



WHALE CLASS

Circle Time

GUIDE

Week 3

My 5 Senses

Monday 14 – Friday 18 September 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

I have five ways of knowing the world — and today I am going to use every one of them.

Five words they'll own by Friday

see

hear

touch

smell

taste

Littles (2.5–3) — one word + a gesture is a win: “See!” (two fingers to the eyes, then point) · “Hear!” (cup both ears, lean in) · “Touch!” (wiggle all ten fingers).

Bigs (4–6) — sentence frames: “I see a red apple.” · “I hear a bell.” · “I touch something soft.” · “I can ___!”

The 13-minute flow, same every day

- 2 min** Magic Box hook — box chant → shake → sniff → dramatic peek. This week the box itself gets used with a different sense each day.
- 4 min** Teach — the day's sense, dramatised with the object. Get it wrong once 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 sense.
- 1 min** Close — whisper → louder → loudest.

Magic Box, day by day

- Mon** A magnifying glass and one tiny thing to look at — a seed, a beetle wing
- Tue** A little bell and a pair of sound cylinders — shake, don't peek
- Wed** A feely bag — pinecone, silk scarf, sandpaper — and a basin of water with a stone and a cork
- Thu** Three smelling jars — orange peel, mint leaf, fresh ginger
- Fri** A tasting tray — lemon, honey, a plain cracker — + every prop from the week

Theme shelf · four trays

- 1** Sound cylinders — three matching pairs. *Control: colour dots on the bases.*
- 2** Touch tablets + feely bag — rough → smooth, then name it before you pull it out. *Control: numbered backs; the bag is its own control.*
- 3** Smelling jars — five pairs, sniff and match. *Control: matching symbols under the lids.*
- 4** Sink or float — a basin, eight objects, 沉 sink / 浮 float dishes. Predict first, then drop. *Control: the water decides.*

Chinese angle · 初秋

One 汉字 card a day beside that day's object: 视觉 · 听觉 · 触觉 · 嗅觉 · 味觉. Wednesday, at the open window, read 《初秋》孟浩然 — “不觉初秋夜渐长，清风习习重凄凉。” — then everybody goes quiet and uses all five senses on early autumn. 表达: 我看见... / 我听见... / 我摸到... / 我闻到... / 我尝到...

Friday is the full-week review + parent wrap-up. This week's Dark Phonics sound is **i** — “in, is, it” · icky, sticky pig!

Two Little Eyes

Today's words: **see**

Grab: a **magnifying glass** and one tiny thing to look at in the Magic Box — a seed, a beetle wing, a grain of rice; one red thing and one round thing hidden in plain sight round the room; the 视觉 character card.

2 MIN Magic Box hook

Today we **look** at the box. Turn it slowly so everyone sees every side. Whole class chants:

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

Shake it — the tiniest tick. Peek in, and go completely still: (*whisper*) "It's so... **small**. I can hardly SEE it."

Teacher: "I need my eyes. I need **two** eyes... and this!" (*lift the magnifying glass out slowly, hold it over one eye — your eye goes enormous*)

They shriek. Two fingers to the eyes, then point. "**See!**"

4 MIN Teach · See

Hold up the seed on your flat palm. Everyone leans in.

Two little **eyes**... Open them **WIDE**. (*two fingers at your own eyes; eyes huge, eyebrows up*)

I can **see!** I see... a seed! (*point out at the room, then hold the seed up*)

Now the magnifying glass goes round the circle, one child at a time, ten seconds each: look at the seed, then say what you see. Littles say the one word "**See!**" or just the thing — "**Seed!**" Bigs take the full frame: "**I see a little seed.**"

Then eyes shut, tight. Move one thing in the circle. Eyes open — **what changed?** Three times; they will out-see you every time.

Teacher fails: hold the magnifying glass against your **ear** and announce "Oh! Now I can SEE the seed!" Nod, pleased. Wait — let them move your hand to your eye.

Lay the 视觉 card beside the magnifying glass. Say it once, in Chinese, and leave it there — one character a day, no drilling.

3 MIN Game · I spy with my little eye

"One, two, three — eyes on me!" Everyone sits tall and gets their "binoculars" up (two curled fists at the eyes).

Teacher: "I spy with my little eye... something **RED!**" (*scan the room slowly through your fists*)

Hands up, then the child points and names it. "**Red!**" Bigs: "**I see a red book.**" Six rounds — red, round, blue, **tiny**, something with a face on it, something that is YOU. Then two children get to be the spy.

Colours and shapes only, never letters — "something beginning with..." loses every English learner.

1 MIN Close

Hands over the eyes, then fling them open on the shout. Whisper → normal → shout:

Everyone: "See... see... SEE!" (*hands fly off the eyes on the shout*)

Today's song moment (3 min): chorus → **Monday's verse** → chorus. "*I see the sun, I see the tree, / open my eyes — what do I see?*" (*point up, then across; hands over eyes, then fling them open*)

Listen! Sh...

Today's words: **hear** (*see comes back every day*)

Grab: a **little bell** and a pair of **sound cylinders** in the Magic Box; a cloth big enough to hide things behind; a bunch of keys, a sheet of paper, a jug and a cup of water; the 听觉 card.

2 MIN Magic Box hook

Today **nobody looks**. Box chant with your eyes shut — make them shut theirs too.

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

Shake it. *Ting... ting... ting*. Shake it again, softer. Hold it to one ear, then the other.

Teacher: "I can't see it. But I can **HEAR** it! What is it?" (*shake once more, then lift out the bell and ring it high*)

Cup both ears, lean in. **"Hear!"**

4 MIN Teach · Hear

Ring the bell right up loud, then so quietly that the back of the circle has to lean forward.

Loud! (*ring hard, hands off ears*)

Soft... (*the tiniest ring, everyone leans in*)

Sh... (*finger on lips*)

I can **hear!** (*cup both ears*)

Now the silence game: everybody still, eyes shut, ten whole seconds. Then hands up — what did you hear? A car. A bird. A door. Somebody's tummy. Take every answer; the Littles will just say **"Hear!"** and point at their ear, and that counts. Bigs: **"I hear a bird."**

Finish with the sound cylinders: shake one, shake its partner, shake a stranger. Same or different? Two children come and find the pair.

Teacher fails: hold the bell to your **nose** and sniff it, hard, twice. "Mmm! I can hear it beautifully." Wait for them to march your hand up to your ear.

The 听觉 card goes down beside the bell, next to yesterday's 视觉.

3 MIN Game · Guess that sound

"One, two, three — eyes on me!" Then: "Eyes... CLOSED." You work behind the cloth.

Teacher: "Listen... what is it?" (*crumple the paper slowly*)

"Paper!" Bigs: **"I hear paper."** Six sounds: the bell, the keys, crumpling paper, water pouring from the jug into the cup, two hands clapping, and your own shoes walking. Then one child hides behind the cloth and chooses; the class guesses.

Do the water one last and pour it high — it is the sound they all get right and the one they ask for again tomorrow.

1 MIN Close

Hands cupped at the ears, leaning in. Whisper → normal → shout:

Everyone: "Hear... hear... HEAR!" (*one bright ring of the bell on the shout*)

Today's song moment (3 min): chorus → **Tuesday's verse** → chorus. "Shhh! I hear a little sound, / ears wide open — listen all round!" Sing it quietly, then in a whisper.

Feel It · Sink or Float

Today's words: **touch** (*see · hear come back*)

Grab: a **feely bag** in the Magic Box — a pinecone, a silk scarf, a square of sandpaper; a **basin of water**, a stone and a cork, two labelled dishes (沉 sink · 浮 float) and a towel; the 触觉 card; the open window for the poem.

2 MIN Magic Box hook

Today we **reach in without looking**. The box comes out with a cloth bag sitting inside it.

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

Hand in, eyes up at the ceiling, feeling about. Narrate it: "Ooh... it's **bumpy**... it's **pointy**... it's... a PINECONE!" Out it comes.

Teacher: "I never looked once. My **fingers** knew." (*hold up all ten and wiggle them*)

Everyone wiggles ten fingers. **"Touch!"**

4 MIN Teach · Touch

Three things go round the circle, one at a time, everyone gets a feel:

Pinecone — **bumpy!** · Silk — **soft...** · Sandpaper — **rough!** (*tap · stroke your cheek · scrub your fingertips*)

Littles say the feeling word and wiggle their fingers: **"Soft!"** Bigs take the frame: **"I touch something soft."** Then the bag again, this time for them: reach in, **name it before you pull it out**. Right or wrong, everybody claps — the bag is its own control of error, you pull it out and you see.

Teacher fails: pull out the **sandpaper**, stroke it lovingly down your cheek and sigh "Ahhh... so SOFT." Offer it to a child to stroke. Wait.

Chinese moment (2 min, at the open window): read 《初秋》孟浩然 — “不觉初秋夜渐长，清风习习重凄凉。” Then everyone goes silent and uses all five senses on early autumn: what can you **hear**? what can you **feel** on your face? what does the air **smell** like now? Lay the 触觉 card with the others.

3 MIN Game · Sink or float?

"One, two, three — eyes on me!" The basin comes to the middle of the circle, the two dishes either side: 沉 **sink** and 浮 **float**.

Teacher: "**Hold** it first. Heavy? Or light? Now **guess** — sink, or float?"

Each child holds the object, feels the weight, guesses, and then drops it in and watches. **"Sink!" "Float!"** Bigs: **"The stone sinks. The cork floats."** Eight objects: stone, coin, key, metal spoon, marble — cork, leaf, feather, apple, wooden block. Wrong guesses are the best bit; nobody is wrong, the **water** answers.

Guess **before** the drop, every single time. Touch first (heavy / light), then the prediction, then the water tells the truth.

1 MIN Close

Everyone: "Touch... touch... TOUCH!" (*all ten fingers wiggling high on the shout*)

Today's song moment (3 min): chorus → **Wednesday's verse** → chorus. "Soft and bumpy, wet and dry, / my fingers know — let me try!" Make "ten little fingers" enormous today.

Sniff, Sniff, Sniff

Today's words: **smell** (*see · hear · touch come back*)

Grab: three **smelling jars** in the Magic Box — orange peel, a mint leaf, fresh ginger (cotton wool in a small jar, lid on); the three real things laid out on a mat across the room; the 嗅觉 card.

2 MIN Magic Box hook

Today we **sniff** the box. Lift the lid a crack and sniff at the gap, eyes closed, for a long moment.

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

Teacher: "Mmmm... I can't see it. I can't hear it. But my **nose** knows!" (*tap your nose twice*)

Carry the open box round the circle so every child gets one sniff before anything comes out. Then lift out the orange jar. Tap your nose. **"Smell!"**

4 MIN Teach · Smell

One jar at a time, lid off, round the circle. Big sniff, then the face that goes with it.

Orange! (*sniff, eyes wide, big smile*) · **Mint!** (*sniff, whole face freshens up*) · **Ginger!** (*sniff, nose wrinkles, head back*)

Littles sniff and say the one word — **"Orange!"** — or just pull the face, which is also an answer. Bigs: **"I smell an orange."** and **"I like it." / "I don't like it!"**

Then all three jars with eyes shut: can you tell them apart with your nose alone? Two children at a time.

Teacher fails: hold the jar up to your **eye** like the magnifying glass and peer into it: "Nothing there! I can't smell a single thing." Wait for twenty children to shout your own nose at you.

The 嗅觉 card joins the row. Four down, one to go — point along the line and let them tell you which one is missing.

3 MIN Game · Sniff and find

"One, two, three — eyes on me!" The three real objects — orange peel, mint, ginger — are waiting on a mat across the room.

Teacher: "Sniff the jar... now GO and find it!" (*hold a jar under a child's nose*)

They run, choose, hold it up. The class calls it: **"Orange!"** Bigs bring it back and say **"I smell an orange."** Every child gets a turn — about eight seconds each. Last two rounds, send two children at once and let them race.

If a child hesitates at the mat, let a friend go and stand beside them. Nobody sits down without having held something.

1 MIN Close

Everyone: "Smell... smell... SMELL!" (*one enormous sniff all together on the shout*)

Today's song moment (3 min): chorus → **Thursday's verse** → chorus. "Sniff, sniff, sniff — what's in the jar? / My good nose knows near and far!" Three real, loud sniffs on the first line.

Taste It! + Big Review

Today's words: **see** · **hear** · **touch** · **smell** · **taste** — the whole week

Grab: a **tasting tray** — lemon slices, honey, a plain cracker, one clean teaspoon per child; every prop from the week back in the box; the awards (print pack page 17); the 味觉 card. **Check allergies first.**

2 MIN Magic Box hook

The box comes out fat, rattling, and smelling of lemon.

Teacher: "Today the box is FULL! Which sense do we need?"

Pull the props out one at a time and hold each up in silence. Magnifying glass → **"See!"** Bell → **"Hear!"** Feely bag → **"Touch!"** Jar → **"Smell!"** Last of all, the lemon. Everyone waits. **"TASTE!"**

4 MIN Teach · Taste, then the whole week

One clean spoon per child, three tastes, faces allowed to be enormous:

Honey — sweet! · **Lemon** — sour! · **Cracker** — plain. (*big slow smile · whole face screws up · shrug and chew*)

Littles say the one word and pull the face: **"Sour!"** Bigs: **"I taste a lemon. It is sour!"** Then everybody stands and we tell the whole week with our bodies, twice — slow, then fast:

Two eyes — I **see!** · Two ears — I **hear!** · Ten fingers — I **touch!** · One nose — I **smell!** · One tongue — I **TASTE!**

Teacher fails: put the lemon slice to your **ear** and listen hard. "Hmm. It doesn't taste of anything." Hold the pose. Let them fix you twice.

Allergy check before you start, and one spoon per child — never a shared spoon. A child who won't taste can smell instead and still shout the word.

3 MIN Game · Which sense?

"One, two, three — eyes on me!" Props in a heap in the middle. Hold one up; the class shouts which sense it needs and does the gesture.

Teacher: "Which sense? ... and what do we DO?"

Magnifying glass → **"See!"** Bell → **"Hear!"** Sandpaper → **"Touch!"** Jar → **"Smell!"** Lemon → **"Taste!"** Go round twice, faster the second time, then let a Big hold the props. Slip one thing in that needs **two** senses — the orange. Both answers are right; say so out loud.

1 MIN Close + awards

Every child gets a "You are a STAR!" award to take home with the sink-or-float news. Then, standing, with all five gestures:

Everyone: "See... hear... touch... smell... TASTE!" (*eyes · ears · fingers · nose · tongue out on the shout*)

Today's song moment (3 min): Friday's verse — "Sweet and sour upon my tongue, / taste it, taste it — yum, yum, yum!" — then the **WHOLE song**: chorus → Mon, Tue, Wed, Thu, Fri → chorus. That run-through **is** the week's review.

★ “Two Little Eyes”

Ukulele · gentle and bouncy · it is a finger-play, not a shouting song.

C (0003)

F (2010)

G7 (0212)

Am (2000)

Strum: Down · Down · Down-Up. Four slow downs per bar works fine. Slow right down for the last line of the chorus (the **Am**), then lift on “off we go!”

CHORUS – EVERY SINGLE DAY

- C** Two little eyes that **F** look and **C** SEE, (*point to both eyes*)
F Two little ears that **C** listen to **G7** me! **C** (*cup both ears*)
C Ten little fingers that **F** touch and **C** know, (*wiggle all ten*)
Am One nose, one **F** tongue — **G7** off we **C** go! (*tap your nose, poke your tongue out*)

MONDAY · SEE

- C** I see the sun, I see the tree, **G7** open my eyes — **C** what do I see?

TUESDAY · HEAR

- C** Shhh! I hear a little sound, **G7** ears wide open — **C** listen all round!

WEDNESDAY · TOUCH

- C** Soft and bumpy, wet and dry, **G7** my fingers know — **C** let me try!

THURSDAY · SMELL

- C** Sniff, sniff, sniff — what's in the jar? **G7** My good nose knows **C** near and far!

FRIDAY · TASTE

- C** Sweet and sour upon my tongue, **G7** taste it, taste it — **C** yum, yum, yum!

Each day: **chorus** → **today's verse** → **chorus**. Friday, sing the whole thing top to bottom — that run-through is the week's review. The verses use only **C** and **G7**; if your fingers get stuck, put the uke down and do the finger-play instead. The actions carry the meaning either way.