a road. We may hear the sound of an alarm.

Date: .....

**Let's do** Caring for our eyes and ears.

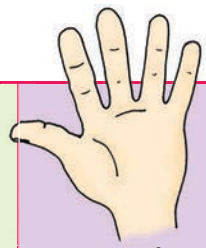
We need to look after our senses.

We need to look after our eyes and ears.

Look after your ears by not listening to loud music.

Look after your eyes by wearing a cap or sunglasses. Don't look at the sun.

**Let's write** Look at the table below, and on each line tick ✔ the sense or senses you would use. You can mark more than one.

| | smell | taste | sight | hearing |  touch |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Teacher:

Sign:

Date:

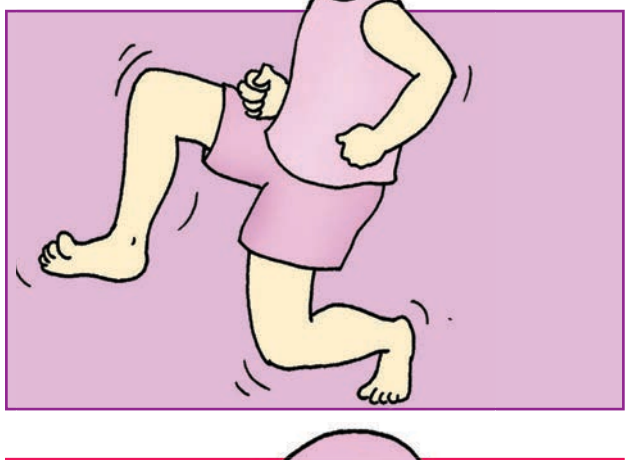
27

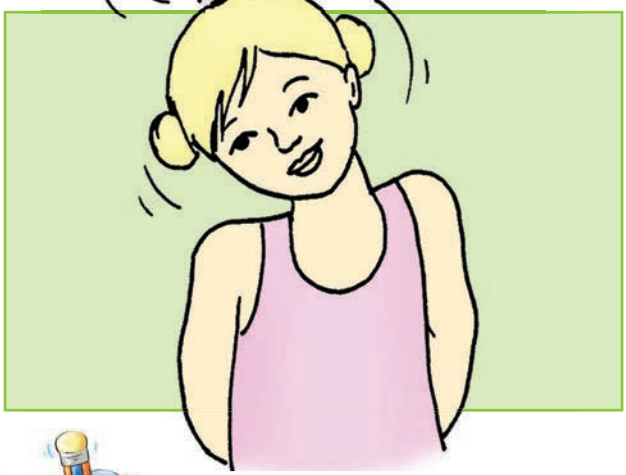
# Moving my body

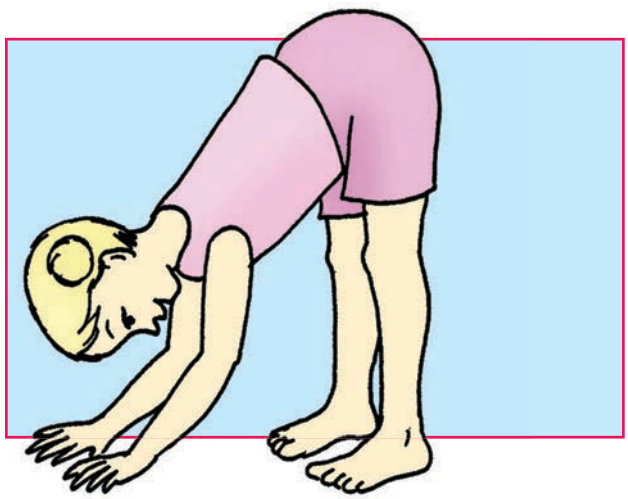
Let's talk

Look at the pictures. For each one, name the parts of the body and say what they help you do.

We use our bodies to move.







Let's write

Answer these questions with your friend. Then write the answers in your book, under the questions.

Which parts of your body do you use to walk?

Which parts of your body do you use to pick something up?

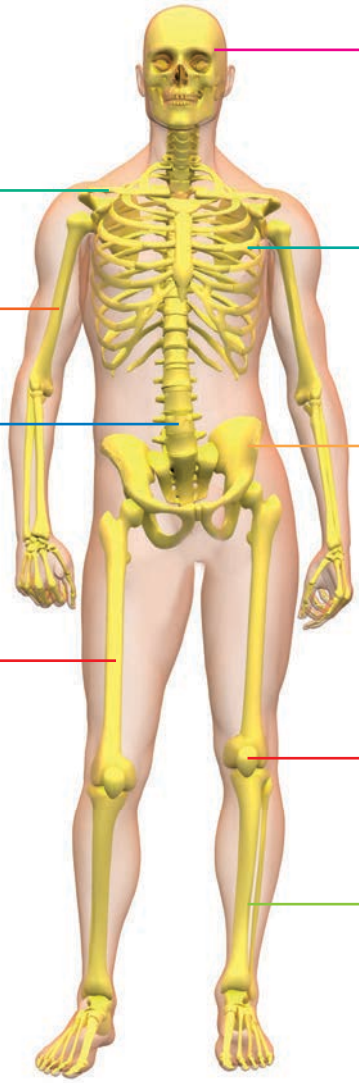
Do it outside

Your teacher will show you how to play 'cat and mouse'.

Date: .....

There are also parts of your body that you can't see.
They all work together to keep you alive.

## Your bones



skull

collarbone

rib

arm-bone

spine

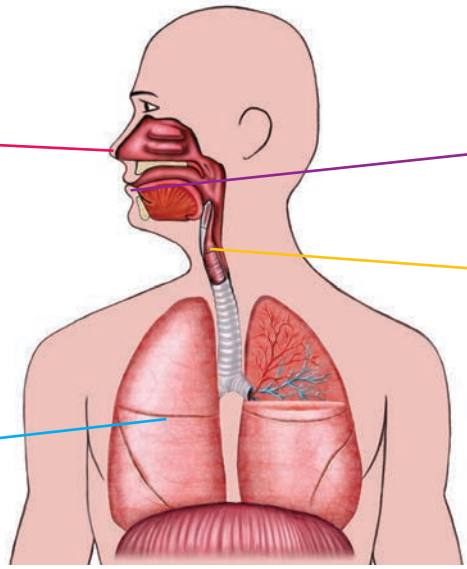
hip-bone

leg-bone

kneecap

leg-bone

## Parts of your body that help you breathe



nose

mouth

throat

lung

Teacher:

Sign:

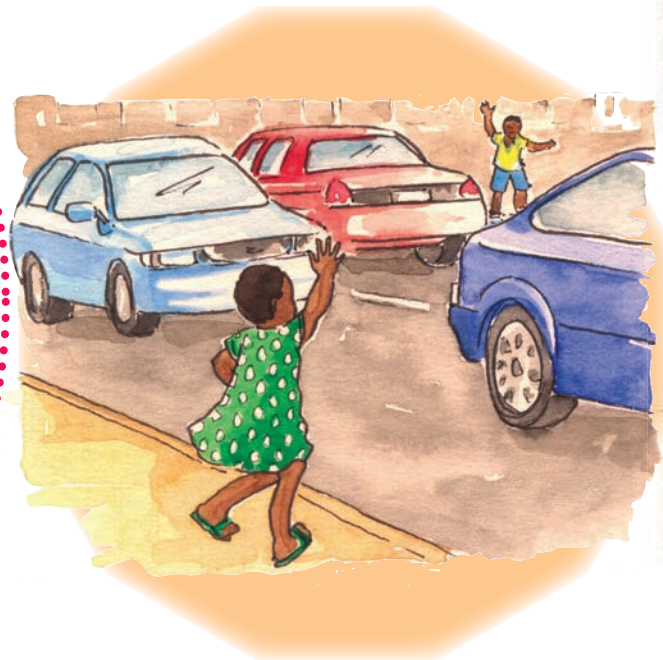
Date:

28

# Thinking about safety

Let's talk

Look at the pictures below, and talk to your friend about what you see. For each picture, say how you can stay safe.



You see your friend across the street.

You are waiting alone at a bus stop.

A stranger asks you to go somewhere with him or her.

You are lost at a shopping centre.



Date: .....

Date: .....

We have "yes" feelings when someone gives us a hug that feels right. It feels good to hugged in a friendly and caring way by someone you love.

We have "no" feelings when someone touches us in a way that makes us feel scared or upset. When we feel upset or unsafe we have "no" feelings.

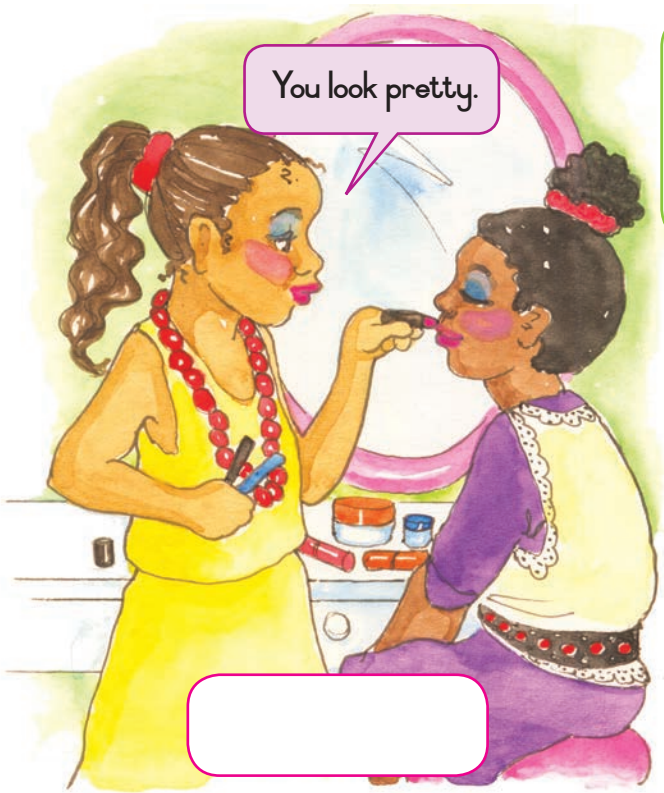
## Your body is special and it belongs to you. You can say "yes" if it is OK for someone to touch you, and you can say "no" if it is not OK.

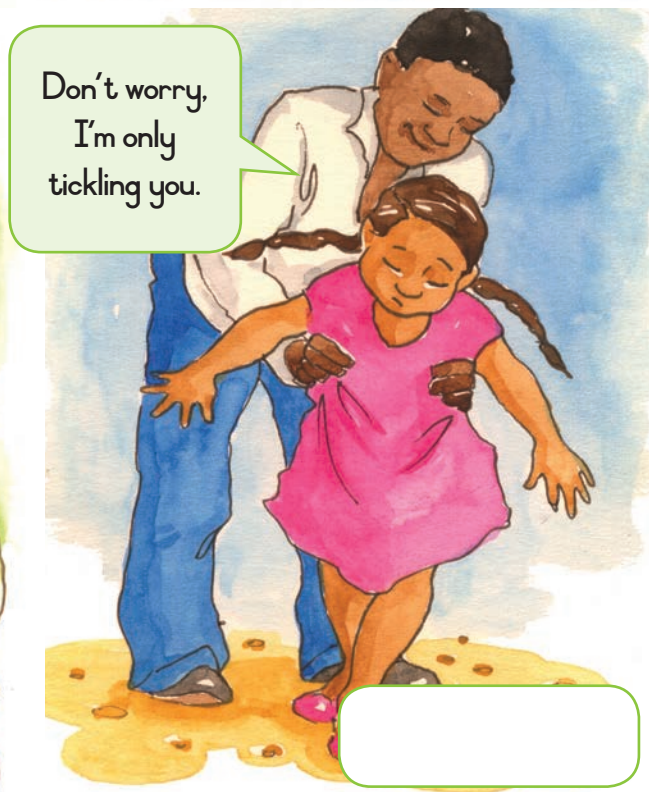
29

# Keeping safe

Let's write

Look at the pictures below and write Yes for a "yes" feeling and No for a "no" feeling in the blocks.




Date: .....

Date: .....

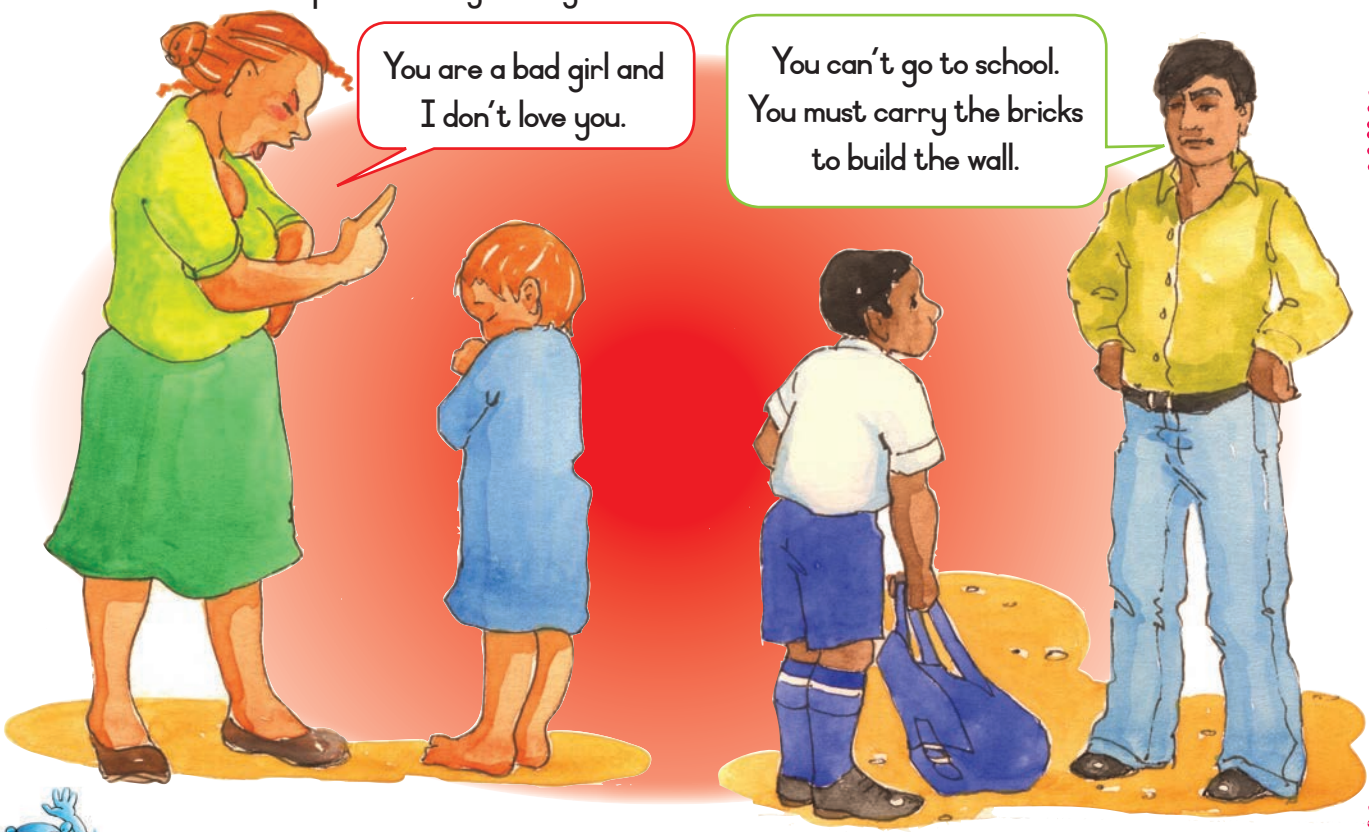
## Let's do

Practise saying "no".

Make up a play where a stranger wants to take the child in his car or wants to touch the child. The child answers "no".

## Let's talk

Some children live in homes where they are not looked after. Look at the pictures. Talk about how you would feel if you were the child in the pictures. Say what you would do.




## Do it outside

Play the "freeze" game.

Move in any way you like, and when your teacher blows the whistle, freeze in that position. You must not move at all until the teacher says you may. How well can you balance? Walk on a low balancing beam or a long piece of string placed on the ground.

Teacher:
Sign:
Date:

# Keeping my body healthy

There are many ways in which we can get sick. Most of the time, we get ill because of germs and bacteria. They are so small we can't see them. They can come into our bodies and make us ill.

What are the children in the pictures doing to keep themselves healthy? What could happen if they didn't do these things?

Date: .....

## Let's talk

Now talk about these pictures. Make a ✔ to show how you can stay healthy.
Put a ✘ into the box with the pictures of things that can make you ill.

Teacher:

Sign:

Date:

# Keeping my body healthy

Let's talk Did you know there are different ways in which to purify water?

Did you know that some water is clean and some is dirty? How can you make sure water is clean and good to drink?

You can boil the dirty water in a kettle to kill the germs.

You can filter the dirty water. Your teacher can show you how.

You can add 1 teaspoon of bleach (such as Jik) to a 20 litre bucket of river water. Close the bucket to keep flies out. Leave the water for 28 hours before you drink it.



Date: .....

Date: .....

## Let's talk

Look at these pictures and talk about what these children are doing to stay healthy.

Throw used tissues into the toilet or a bin.

Wash your hands before you eat.

If you mess in the toilet, clean your mess and then wash your hands.

Wash your hands after using the toilet.

Cover your mouth if you cough or sneeze.

Teacher:

Sign:

Date:

32

# Just checking

Let's talk

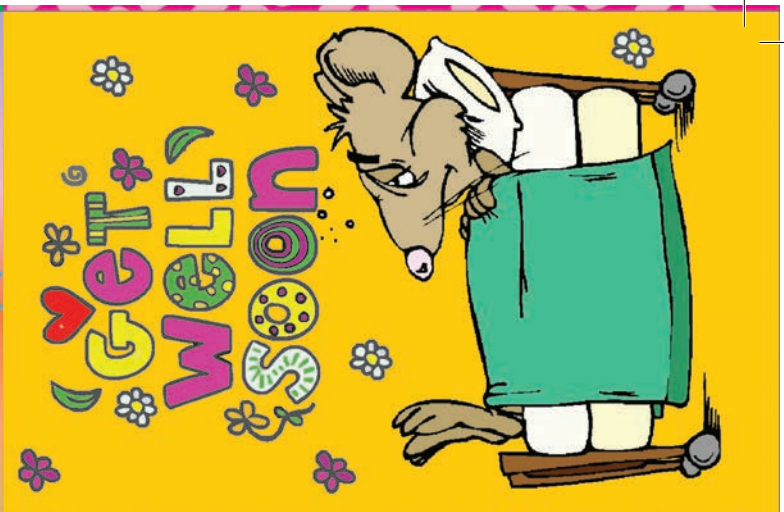
Discuss what you have learned in the past two terms.

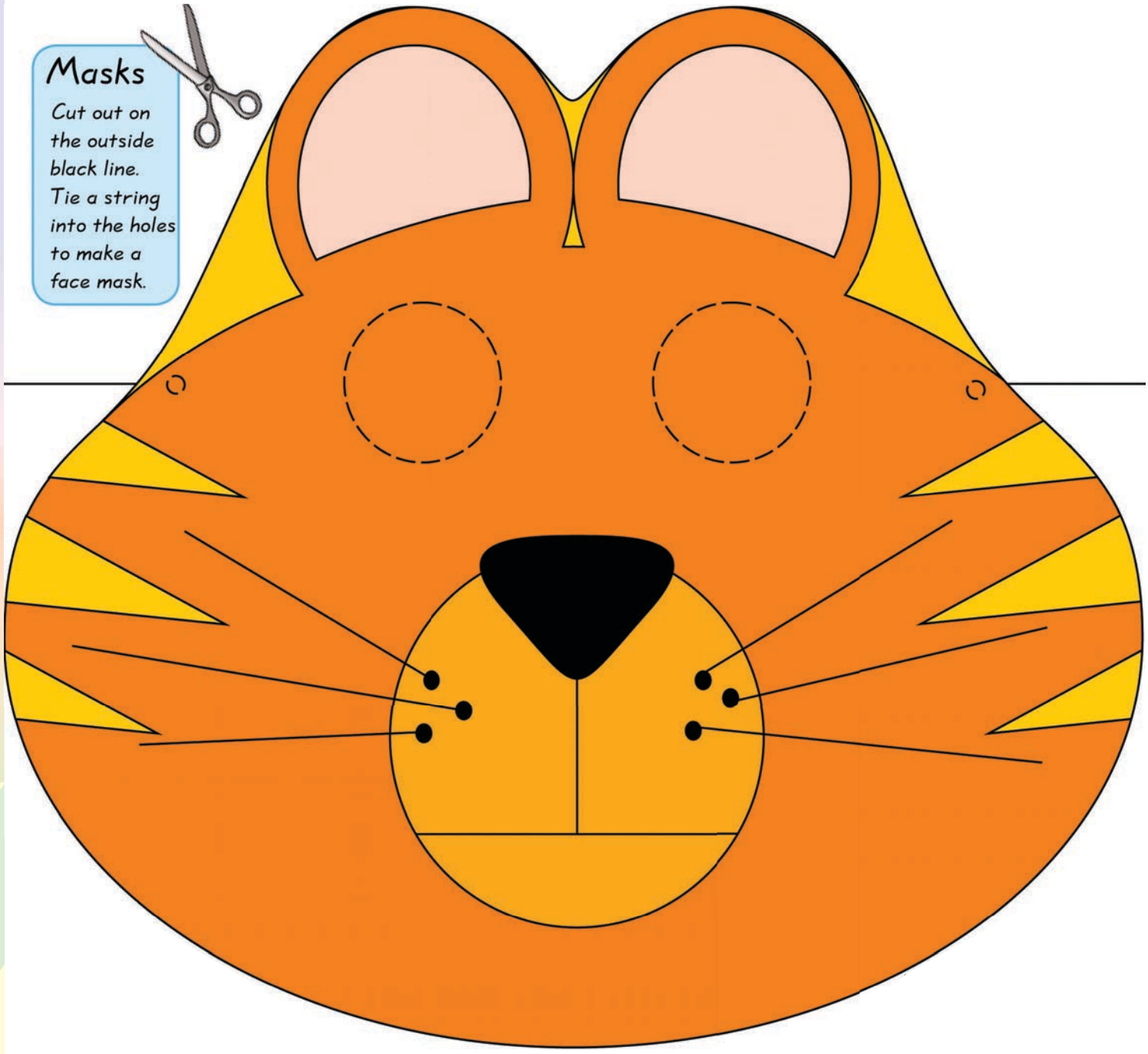
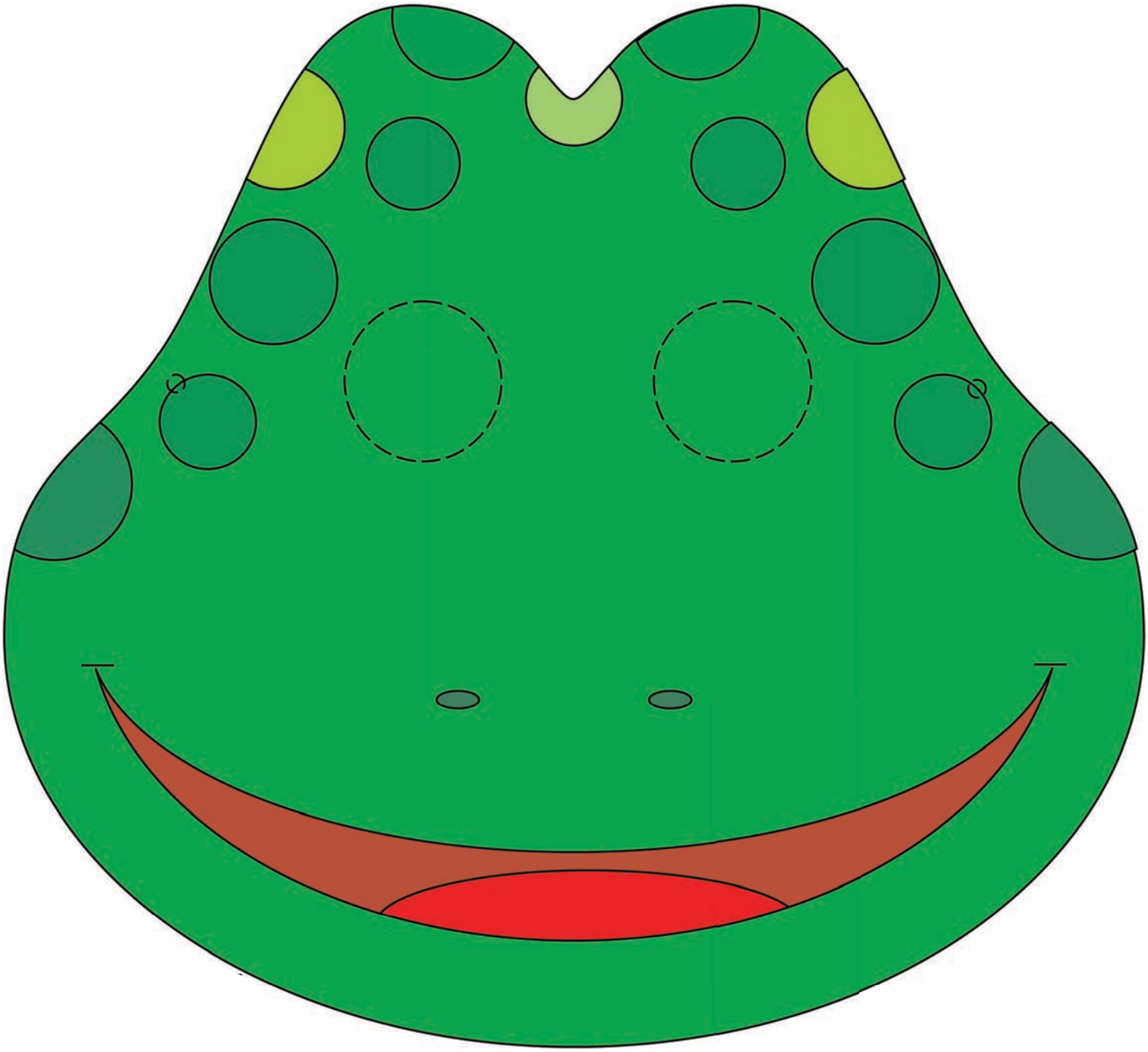
| | ✔ | ✘ |
|---|---|---|
| I can talk about my family. | | |
| I can walk on a thin line. | | |
| I know the phone number for the police. | | |
| I know about "yes" and "no" feelings. | | |
| I can catch a ball. | | |
| I can stay safe in my home. | | |
| I can look after myself if I am at home alone. | | |
| I help my family. | | |
| I know my way around my school. | | |
| I know how to keep myself healthy. | | |
| I know what to do with all the things in my school bag. | | |
| I know about different kinds of families. | | |
| I have learned a lot in Life Skills. | | |

Date: .....

# Dictionary

# Dictionary


Get well soon

# Masks

Cut out on the outside black line. Tie a string into the holes to make a face mask.