

**Quick revision:**

- Read the following rhyme to the learner. The learner tries to join in reciting it and executing the appropriate movements:

**Action rhyme**

My hands can clap,  
 my feet can slap.  
 My eyes can wink,  
 and I can blink!  
 I can jump and I can run  
 I can sit quietly in the sun.

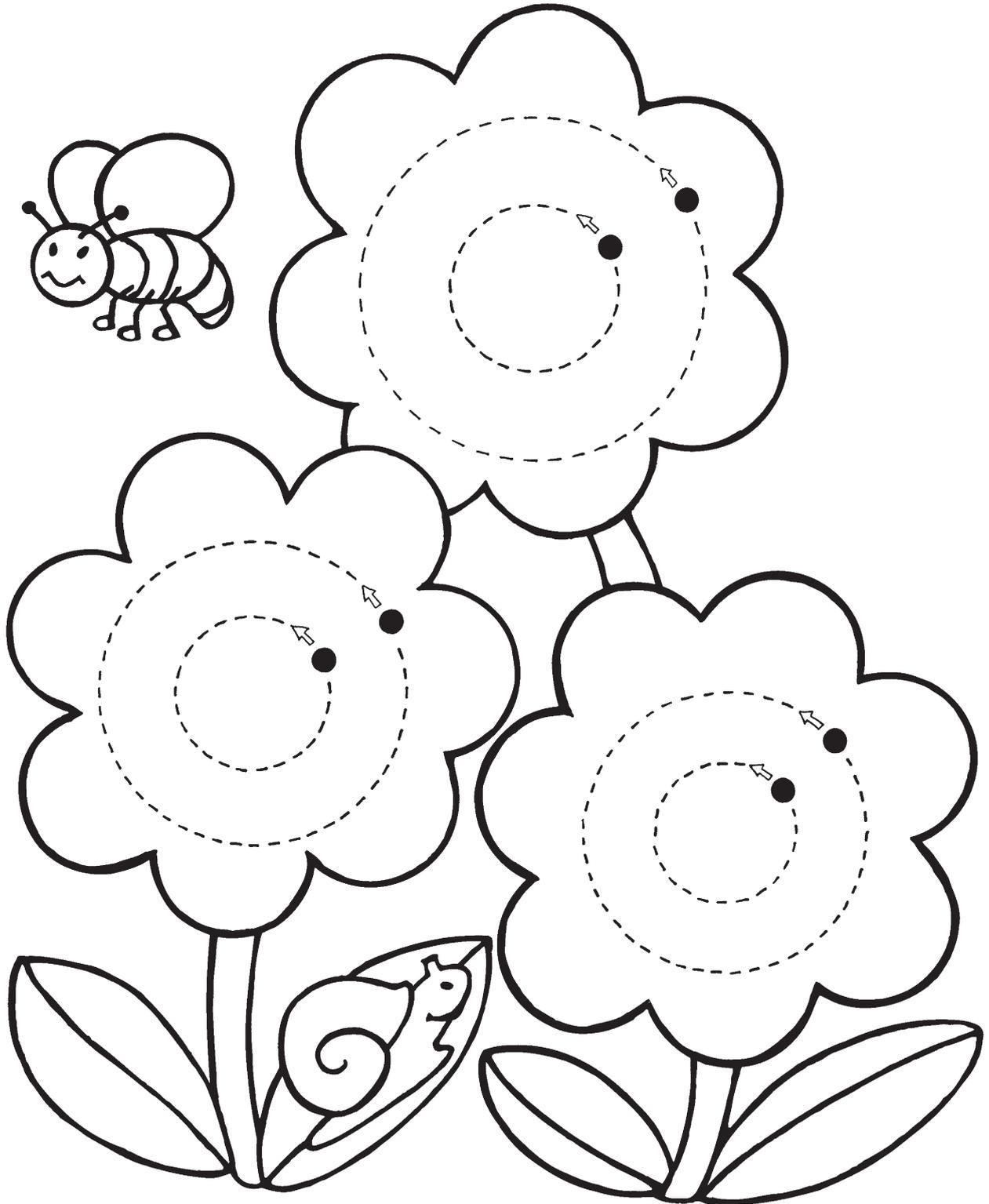
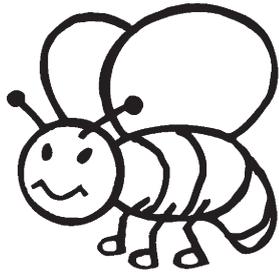
*Anonymous*

- The spatial concepts “in front”/“forward”, “behind”/“backwards”, “under”/“down”/“at the bottom”, “on”/“up”/“above”, “down”/“downward” and “on”/“on top” have now been introduced. Also introduce the concepts “in”/“out” and “next to”/“beside”. Expand on the rhyme and practise these spatial concepts by using the learner’s body. *Example:* Clap you hands on the table/your head/your knees. Stomp your feet next to the chair. Stand behind your chair and stomp your feet, etc.
- Practise straight and wavy up/down eye movements as well as big straight/wavy **S**-movements that cross the midline, and follow them first with one eye and then with the other eye. Also practise crossing the midline with a large lazy-8-movement – first with the one eye and then with the other eye.
- Quickly do some stretching of the hands and revise colour recognition of yellow/red/blue. The learner traces the patterns on this page in the colours you mention.

**Now turn to worksheet 4 on p. 7.**

- Explain the instruction. The learner completes the flowers by tracing the circles on the dotted lines. Check that the learner starts in the correct position and draws the circle anticlockwise.
- Colour one flower yellow, one red and one blue. Make sure that the learner can discriminate these three colours confidently.
- Check sitting posture and pencil grip.

# Handwriting Eye-hand co-ordination



Complete the flowers.  
Colour one flower red, one blue and one yellow.