



W H A L E C L A S S

Circle Time Guide

Our Solar System! Round and Round the Sun

Week of May 10–14 • 13 minutes a day • ages 2.5–6

sun • moon • Earth • round • hot

Everything you need, one page per day

Week Overview

 Print · laminate · ring-bind · hold this all week. One page per day, in your hand, at the circle. Every script here is word-for-word the same as the teachers' page.

Five words they'll own by Friday

sun

moon

Earth

round

hot

Littles (2.5–3)

One word + a gesture is a win: **“Sun!”** and draw a big circle with both arms, **“Hot!”** and fan your face, **“Round!”** and spin.

Bigs (4–6)

Sentence frames: **“The sun is hot.”** · **“The moon is round.”** · **“Earth is my home.”** · **“It goes round and round.”**

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

The week at a glance

Mon The Sun — Magic Box: a torch and a big yellow ball. Game: Hot or Cold? (warm bottle vs ice pack). Shelf: Tray 2 · Hot & Cold.

Tue Our Earth — Magic Box: a globe. Game: Pass the Earth. Shelf: Tray 1 · Sun, Earth & Moon cards.

Wed The Moon — Magic Box: a white ball poked full of craters. Game: Day and Night with the torch. Shelf: Tray 4 · Moon phases.

Thu The Planets — Magic Box: fruit planets, peppercorn to watermelon. Game: the planet parade, small to big. Shelf: Tray 3 · Planet parade & orbit mat.

Fri Round and Round — everything laid out on the black cloth. Game: Walk the orbit. Full song, top to bottom.

The 13 minutes, every day

2 min Magic Box hook — chant, shake, sniff, dramatic peek.

4 min Teach — the day's word, dramatised with the object. Get it wrong once on purpose.

3 min Song — chorus → today's new verse → chorus.

3 min Game.

1 min Close — whisper → normal → shout.

MONDAY

Day 1 • The Sun

Today's words: **sun • hot • round • light**

Grab: a torch and a big yellow ball (or a yellow balloon) in the Magic Box; a warm water bottle and an ice pack in a bag behind you; a black cloth on the floor for the sun to sit on all week.

2 MIN MAGIC BOX HOOK

Shake the box, hold it to your ear. Whole class chants:

EVERYONE "What's in the box? What's in the box?"

Peek in. Gasp. Lift out the yellow ball with both hands, high above your head, and switch the torch on behind it.

TEACHER "A ball? ... No! It's the **SUN!**" (*hold it up, turn slowly so everyone gets the light*) "Big. Round. And **HOT!**" (*fan your face*)

Everyone fans their face. "**Hot!**"

4 MIN TEACH • SUN, HOT, ROUND

Set the sun down on the black cloth in the middle of the circle. Say and do each line three times, getting faster:

The sun is a big **ball!** (*draw a huge circle with both arms*)

The sun is **round!** (*circle again, smaller and faster*)

The sun is **HOT!** (*fan your face, blow out*)

The sun gives us **light!** (*open both hands like a starburst*)

Littles say the one word and do the gesture — "**Sun!**", "**Hot!**", "**Round!**". Bigs give the whole frame: "**The sun is hot.**"

Teacher fails: pick up the **ice pack**, hold it like the sun and say "Mmm, the sun is nice and **cold.**" Wait. Let them fix you twice — the correction shout is the loudest English of the day.

3 MIN GAME • HOT OR COLD?

"One, two, three — eyes on me!" Bring out the warm water bottle and the ice pack. Pass them round the circle in opposite directions while everyone chants "**Hot or cold? Hot or cold?**"

TEACHER "Bao-Bao — hot or cold?"

"**Hot!**" Bigs: "**The bottle is hot, like the sun.**"

Every few passes, point at the yellow sun on the cloth and ask "**And the sun?**" — the whole class fans and shouts "**HOT!**"

Littles who won't speak still choose — they fan their face or shiver. That is the answer; accept it and cheer it. The bottle and the ice pack go straight onto **Tray 2** this afternoon.

1 MIN CLOSE

Everyone puts both hands up like a sun, whisper → normal → shout:

EVERYONE "The sun is hot... the sun is hot... **THE SUN IS HOT!**"

Got 3 spare minutes? *The Sun Is My Favorite Star* (Frank Asch) — don't read it, **do** it. Every page, the class turns their face up to the sun and smiles.

Today's song moment (3 min): chorus twice with the actions, then Monday's verse — "The sun is hot! The sun is bright! / It keeps me warm and gives me light!" — then the chorus again. Full song on page 8.

TUESDAY

Day 2 • Our Earth

Today's words: **Earth • home • blue • green**

Grab: a globe (or any blue-and-green ball) in the Magic Box; yesterday's yellow sun still on the black cloth; nothing else.

2 MIN MAGIC BOX HOOK

Shake the box, hold it to your ear. Whole class chants:

EVERYONE "What's in the box? What's in the box?"

Peek in. Gasp. Lift out the globe and hold it against your chest like something precious.

TEACHER "A ball? ... It's **EARTH**. It's where we **live**." (*turn it slowly*) "Blue is water. Green is land. And *here* —" (*put one finger on China*) "— is **us**."

Everyone points at the floor. "**Earth!**"

4 MIN TEACH • EARTH IS MY HOME

Turn the globe as you chant. Every child copies the gesture:

Earth is round! (*big circle with both arms*)
Earth is **blue** — that's the water! (*wavy swimming hands*)
Earth is **green** — that's the land! (*pat the floor twice*)
Earth is my **home!** (*hug yourself tight*)

Now set Earth on the black cloth, a little way from the sun, and walk it one slow lap round. "**Round and round!**"

Littles: one word plus the hug — "**Earth!**". Bigs: "**Earth is my home.**"

Teacher fails: hold up the globe and announce "*This is the **sun!***" with total confidence. Let them shout you down, then look amazed and say it properly.

3 MIN GAME • PASS THE EARTH

"One, two, three — eyes on me!" Sit in a tight circle. Pass the globe hand to hand while the class sings the chorus. You stop the singing whenever you like — whoever is holding Earth stands up and says their line.

TEACHER "You've got the whole world in your hands! What is it?"

"**Earth!**" Bigs: "**Earth is my home.**"

That child then gets to be the one who walks Earth one lap round the sun before passing it on.

Pass with two hands and say "*careful — it's our home*" every time. They will start saying it to each other, and the globe goes onto **Tray 1** looking after itself.

1 MIN CLOSE

Everyone hugs themselves, whisper → normal → shout:

EVERYONE "Earth is my home... Earth is my home... **EARTH IS MY HOME!**"

Got 3 spare minutes? *Here We Are* (Oliver Jeffers) — read only the two Earth pages, then close it. Short and enormous.

Today's song moment (3 min): chorus → Tuesday's verse — "Earth, Earth, my home is Earth — / blue and green, the best on Earth!" — → chorus again. Full song on page 8.

WEDNESDAY

Day 3 • The Moon

Today's words: **moon** • **night** • **round** • **cold**

Grab: a white ball poked all over with a pencil end so it is full of little craters, in the Magic Box; the torch; a room you can make dark (curtains or the light switch); the sun and Earth still on the cloth.

2 MIN MAGIC BOX HOOK

Shake the box, hold it to your ear. Whole class chants:

EVERYONE "What's in the box? What's in the box?"

Peek in. Whisper this time — the moon is a quiet thing. Lift out the cratered white ball.

TEACHER (*whispering*) "The **moon**... white... round... and full of little **holes**." (*run one finger over the craters, then pass it so every child can feel three craters*)

Whispered back, all together: **"Moon!"**

4 MIN TEACH • THE MOON COMES AT NIGHT

The **moon** is round! (*circle with both arms*)

The moon is **white**. (*hands flat on cheeks*)

The moon is **cold** — brrr! (*shiver, arms crossed*)

The moon comes out at **night**! (*hands together beside your cheek, eyes closed*)

Now the comparison, sun in one hand, moon in the other, three times fast:

TEACHER "Sun — **hot**! Moon — **cold**!"

"Hot! Cold!" Bigs: **"The moon is round and cold."**

Set the moon on the cloth and walk it one lap round **Earth** — not round the sun. Littles just say **"Moon!"** and spin.

Teacher fails: hold the moon up and say "Careful — it's **HOT**!" and pretend to burn your fingers. They will love telling you it's cold.

3 MIN GAME • DAY AND NIGHT

"One, two, three — eyes on me!" Lights **on** is day; lights **off** with the torch is night.

TEACHER (*lights on*) "DAY! The sun is up!"

"Sun!" — everyone stands, stretches tall and wiggles.

TEACHER (*lights off, torch on the white ball*) "Night... the moon is up..."

"Moon!" — everyone curls up on the floor and snores. Bigs whisper: **"The moon comes at night."**

Speed it up. Day, night, day-night-day-night. Finish on night, whispering.

This is the fastest way to calm the wildest circle you will ever have — end on night and they are already quiet for the close.

1 MIN CLOSE

Still curled up, whisper → normal → shout:

EVERYONE "The moon is round... the moon is round... THE MOON IS ROUND!"

Got 3 spare minutes? *Papa, Please Get the Moon for Me (Eric Carle)* — open the big fold-out page slowly and say nothing at all.

Today's song moment (3 min): chorus → Wednesday's verse, which starts on the sleepy Am — "The moon is white, the moon is round, / it comes at night without a sound!" (whisper that line) — → chorus. Full song on page 8.

Day 4 • The Planets

Today's words: **planet** • **round** • **big** • **small**

Grab: fruit planets in a basket — a peppercorn, a grape, a small apple, an orange, a grapefruit and a watermelon; the yellow sun on the black cloth; the Magic Box (the watermelon will *not* fit — that's the joke).

2 MIN MAGIC BOX HOOK

Shake the box, hold it to your ear. Whole class chants:

EVERYONE "What's in the box? What's in the box?"

Tip out the peppercorn — one tiny thing. Look disappointed. Then heave the watermelon out from behind your back with a groan.

TEACHER "One **small...**" (*hold up the peppercorn between two fingers*) "...and one **BIG!**" (*stagger under the watermelon*) "Both **round**. Both **planets!**"

Everyone makes a tiny circle with two fingers, then a huge one with both arms. **"Small! BIG!"**

4 MIN TEACH • EVERY PLANET IS ROUND

Hand one fruit to each of six children. One at a time they bring it to the cloth and place it in a line beside the sun, smallest nearest you:

Round like a pepper! (*tiny circle, two fingers*)

Round like a grape! (*circle, thumb and finger*)

Round like an apple! (*one hand*)

Round like a watermelon — **ROUND, ROUND, ROUND!** (*both arms, and everyone spins*)

Point along the line: **"Planet. Planet. Planet. Planet."** Littles chorus **"Round!"** on each one. Bigs: **"The planet is big."** • **"The planet is small."**

Teacher fails: *put the watermelon at the small end and the peppercorn at the big end. Stand back and admire it. They will physically get up and fix it — let them.*

3 MIN GAME • THE PLANET PARADE

"One, two, three — eyes on me!" Six children each carry one fruit planet. The rest of the class are the judges and chant **"Small to big! Small to big!"** while the six shuffle themselves into a line by size.

TEACHER "Is that right? Small... to... BIG?"

"YES!" or **"NO!"** — and the judges point at who must swap.

Then the parade walks one slow lap round the yellow sun while everyone sings the chorus. Swap the six and run it again.

*The whole line-up moves straight onto **Tray 3** this afternoon with balls or pom-poms instead of fruit — the fruit becomes snack.*

1 MIN CLOSE

Everyone holding a circle shape in the air, whisper → normal → shout:

EVERYONE "Every planet is round... every planet is round... EVERY PLANET IS ROUND!"

Got 3 spare minutes? *Me and My Place in Space (Joan Sweeney) — show the pictures, name only **sun**, **Earth** and **moon**, skip the rest.*

Today's song moment (3 min): chorus → Thursday's verse — "Eight round planets in a row, / round and round the sun they go, go, GO!" — → chorus. Full song on page 8.

FRIDAY

Day 5 • Round and Round

Today's words: **sun • moon • Earth • round • hot** — all five

Grab: everything, laid out on the black cloth before they come in — sun, Earth, moon, the fruit planets; the planet sheets (page 16) and crayons on the table; the awards (page 17) signed and hidden.

2 MIN MAGIC BOX HOOK

The box sits on the cloth, empty and open. Chant anyway:

EVERYONE “What’s in the box? What’s in the box?”

TEACHER “**Nothing!** Because it’s all out *here!*” (*whip the cloth’s corner back — the whole solar system is laid out*) “Look what we made this week!”

Point at each one and let them name it, fast: “**Sun!**” “**Earth!**” “**Moon!**” “**Planet!**”

4 MIN TEACH • QUICK-FIRE REVIEW

Hold each object up, one second each, round and round the circle until it’s a game:

Sun — hot or cold? “**HOT!**” (*fan*)

Moon — hot or cold? “**COLD!**” (*shiver*)

Earth — whose home? “**MY home!**” (*hug*)

All of them — what shape? “**ROUND!**” (*spin*)

Littles need only the shout and the gesture. Bigs, one each, get a full sentence: “**The sun is hot.**” • “**The moon is round.**” • “**Earth is my home.**”

Teacher fails: ask “Moon — hot or cold?” and answer it yourself with a confident “HOT!”. By Friday they will correct you before you finish the word.

3 MIN GAME • WALK THE ORBIT

“One, two, three — eyes on me!” Put the yellow sun in the middle of the floor. Everybody holds hands in one big ring around it.

TEACHER “We are Earth. Earth goes **round the sun** — slowly, slowly...”

Walk one whole lap singing the chorus, slowly. Then: “**Faster!**” — one lap running. Then “**Stop! Let go! SPIN!**” and everyone spins on the spot and falls over laughing.

“**Round and round!**” Bigs: “**Earth goes round the sun.**”

Then to the table: each child colours their own planet sheet, you scribe their sentence, and they get their award. Sheets go on the theme wall, awards go home.

1 MIN CLOSE

One last ring, hands joined, whisper → normal → shout:

EVERYONE “Round and round the sun... round and round the sun... **ROUND AND ROUND THE SUN!**”

Got 3 spare minutes? Go outside, find the sun (don’t look at it!), find your **shadow**, and jump on it. Then say “h-o-t... **hot!**” in the sunshine — this week’s sound, free.

Today’s song moment (3 min): the finale — chorus → Monday’s sun verse → chorus → Tuesday’s Earth verse → chorus → Wednesday’s moon verse (whisper it) → chorus → Thursday’s planet verse → chorus → Friday’s verse (“Round and round and round and round, / everybody spin around!”) → chorus. Record it for the parents.

★ Theme Song · “Round and Round”

The one song of the week — sung at every circle. Same chorus daily, one new verse each morning, full song on Friday.

C (0003)

F (2010)

G7 (0212)

Am (2000)

Strum: Down · Down · Down-Up (“round — and — round-round”). Can't manage it yet? Four slow downs per bar works fine — the kids only hear the fun.

Tempo: a slow, rolling waltz-y walking pace — this is an orbit, not a march. **Am** is one finger, the same finger as **F**'s first shape, and it appears only in Wednesday's moon verse. If it scares you, play **C** there instead; nobody will mind.

CHORUS — SING IT EVERY SINGLE DAY

C Round and round and **F** round we **C** go! (everyone spins on the spot)

F Round the **C** sun — go slow, go **G7** slow! (the whole class walks one slow circle)

C The sun is hot, the **F** moon is **C** cold, (fan your face, then shiver)

F And Earth is my **G7** home, I am **C** told! (hug yourself tight)

Sing the chorus twice each time. On the last “**told!**” everybody hugs themselves and holds still — that stillness is how you get the next instruction heard.

ONE VERSE A DAY — VERSES USE C AND G7 (AND ONE AM ON WEDNESDAY)

Monday · The Sun

C The sun is hot! The sun is bright! (fan your face, then starburst hands)

G7 It keeps me warm and **C** gives me light! (arms crossed and cosy, then starburst)

Tuesday · Our Earth

C Earth, Earth, my home is Earth — (pat the floor on every “Earth”)

G7 Blue and green, the **C** best on Earth! (wavy water hands, then arms wide)

Wednesday · The Moon

Am The moon is white, the moon is round, (hands on cheeks, then a big circle)

G7 It comes at night **C** without a sound! (sleepy hands — sing this whole line in a whisper)

Thursday · The Planets

C Eight round planets in a row, (count to eight on your fingers)

G7 Round and round the sun they **C** go, go, GO! (three spins, faster each time)

Friday · Round and Round

C Round and round and round and round, (one spin per “round”)

G7 Everybody **C** spin around! (everyone spins, then flops down)

The build: each day sing chorus → today's verse → chorus. By Friday they know five verses without ever “learning” the song — Friday's finale is the whole thing top to bottom, and it doubles as your review of the entire week.

IF YOU'RE BRAND NEW TO UKULELE

Practice this loop for five minutes tonight: **C** (4 strums) → **F** (4 strums) → **C** → **G7** → **C**. That's the entire chorus — the same three shapes you already used in the last two weeks. **Am** is a bonus: one finger on the top string, second fret. Play it slowly and let the kids hear how different it sounds.