



W H A L E C L A S S

Circle Time

GUIDE

WEEK 10

My House

Monday 9 – Friday 13 November 2026 · 13 minutes a day · ages 2.5–6

Everything you need, one page per day.

Week Overview

🖨️ **Print** · **laminate** · **ring-bind** · **hold this all week.**

The one big idea

My house has rooms, every room has a job, and everything in it has a place to go back to.

Five words they'll own by Friday

house · **door** · **key** · **kitchen** · **bed**

Littles (2.5-3) — one word + a gesture is a win: “House!” (both hands make a roof over your head) · “Door!” (push an imaginary door open — knock, knock) · “Bed!” (hands to the cheek, head tips over).

Bigs (4-6) — sentence frames: “This is my house.” · “I sleep in my bedroom.” · “We cook in the kitchen.” · “The key opens the door.”

The 13-minute flow, same every day

2 min	Magic Box hook — box chant → shake → sniff → dramatic peek. Wednesday's box rattles harder than any box all year.
4 min	Teach — the day's word with the real object. Get it wrong once on purpose so they can correct you.
3 min	Song — chorus → today's new verse → chorus, with the actions.
3 min	Game — one named game, tied to the day's word.
1 min	Close — whisper → normal → SHOUT: “Door... key... KITCHEN! This is MY HOUSE!”

The Magic Box, day by day

Mon	A little wooden doll's house with the roof lifted off — you can see every room at once.
Tue	A real brass door handle and a doorbell that actually rings.
Wed	A heavy bunch of keys and three padlocks — only one key fits each one.
Thu	A wooden spoon, a bowl and a small pot — the kitchen.
Fri	A pillow and a folded blanket, plus every prop from the week.

Chinese angle · 家 and 立冬

家 is the character of the week — a roof 宀 with a pig 豕 underneath: a house was only a house once there was an animal in it. Draw the roof, draw the pig, then draw 家. One 汉字 card a day beside the day's object: 家 · 门 · 窗 · 厨房 · 床. We have just had 立冬 — 天冷了, 回家关门 — so the door gets closed behind us properly, with two hands and no bang, all week. 儿歌《小小的家》 · 绘本《我的家》.

The theme shelf · four trays

1 · **Lock and key matching** — three padlocks, six keys. *Control: the lock itself.* 2 · **Which room?** — the two room signs and 12 object cards. *Control: a coloured dot on the back.* 3 · **Laying the table** — a placemat with printed outlines and the real plate, bowl, spoon and cup. *Control: the outlines.* 4 · **My house, drawn** — the doll's house, blocks, crayons and the worksheets. Full guide on print-pack page 18.

Friday's Dark Phonics sound

k — the hard, kicking “kuh”: key, kitchen, kettle, king, kick, kit. “Kooky king kicks!”

A House With Rooms

Today's words: **house**

Grab: a little **wooden doll's house with the roof lifted off** in the Magic Box — you can see every room at once; a basket of blocks for the middle of the circle; a small doll to walk round the rooms; the 家 character card.

2 MIN Magic Box hook

The box is **big** today, and heavy. Carry it in with two hands and put it down as if it might break. Whole class chants:

Everyone: “What's in the box? What's in the box?”

Tip it a little — one soft wooden knock inside. Peek in, and stare for a long moment.

Teacher: (*whisper*) “There is a whole **HOUSE** in this box.” (*lift the doll's house out slowly, roof off, and turn it round so everyone sees inside*)

Both hands over your head to make a roof. **“House!”**

4 MIN Teach · House

Put the house in the middle where every child can see down into it. Point into each room, one at a time, and say what happens there.

A **roof** on the top... A **floor** down below. A **door** to go in... That's my **HOUSE** — in you go! (*roof hands; pat the floor twice; push a door open; sweep both arms in*)

Now the little doll walks the rooms. **Kitchen** — we cook. **Bedroom** — we sleep. **Bathroom** — we wash. **Living room** — we sit together. Every child gets to walk the doll into one room and the class names it with you.

Littles say the one word and make the roof: **“House!”** Bigs take the full frame: **“This is my house.”**

Teacher fails: put the little **bed in the kitchen** and the **pot in the bathroom**, stand back and look extremely pleased with yourself. Wait. They will move it all back for you, loudly.

Chinese moment: 家 is the character of the week — a roof 宀 with a pig 豕 underneath. A house was only a house once there was an animal in it. Draw the roof. Draw the pig. Then draw 家. Lay the card on the mat — one character a day, no drilling.

3 MIN Game · Build my house

“One, two, three — eyes on me!” The basket of blocks comes to the middle and everybody sits round the empty floor.

Teacher: “One block each. What room shall we build first?”

Round the circle, one child at a time, one block each. As each part appears you name it and the class says it back: walls, **“Door!”**, **“Window!”**, and last of all the **roof** — everybody makes the roof over their heads as the last block goes on. Bigs get a room each: **“This is the kitchen.”** Littles place their block and name it: **“House!”**

If it falls over — and it will — cheer, and build it again. A house that falls down twice is more fun than a house that stands, and they get twice the language out of it.

1 MIN Close

Roof hands over the head, then fling both arms wide on the shout. Whisper → normal → shout: **“Door... key... KITCHEN! This is MY HOUSE!”**

Got 3 spare minutes? *A House Is a House for Me* (Mary Ann Hoberman) — a hill is a house for an ant, a hive is a house for a bee. By page four they will be shouting the next one at you.

Today's song moment (3 min): chorus twice with the actions, then **Monday's verse** — “A roof on the top and a floor below, / that's my house — in you go!” (*roof hands, pat the floor, then sweep both arms in*) — then the chorus again.

Knock, Knock!

Today's words: **door** (*house comes back every day*)

Grab: a real brass **door handle** and a **doorbell that actually rings** in the Magic Box; the classroom door itself; the 门 character card. It is just past 立冬 — cold outside, so the door gets closed properly behind us today.

2 MIN Magic Box hook

The box comes out ordinary. Chant it as always — then, halfway through, press the doorbell that is hiding inside it.

Everyone: “What's in the box? What's in the box?”

DING... DONG! Stop dead. Look at the door of the classroom. Look at the box. Look at the door again.

Teacher: “Somebody is at the **door**... but the door is over THERE!” (*ring it once more, then lift out the bell and the brass handle*)

Push an imaginary door open, knock twice on the air. **“Door!”**

4 MIN Teach · Door

Take the whole circle to the real classroom door and stand round it. Open. Closed. Open. Closed.

Knock, knock, knock! Open! Closed. Come in, come in! (*three knocks on the real door; pull it wide; shut it gently with both hands, no bang; wave everybody through*)

Then the brass handle goes round the circle: hold it, turn it, feel how cold and heavy it is. Littles say the one word: **“Door!”** Bigs take the frame: **“The door is open.” / “Please close the door.”**

Teacher fails: knock politely on the **window**, then wait, puzzled, and knock again harder. “Nobody is answering!” Let them march you to the door.

Chinese moment: 门 joins 家 on the mat — two doors of a gate, drawn in two strokes. We have just had 立冬: 天冷了, 回家关门 — it is cold now, so we come home and we **close the door**. From today, every child closes the door behind them properly, with two hands and no bang.

3 MIN Game · Knock knock, who's there?

“One, two, three — eyes on me!” One child goes quietly outside the classroom door and closes it. Everyone else sits still.

Outside: (*three knocks*) “Knock, knock!” **Everyone:** “Who's there?”

The child outside answers in a silly voice — a squeak, a growl, a whisper — and the class guesses **who** it is before the door opens. Then the door opens and everybody shouts the name. Bigs may add a whole line: **“It's me — open the door!”** Littles just knock and let the class do the rest.

Every child gets a turn; it takes about fifteen seconds each. Keep the door only half-latched so a two-year-old can open it alone — the opening is the best part and they must be the one who does it.

1 MIN Close

Three knocks on the floor, then the shout. Whisper → normal → shout: **“Door... key... KITCHEN! This is MY HOUSE!”**

Got 3 spare minutes? *The Doorbell Rang* (Pat Hutchins) — the doorbell goes again, and again, and again. Ring the real doorbell on every page and let them count who has arrived.

Today's song moment (3 min): chorus twice, then **Tuesday's verse** — “Knock, knock, knock — who's at the door? / Come in, come in — there's room for more!” (*three knocks on the wooden floor, on the beat; then both arms wave everyone in*) — then the chorus again.

Click! The Key

Today's words: **key** (*house · door come back*)

Grab: a heavy **bunch of keys** and **three padlocks** in the Magic Box — only one key opens each one; a tray to work on; a wooden spoon (for the teacher fail); the 窗 character card.

2 MIN Magic Box hook

This box **rattles harder than any box all year**. Do not tell them what it is. Chant, then shake it once, enormously.

Everyone: “What's in the box? What's in the box?”

JANGLE! Freeze. Shake it again, softly, right beside one child's ear. Then round the whole circle, one shake each.

Teacher: “Something in here is made of **metal**... and there are LOTS of them.” (*lift out the bunch of keys and let them hang and swing*)

Turn an imaginary key in the air — *click*. **“Key!”**

4 MIN Teach · Key

One padlock in the middle of the mat, closed. Hold it up. Pull at it. It will not open.

Locked. A little **key**... Turn it — **click! Open!** (*tug the padlock, it holds; hold one key up so it catches the light; turn it slowly, everyone leans in; the shackle springs — hold it up in triumph*)

Then the language, in the same order every time: **locked → key → turn → click → open**. Littles say the one word and turn their hand: **“Key!”** Bigs take the frame: **“The key opens the door.”**

Now hand the padlock and the right key to a child and let them do it in front of everybody. Nobody helps. The **click** is worth waiting twenty seconds for.

Teacher fails: try to unlock the padlock with the **wooden spoon**. Push. Twist. Try the other end. Then get thoroughly cross **with the padlock** — “What is **WRONG** with you today?” — and wait for twenty children to put a key in your hand.

Chinese moment: 窗 joins 家 and 门 on the mat. The door lets *you* in; the window lets the *light* in. Stand at the classroom window and say it once, looking out.

3 MIN Game · Find the key that fits

“One, two, three — eyes on me!” Three padlocks on the tray, all locked, and a pile of keys beside them.

Teacher: “One key at a time. Ready? Try it...”

One child, one padlock, one key at a time — and the **whole circle counts the tries out loud**: “One... two... three...” On the click, everybody cheers. Littles hand the keys over and shout **“Key!”** with each try. Bigs report back: **“This key opens this lock.”**

Control of error is the lock itself — nobody has to say “wrong”, the key simply does not turn. Say nothing when it fails; the material has already spoken, and the child just tries the next one.

1 MIN Close

Everybody turns a key in the air on the word “key”. Whisper → normal → shout: **“Door... key... KITCHEN! This is MY HOUSE!”**

Got 3 spare minutes? Any lift-the-flap house book — *Where's Spot?* (Eric Hill) works perfectly: every flap is a door, and every door has something behind it.

Today's song moment (3 min): chorus twice, then **Wednesday's verse**, the one that leans on the **Am** — “A little key goes click, click, click, / turn it round — open, quick!” (*three tiny turns of the wrist; then one big turn and both hands fly open*) — three quiet clicks, last line loud.

In the Kitchen

Today's words: **kitchen** (*house · door · key come back*)

Grab: a wooden spoon, a bowl and a small pot in the Magic Box; a placemat with the plate, bowl, spoon and cup drawn on it as outlines (print pack, tray 3) and the four real things in a basket; the 厨房 character card.

2 MIN Magic Box hook

Today the box smells faintly of dinner and knocks like wood. Chant, then tap the box twice from inside with the spoon.

Everyone: "What's in the box? What's in the box?"

Tock. Tock. Sniff at the lid. Close your eyes and stir the air with one hand, slowly.

Teacher: "Mmm... I think somebody is **cooking** in there." (*lift out the pot, then the bowl, then the wooden spoon — and stir*)

Stir a big pot in the air. **"Kitchen!"**

4 MIN Teach · Kitchen

The pot goes in the middle. Everything that belongs in a kitchen comes out of it, one thing at a time, named and passed round.

Pot — we cook in it. **Spoon** — we stir with it. **Bowl** — we eat from it. **Cup** — we drink from it! (*hold it up with both hands; big slow stir; cup it and pretend to eat; drink, then a satisfied "Ahh"*)

Then the whole class cooks together: everybody stirs, everybody blows on the spoon, everybody tastes and says whether it needs more. Littles say the one word: **"Kitchen!"** Bigs take the frame: **"We cook in the kitchen."**

Teacher fails: try to stir the pot with **yesterday's padlock key**, then try to eat the soup with the **door handle**. Look completely satisfied. Wait for the corrections — and they will hand you the right thing, which is the whole lesson.

Chinese moment: 厨房 goes down beside 家, 门 and 窗. Ask who cooks at home — 妈妈? 爸爸? 奶奶? — and let three children answer in Chinese and then again in English: **"We cook in the kitchen."**

3 MIN Game · Set the table

"One, two, three — eyes on me!" The placemat goes at one end of the room with its four outlines showing; the basket of real things sits with you at the other.

Teacher: "Take ONE thing. Walk — don't run — and put it where it belongs."

One child, one object, one careful walk: plate, bowl, spoon, cup. They lay it **on its own outline** and walk back. **"Plate!"** Bigs: **"The spoon goes here."** When the mat is full, everybody claps, you clear it, and the next four go — three or four times round, so every child carries something.

Control of error is the outline — the shape either matches or it doesn't, and the child sees it before you do. Carrying one real, slightly heavy object slowly across a room is practical life, not a game about words — and that is why the language sticks to it.

1 MIN Close

Everybody stirs a big pot on the word "kitchen". Whisper → normal → shout: **"Door... key... KITCHEN! This is MY HOUSE!"**

Got 3 spare minutes? *Pancakes, Pancakes!* (Eric Carle) — a whole book of kitchen words, and by the end they are stirring with you.

Today's song moment (3 min): chorus twice — make "a kitchen to eat" enormous — then **Thursday's verse** — "Stir the pot and lay the plate, / dinner's ready — don't be late!" (*big stir, lay four places on the floor, then both hands beckon everybody in*).

Goodnight, House! + Big Review

Today's words: **house** • **door** • **key** • **kitchen** • **bed** — the whole week

Grab: a **pillow** and a **folded blanket** in the Magic Box, plus every prop from the week back inside it (doll's house, door handle, doorbell, keys and padlocks, pot and spoon); a floor plan chalked on the mat — four big rooms; the awards (print pack page 17); the 床 character card.

2 MIN Magic Box hook

The box comes out **fat**, soft on the top and rattling underneath. Chant it, then press down on the lid — it squashes.

Teacher: "Today the box is FULL... and something in here is **soft**." (*pull out the pillow, hug it, and yawn enormously*)

Hands to the cheek, head tipped over. "**Bed!**" Then everything else comes out one at a time and held up in silence — they will supply the word before you can. Doll's house → "**House!**" Handle → "**Door!**" Keys → "**Key!**" Pot → "**Kitchen!**"

4 MIN Teach • Bed, then the whole week

The pillow and the blanket go in the middle. Lie down beside them, right there on the mat, and do it properly.

Pillow — soft. **Blanket** — warm. Lights off... **Goodnight, house!** (*cheek down, eyes closed; pull it up to your chin; click an imaginary switch; one enormous snore — then sit bolt upright*)

Littles say the one word and tip their head: "**Bed!**" Bigs: "**I sleep in my bedroom.**" Then everybody stands and we tell the whole week with our bodies, twice — slow, then fast:

A roof — my **house!** Knock knock — the **door!** Click — the **key!** Stir — the **kitchen!** Shh — my **BED!** (*roof hands; three knocks; turn the wrist; big stir; head on hands, everybody snores*)

Teacher fails: put the **pillow in the pot** and try to stir it, then lie down with your head on the **padlock**. Sigh happily. Let them rescue you twice.

Chinese moment: 床 completes the row — 家 · 门 · 窗 · 厨房 · 床. Point along the line and let them tell you which one you are standing on. Sing 《小小的家》 if they know it.

3 MIN Game • Which room?

"One, two, three — eyes on me!" Four big rooms are chalked on the mat — **kitchen, bedroom, bathroom, living room** — and the week's props are in a heap in the middle.

Teacher: "Take one thing. Which room does it live in? — GO!"

Each child grabs one object and runs it to the right room, then says it: "**Kitchen!**" Bigs owe you the sentence: "**The pot goes in the kitchen.**" Twelve objects, everybody goes twice, and the last round is the whole class at once — total, delighted chaos, and then we tidy it together.

Put one thing in that could go in two rooms — the cup. Watch them argue. Both answers are right; say so out loud, and say **why** each one is right.

1 MIN Close + awards

Every child gets a "You are a STAR!" award to take home with their house drawing. Then, standing, with all five gestures: "**House... door... key... kitchen... BED! This is MY HOUSE!**"

Got 3 spare minutes? *Goodnight Moon* (Margaret Wise Brown) — goodnight to every single thing in the room. Let them say goodnight to the classroom, object by object, as they leave.

Today's song moment (3 min): Friday's verse — "Pillow soft and blanket tight, / off go the lights — goodnight, goodnight!" — then **the whole song:** chorus → Monday, Tuesday, Wednesday, Thursday, Friday → chorus, with the pillow passed round the circle. That run-through **is** the week's review.

★ “This Is My House”

Ukulele · warm and steady, like rocking · it is a going-home song, not a marching song.

C (0003)

F (2010)

G7 (0212)

Am (2000)

Strum: Down · Down · Down-Up. Four slow downs per bar works fine. The **Am** in the third line of the chorus is the “a bed to keep” moment — lean on it and go quiet, then lift on “a room to sleep!”

CHORUS — EVERY SINGLE DAY

C This is my **F** house, my house, my **C** house, *(hands make a roof)*

F Big enough for **C** me and a little **G7** mouse! **C** *(arms wide, then a tiny pinch)*

C A door to **F** open, a bed to **Am** keep, *(push open, then hands to the cheek)*

F A kitchen to **C** eat and a **G7** room to **C** sleep! *(eat, then snore)*

MONDAY · HOUSE

C A roof on the top and a floor below, **G7** that's my house — **C** in you go!

TUESDAY · DOOR

C Knock, knock, knock — who's at the door? **G7** Come in, come in — **C** there's room for more!

WEDNESDAY · KEY

Am A little key goes click, click, click, **G7** turn it round — **C** open, quick!

THURSDAY · KITCHEN

C Stir the pot and lay the plate, **G7** dinner's ready — **C** don't be late!

FRIDAY · BED

C Pillow soft and blanket tight, **G7** off go the lights — **C** goodnight, goodnight!

Each day: chorus → today's verse → chorus. Friday: sing the whole thing top to bottom, with the pillow passed round the circle and everyone snoring on the last chord.