



W H A L E C L A S S

Circle Time Guide

Everything you need, one page per day.

Week 27 • The Earth

12–16 April 2027 • 13 minutes a day • ages 2.5–6, English learners

The globe comes out on Monday and stays out for the whole of April • 世界地球日 (Earth Day) is 22 April

WEEK OVERVIEW



Print · laminate · ring-bind · hold this all week

The Earth is a big round ball of **land** and **water** — and it is our **home**. They have spent the year meeting the things that live on it; this week they meet the thing itself. Every script here is word-for-word the same as the teachers' page.

FIVE WORDS THEY'LL OWN BY FRIDAY

Earth land water home round

Littles (2.5–3) — one word + a gesture is a win: “Earth!” (hug a big ball), “Water!” (one wavy hand), “Land!” (flat palm slaps the floor).

Bigs (4–6) — sentence frames: “This is the Earth.” · “I live on the Earth.” · “The Earth is round.” · “Is it land or water?”

Never ask a little for a sentence. They will get there by watching the bigs.

THE 13-MINUTE FLOW, EVERY DAY

- 2 MIN** Magic Box hook — chant, shake, sniff, dramatic peek, the day's real object.
- 4 MIN** Teach — the day's word, dramatised with that object. Get it wrong once on purpose.
- 3 MIN** Song — chorus → today's new verse → chorus.
- 3 MIN** Game — one named game, tied to the day's word.
- 1 MIN** Close — whisper → normal → SHOUT.

IN THE MAGIC BOX, DAY BY DAY

Mon the globe — passed round so everybody holds the whole world · **Tue** a jar of real soil, land you can touch and smell ·

Wed a bowl of water with a little boat floating on it · **Thu** the Montessori sandpaper globe — rough is land, smooth is water ·

Fri all of it, plus the big blue-and-green handprint Earth the class painted.

THE WEEK'S CLOSE

Everyone: “**Land... water... THIS IS MY EARTH!**” (*flat palm down · wavy hand · both arms thrown round an enormous ball on the shout*)

THEME SHELF · FOUR TRAYS

- 1** • Sandpaper globe + coloured globe — feel the rough land with your eyes shut, then find the same shape in green. *Control:* the two globes agree. (From Thursday.)
- 2** • Land / water picture sorting — a brown tray, a blue tray, the two signs and the 12 cards. *Control:* a brown or blue dot on the back of each card, drawn on by the class after the first sort.
- 3** • Water pouring — jug, bowl, sponge. *Control:* a wet tray shows you spilled. (Practical life, from Wednesday.)
- 4** • Earth 3-part cards — globe 地球仪 · land 陆地 · sea 海 · island 岛 · lake 湖. *Control:* the whole control cards.

CHINESE ANGLE

One 汉字 card a day under the globe: 地 · 土 · 水 · 家 · 圆. On Monday take 地球 apart out loud — 地 is the ground you are sitting on, 球 is a ball; the ground is a ball. 泥土 on Tuesday with the soil jar; 水 drawn with one finger in the spilt water on Wednesday; 地球是我们的家 and 你的家在哪里? on Thursday. Friday announces 世界地球日 (22 April), the day the whole world looks after 地球.

FRIDAY'S DARK PHONICS SOUND

Review — The Five Little Vowels: no new letter this week, just the five we know gathered into one row — **a · e · i · o · u**. “a, e, i, o, u... *achoo!*” said fast, five times, until somebody sneezes. The week's own words carry all five: **land, sea, island, rock, mud.**

MONDAY • DAY 1

Our Round Earth

Today's words: **Earth**

Grab: the **globe** in the Magic Box (the biggest one in the school — it has to fill your two hands); a low shelf or table where every child can reach it, because it stays out all week; the 地 card; the picture cards from print pack page 11.

2 MIN MAGIC BOX HOOK

Today the box is **heavy**, and whatever is inside it **rolls**. Hold it up with both hands, as if it might get away from you. Whole class chants:

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

Tip the box gently from side to side — something big and round rolls from one end to the other, twice. Now lift the lid a crack and **peek**, for a long time, and let your face go slowly amazed.

Teacher: "There is a whole **WORLD** in this box." (*lift the globe out with both hands, slowly, and hold it up above your head*)

Arms curved round an imaginary ball: **"Earth!"**

4 MIN TEACH • EARTH

Sit down with the globe in your lap. Turn it slowly, once, in silence, so everybody sees it go round. Then say it twice — the second time they say it with you:

My Earth is **round**, (*draw a big circle with both arms*)

My Earth is **blue**, (*one hand waves like water*)

Some of it is **green** — (*flat palm slaps the floor*)

and **I LIVE ON IT TOO!** (*both hands flat on your own chest*)

Now the globe goes right round the circle and **every child holds the whole world** in their own two hands. Nobody rushes. As each child takes it, say their name and the sentence: "*Yang Yang is holding the Earth.*"

Littles hug the globe and say **"Earth!"** Bigs owe you the frame: **"This is the Earth." "I live on the Earth."**

Teacher fails: take the globe back, tuck it under your arm like a football, put it on the floor and pull your foot back to **kick it**. "It's a ball, isn't it?" Freeze there. Wait for the shouting.

Chinese moment: lay the 地 card under the globe and take 地球 apart out loud — 地 is the ground you are sitting on, 球 is a ball. The ground... is a ball. Leave the card there; the row grows by one card a day.

3 MIN GAME • PASS THE EARTH

"One, two, three — eyes on me!" Everybody sits in a close ring, knees touching. The globe starts in your hands.

Teacher: "Two hands. Take it... say it... pass it on." (*hand it to the child on your left, saying "Earth!" as you let go*)

Every child says **"Earth!"** at the moment the globe leaves their hands. Go round twice: once slowly, once as fast as you dare — and the second time, whoever drops it does not lose, the whole class shouts **"Catch the Earth!"** and it starts again.

This game is really about **two hands and care**. Say it once, plainly, at the start: "*We only have one of these.*" They will remember that sentence in three weeks when we do Earth Day.

1 MIN CLOSE

Standing in a ring round the globe. Whisper → normal → shout:

Everyone: "Land... water... THIS IS MY EARTH!" (*flat palm down · wavy hand · both arms thrown round an enormous ball on the shout*)

Got 3 spare minutes? *Me on the Map* (Joan Sweeney) — it starts in one child's bedroom and pulls back, page by page, all the way to the whole round Earth. Read it backwards on Friday and it works just as well.

3 MIN • Today's song moment — chorus → Monday's verse → chorus, standing in a ring holding hands with the globe in the middle.

"This is the Earth, my home, my home, / Round like a ball wherever I roam!" (*both hands on your chest; then a big circle with both arms, then walking fingers*)

TUESDAY · DAY 2

Land Under My Feet

Today's words: **land** (*Earth comes back every day*)

Grab: a **jar of real soil** in the Magic Box, lid off — garden soil, not potting compost, and damp enough to smell; a shallow tray to tip a little of it into; a cloth for hands; yesterday's globe; the **±** card.

2 MIN MAGIC BOX HOOK

The box is heavy again today, but this time nothing rolls and nothing rattles. Chant first:

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

Shake it — a dull, soft, disappointing thud. Now lift the lid a crack and **sniff**, loudly, with your eyes shut. Sniff again. Open your eyes wide.

Teacher: "It smells like **rain...** and **the garden...** and **worms.**" (*lift the jar out and hold it under one child's nose, then the next*)

Tip a little into the tray. Flat palm slapping the floor: "**Land!**"

4 MIN TEACH · LAND

Every child pushes **one finger** into the soil in the tray and rubs it between finger and thumb. Nobody wipes it off yet. Then, standing:

Land is under my **feet**, (*stamp twice, hard*)

Land is **brown** and land is **green**, (*rub your fingers · wiggle fingers upward like grass*)

I can **walk** and I can **dig**, (*march on the spot · dig with both hands*)

on the biggest land you've **SEEN!** (*arms flung as wide as they will go*)

Now back to the globe. Put one finger on a green-and-brown patch and say the plain true thing: **this** is land, and we are standing on some right now — under the floor, under the building, all the way down. Let them stamp once more to check it is still there.

Littles slap the floor and say "**Land!**" Bigs take the frame: "**I can walk on the land.**" "**The land is brown and green.**"

Teacher fails: put your finger firmly on the middle of the **blue** Pacific and announce, delighted, "*Look at all this beautiful land.*" Start planning your garden on it. Wait.

Chinese moment: the **±** card joins 地 under the globe — 泥土, the soil in the jar. Point out that 地 (Monday) and 土 (today) are family: one is the whole ground, one is the stuff it is made of.

3 MIN GAME · LAND OR WATER?

"One, two, three — eyes on me!" You hold the globe. Everybody has two ready gestures: flat palm down for land, one wavy hand for water.

Teacher: "Watch my finger... **land or water?**" (*spin the globe, stop it with one finger, and hold still*)

They shout one word and do the gesture. Littles get the gesture and one word — that is a full pass. Bigs answer in the frame: "**That is water.**" "**Is it land or water?**" asked back at you by a Big is the best thing that can happen all morning.

Land eight or ten times and let them notice, without being told, that your finger keeps landing in the **blue**. Don't explain it — save it. Tomorrow's whole lesson is why.

1 MIN CLOSE

Standing round the globe, hands still a bit dusty. Whisper → normal → shout:

Everyone: "Land... water... THIS IS MY EARTH!" (*flat palm down · wavy hand · both arms thrown round an enormous ball on the shout*)

Got 3 spare minutes? *Dirt: The Scoop on Soil* (Natalie M. Rosinsky) — two pages is plenty. Then wash hands together and let them tell you what the water goes brown with.

3 MIN · Today's song moment — chorus → Tuesday's verse → chorus — sung marching, right round the room and back. "Land is brown and land is green, / I can walk on the land I've seen!" (*rub your fingers · wiggle fingers up like grass; march on the spot, then arms wide*)

WEDNESDAY · DAY 3

Water All Around

Today's words: **water** (*Earth · land come back*)

Grab: a clear **bowl of water with a little boat floating on it** in the Magic Box — carried flat, never shaken; a small jug; a real sponge; a towel **on the floor before the children sit down**; the globe; the 水 card.

2 MIN MAGIC BOX HOOK

Carry the box in with both hands, absolutely level, walking far too slowly. Put it down as if it were made of glass. Then chant:

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

Do not shake it today. Say so: “I can't shake this one.” Tilt it one centimetre — and everyone hears the slop. Lift the lid and look in, and let the light off the water move on your face.

Teacher: “There's a **SEA** in here... and something is **floating** on it.” (*lift the bowl out with two hands and set it in the middle, boat still sailing*)

One wavy hand: **“Water!”**

4 MIN TEACH · WATER

Every child blows the boat once, across the bowl, and passes the blow on. Then, sitting:

Water, water, **blue** and **wide**, (*both hands wave apart, wider and wider*)

Pour it, pour it — watch it **slide**, (*pouring mime from high up*)

Fish can swim (*one hand swims past your face*)

and **BOATS CAN RIDE!** (*flat hand sails right across in front of you*)

Now the globe, turned so the great blue Pacific faces them, and held still. Say the plain true thing: **most** of our Earth is water. More blue than green. Spin it once and let them see the blue win.

Littles wave one hand and say **“Water!”** Bigs take the frame: **“Most of the Earth is water.” “Boats can ride on the water.”**

Teacher fails: spill a little on purpose and try to mop it up with the 地 card, or with the boat. Look surprised when it doesn't work. Wait for somebody to fetch the sponge.

Chinese moment: the 水 card joins 地 and 土 — 水. Draw the character in the spilt water with one finger while it is still wet: it looks like a little river with drops flying off it, which is exactly what it is.

3 MIN GAME · POUR AND MOP

“One, two, three — eyes on me!” The towel is down. Jug on the left, bowl on the right, sponge in a dish, exactly as they will find it on the shelf.

Teacher: “Pour... **slowly**... stop. Now the sponge. Squeeze it out. **Next.**” (*do it once yourself, in silence, before anyone else touches it*)

Everybody gets a turn: pour a little, mop the drips, squeeze the sponge into the bowl. Nobody is told off for spilling — spilling is *how you find out you need the sponge*, and the sponge is the whole point. Littles pour with two hands on the jug. Bigs pour and then say what they did: **“I poured the water.”**

This game **is** Tray 3 — the jug, the bowl and the sponge go straight onto the shelf afterwards and stay there all week. A wet tray is the control of error: it tells the child they spilled without anybody saying a word.

1 MIN CLOSE

Standing round the bowl with the boat still floating. Whisper → normal → shout:

Everyone: “Land... water... **THIS IS MY EARTH!**” (*flat palm down · wavy hand · both arms thrown round an enormous ball on the shout*)

Got 3 spare minutes? *Water Is Water* (Miranda Paul) — water goes to cloud, to rain, to puddle, to ice and back. Leave the bowl out afterwards and see how much has gone by Friday.

3 MIN · Today's song moment — chorus → Wednesday's verse → chorus, sitting down and rocking side to side like a boat.

“Water, water, blue and wide, / Fish can swim and boats can ride!” (*both hands waving apart; a swimming hand, then a sailing hand*)

THURSDAY · DAY 4

The Earth Is Home

Today's words: **home** (*Earth · land · water come back*)

Grab: the **Montessori sandpaper globe** in the Magic Box — rough land, smooth sea; the coloured globe beside it; a scarf to use as a blindfold, or just honest closed eyes; the 家 card; if you have them, a photo of each child's own home.

2 MIN MAGIC BOX HOOK

Today the box makes a new noise. Chant, then turn the box slowly on its side — and something inside **scrapes**.

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

Do it again so they hear it properly: a dry, rough, scratchy drag. Put your ear right against the lid, then peek in for a long time.

Teacher: “It's another Earth... but this one you can **FEEL**.” (*lift out the sandpaper globe and run one finger across Africa so everybody hears it*)

Both hands round a ball: **“Earth!”** Then hands on the chest: **“Home!”**

4 MIN TEACH · HOME

The sandpaper globe goes round the circle, and each child runs **one finger** over it. Rough is land. Smooth is sea. Nobody looks — they close their eyes to feel it. Then:

The Earth is **home** for you, (*point gently at one child*)

The Earth is **home** for me, (*both hands flat on your chest*)

For every **bird** and **bug** and **fish**, (*flap · wriggle one finger · swim one hand*)

and every single **TREE!** (*arms up and out like branches*)

Now name the year out loud: the chick, the caterpillar, the lion, the fish, the tree, the family — every single one lives **on this one ball**. There is nowhere else. If you have the photos, lay them in a ring round the globe: my home is on the Earth, and so is yours, and so is yours.

Littles put both hands on their chest and say **“Home!”** Bigs take the frame: **“The Earth is my home.” “I live on the Earth.”**

Teacher fails: announce, calmly, “*I live on the MOON,*” and point at the ceiling. Pack an imaginary bag. Wait to be marched back to the globe and put on it.

Chinese moment: the 家 card joins the row — 地球是我们的家. Ask each child 你的家在哪里? and let them answer in either language; then put every answer's finger back on the same green patch of the globe.

3 MIN GAME · FEEL FOR LAND

“One, two, three — eyes on me!” One child at a time, eyes shut (scarf if they like it), both hands on the sandpaper globe.

Teacher: “Eyes closed. Feel... **rough or smooth?** Land or water?” (*guide their hand onto one place and hold it still*)

They say **“Land!”** or **“Water!”** — then open their eyes and check against the coloured globe standing beside it. Green under a rough finger, blue under a smooth one, every time. Bigs go one step further: **“It is rough, so it is land.”**

The **two globes agreeing** is the control of error, and it is why both of them live on Tray 1 all week. The child never needs you to say “correct” — the material already did.

1 MIN CLOSE

Standing in the ring, hands still joined from the song. Whisper → normal → shout:

Everyone: “Land... water... THIS IS MY EARTH!” (*flat palm down · wavy hand · both arms thrown round an enormous ball on the shout*)

Got 3 spare minutes? *Here We Are* (Oliver Jeffers) — notes for living on planet Earth, written by a father for his baby. Read the “people” page and the “look after it” page, and stop there; the rest keeps until Earth Day.

3 MIN · Today's song moment — chorus → Thursday's verse → chorus, quietly, still holding hands right round the ring. “Earth is home for you and me, / For every bird and every tree!” (*point out · hands on chest; flap slowly, then arms up like branches*)

FRIDAY · DAY 5

Round and Round + Review

Today's words: **round** (and all five words together)

Grab: everything from the week back in the Magic Box — globe, soil jar, water bowl and boat, sandpaper globe; the big **blue-and-green handprint Earth** the class painted this week, dry and ready to go on the wall; the whole row of 汉字 cards; the awards from print pack page 17.

2 MIN MAGIC BOX HOOK

The box will barely shut. It is heavy, it rolls, it slops and it scrapes, all at once. Hold it up with a groan. Chant:

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

Shake it very carefully — every sound of the week at the same time. Then open the lid all the way and tip your head in.

Teacher: "The whole week is in here." (*lift each thing out one at a time and set it in the middle: globe, soil, water, sandpaper globe*)

Last of all, unroll the class's own painted handprint Earth and hold it up. Arms round a ball: **"Earth!"**

4 MIN TEACH · ROUND + THE WHOLE WEEK

Stand up. The last word of the week is the shape of it:

Round, round Earth, (*draw the big circle with both arms*)

go **spin** around, (*everybody turns once, right round, on the spot*)

Land up high (*flat palm lifted over your head*)

and **SEA ALL ROUND!** (*both wavy hands sweep a huge circle round you*)

Then the review, out of the box, quick-fire — hold up one thing, they name it and give the gesture: globe → **"Earth!"** soil → **"Land!"** water → **"Water!"** sandpaper globe → **"Home!"** and the painted circle → **"Round!"** Round again, faster. Then once more with your eyes shut, which they find outrageous.

Littles: five words, five gestures, no sentences. Bigs give a sentence for each: **"The Earth is round."** **"Most of the Earth is water."** **"The Earth is my home."**

Teacher fails: hold the globe up and say, quite firmly, "The Earth is **square**." Draw a square in the air. Refuse to be corrected for one whole beat, then let them win.

Chinese moment: read the whole row together — 地 · 土 · 水 · 家 · 圆 — and add the last card, 圆. Then say what is coming: 世界地球日是 on 22 April, and it is the day everybody looks after 地球.

3 MIN GAME · PROP QUICK-FIRE REVIEW

"One, two, three — eyes on me!" Everything from the week is back in the box. You pull one thing out at a time, fast, without looking.

Teacher: "What is it... and is it **land** or **water**?" (*hold the thing up high for one beat only, then hide it again*)

Soil, water, the boat, the sponge, a picture card off the shelf, the sandpaper globe. Two answers each time: the name, and land or water. Littles give the gesture. Bigs give the sentence and then take a turn as the teacher — one Big pulls the next thing out of the box and asks the class themselves.

Finish by hanging the class's **painted handprint Earth** on the wall, everybody watching, and put every single hand on it once as they go past. That is the display for the term, and they made all of it.

1 MIN CLOSE

Standing round the globe, under the painted Earth, awards in your hand. Whisper → normal → shout:

Everyone: "Land... water... THIS IS MY EARTH!" (*flat palm down · wavy hand · both arms thrown round an enormous ball on the shout*)

Got 3 spare minutes? *The Earth Book* (Todd Parr) — one bright, simple, kind thing to do per page. Then hand out the awards and tell them Monday's news: next we find out what the land **does** — mountains, rivers, islands and lakes.

3 MIN · Today's song moment — Friday's verse, then the WHOLE song, top to bottom, walking the ring slowly round — that run-through **is** the review.

"Round, round Earth, go spin around, / Land up high and sea all round!" (*everybody turns once on the spot; palm lifted high, then both hands sweep a circle*)

SONGBOOK

★ “This Is My Earth”

C (0003) F (2010) G7 (0212) · Strum: Down · Down · Down-Up (“round — and — blue-and”)

Steady and rolling, like something turning — not fast. Big open arms on “round and blue”, and a real pause before “take my hand!” so they have time to reach for each other. **Three chords and no Am anywhere**, and every verse is just C and G7: C is one finger, F is two, G7 is three — learn them in that order. Chant the song without the uke first; add the chords once they know the actions.

CHORUS — EVERY SINGLE DAY

- C Round and blue, round and F green, *(draw a big circle with both arms)*
F The best big C ball I've G7 ever seen! *(hug an imaginary globe)*
C Land and F water, water and C land, *(flat hand · wavy hand)*
F This is my C Earth — G7 take my C hand! *(hold hands right round the circle)*

MONDAY · EARTH

- C This is the Earth, my home, my home,
G7 Round like a ball C wherever I roam!

TUESDAY · LAND

- C Land is brown and land is green,
G7 I can walk C on the land I've seen!

WEDNESDAY · WATER

- C Water, water, blue and wide,
G7 Fish can swim C and boats can ride!

THURSDAY · HOME

- C Earth is home for you and me,
G7 For every bird C and every tree!

FRIDAY · ROUND

- C Round, round Earth, go spin around,
G7 Land up high C and sea all round!

Each day: chorus → today's verse → chorus. Friday: sing the whole thing top to bottom while the class walks the ring slowly round, with the globe and the painted handprint Earth in the middle — that run-through **is** the review of the week. If your fingers get stuck, put the uke down, give one child the globe to hold up for everybody and do the finger-play instead; the actions carry the meaning either way.