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► Unit 1 – Painting time (Colours) – Starter lesson

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Meet the characters (<i>Ricky, Toby, Kim; hello, goodbye</i>). • Revise colours (<i>red, green, blue, yellow</i>). 	<p>Review language <i>Ricky, Toby, Kim; hello/goodbye; red, green, blue, yellow</i></p> <p>Language for recognition <i>Who's this? What's this?</i></p>	<p>Songs for routines</p> <ul style="list-style-type: none"> • Hello, Ricky • Happy birthday • Tidy up time • Goodbye time <p>Song Toby, Kim, Ricky too.</p>

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Say and understand colour words to describe classroom objects (<i>brown, pink, black, white, door, window</i>). • Review colours and food from. • Enjoy performing a chant and a song to practise the new words. • Describe the colours of some objects using <i>It's [blue]</i>. • Understand and enjoy the story: <i>Painting time</i>. • Act out a simple story. • Say, trace and understand the value of numbers 1 and 2. • Sing and mime a song about colours, offering musical accompaniment with drums, maracas and triangles. • Make a simple colour cube and play a game to practise the new colour words. • Enjoy playing several action games. 	<p>New language <i>It's [blue]; brown, pink, black, white, door, window; numbers 1, 2</i></p> <p>Language for recognition <i>Who's this? It's Ricky. Is it [Kim]? Point to [Ricky]. What's this? What colour is it? Is it [brown]? What number is it? How many [cakes]?</i></p> <p>Review language <i>red, green, blue, yellow book, table, chair, pencil, crayon apple, biscuit, sandwich, yogurt</i></p>	<p>Story</p> <ul style="list-style-type: none"> • Painting time <p>Songs</p> <ul style="list-style-type: none"> • I like pink • Colour song <p>Chants</p> <ul style="list-style-type: none"> • Brown, black and white • 1, 1, 2 <p>Arts and crafts</p> <ul style="list-style-type: none"> • Colour cube

► Unit 2 – At the farm (Farm animals)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Say and understand farm animal words (<i>cow, sheep, horse, chicken, duck, goat</i>). • Describe animals (<i>big, little, dog, cat, mouse, bird</i>). • Enjoy performing a chant and a song to practise the new words. • Talk about animals using the structure <i>It's a [cow]</i>. • Understand and enjoy the story: <i>At the farm</i>. • Act out a simple story. • Learn where eggs, milk and wool come from. • Say, draw and understand the value of number 3. • Sing and mime a song about farm animals, offering musical accompaniment with drums, maracas and triangles. • Make a simple farm mobile. • Progressive understanding of new classroom language. 	<p>New language <i>It's a [cow]; cow, sheep, horse, chicken, duck, goat number 3</i></p> <p>Language for recognition <i>What's this? Who's this? Is it a [cow]? What does a [cow] say? What colour is it? What number is it? Eggs come from chickens. Milk comes from cows. Wool comes from sheep. How many [ducks]? Stamp your feet.</i></p> <p>Review language <i>dog, cat, mouse, bird black, white, brown, pink, red, yellow, green, blue numbers 1 – 2 It's [colour].</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story • At the farm</p> <p>Songs • Listen to the goat • Come to the farm</p> <p>Chants • The farm • 1, 2, 3</p> <p>Arts and crafts • Farm mobile</p>

► Unit 3 – At the park (The park)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Say and understand play equipment words (<i>slide, swing, seesaw, sandpit</i>). • Learn the concepts of 'up' and 'down'. • Understand and say the colours of play equipment in a park. • Enjoy performing a chant and a song to practise the new words. • Ask and respond <i>What's this? It's a [swing]</i>. • Understand and enjoy the story: <i>Up and down</i>. • Act out a simple story. • Say, draw and understand the value of number 4. • Sing and mime a song about the park, offering musical accompaniment with drums, maracas and triangles. • Make a jigsaw puzzle and learn how to solve it. • Enjoy playing several action games. • Progressive understanding of new classroom language. 	<p>New language <i>What's this? It's a [slide]; slide, swing, sandpit, seesaw, up, down number 4</i></p> <p>Language for recognition <i>Run to the [slide]. Is it up or down? Be a [seesaw]. How many [swings]? What colour is number 3? Colour the [swing] [blue]. sandcastle What's missing? Is this right?</i></p> <p>Review language <i>cow, sheep, chicken, duck, goat It's a ... numbers 1 – 3</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story • Up and down</p> <p>Songs • Seesaw • Park song</p> <p>Chants • Playground chant • 1, 2, 3, 4</p> <p>Arts and crafts • Park jigsaw puzzle</p>

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► Unit 4 – The very big potato (Family)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Say, understand and describe family members (<i>mum, dad, brother, sister, grandma, grandad</i>). • Enjoy a chant and a song to practise the new words. • Talk about their families using the structure <i>This is my [mum]</i>. • Understand and enjoy the story: <i>The very big potato</i>. • Act out a simple story. • Say, draw and understand the value of number 5. • Sing and mime a song about family, offering musical accompaniment with drums, maracas and triangles. • Make a simple family photo frame. • Progressive understanding of new classroom language. • Enjoy playing several action games. 	<p>New language <i>This is my...; mum, dad, brother, sister, grandma, grandad number 5</i></p> <p>Language for recognition <i>Who's this? Is this Ricky's [mum]? What colour is Ricky's [mum]? Who's missing? What number is it? Show me [5] fingers. Count your fingers.</i></p> <p>Review language <i>What's this? It's a [swing]. slide, swing, sandpit, seesaw, up, down cow, sheep, horse, chicken, duck, goat numbers 1 – 4</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story • The very big potato</p> <p>Songs • Grandma and grandad • This is my mum</p> <p>Chants • Family • 1, 2, 3, 4, 5</p> <p>Arts and crafts • Family photo frame</p>

► Unit 5 – It's a monster (The Body)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Identify, name and count parts of the body (<i>legs, arms, hands, mouth, nose, eyes, ears, head</i>). • Understand and produce plural forms with 's': <i>One head, two legs</i>. • Enjoy performing a chant and a song to practise the new words. • Understand and enjoy the story: <i>It's a monster</i>. • Act out a simple story. • Say, draw and understand the value of number 6. • Sing and mime a song about the body, offering musical accompaniment with drums, maracas and triangles. • Make a body puppet. • Progressive understanding of new language learnt. • Enjoy playing several action games. 	<p>New language <i>plural 's'; One leg. Two legs. legs, arms, hands, mouth, nose, eyes, ears, head number 6</i></p> <p>Language recognition <i>What are these? Is it a [mouth]? Are they [legs]? How many [legs]? What colour are they? What's different? Point to your [legs]. What do you do with your [hands]? Clap! Jump! Stretch. Blink.</i></p> <p>Review language <i>mum, dad, brother, sister, grandma, grandad What's this? It's a... red, yellow, green, blue, brown, white, black, pink numbers 1 – 4</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story • It's a monster</p> <p>Songs • Arms, legs and hands • One hand, two hands</p> <p>Chants • Body • 1, 2, 3, 4, 5, 6</p> <p>Arts and crafts • Body puppet</p>

► Unit 6 – These are my shorts (Clothes)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> Name and describe some items of clothing (<i>T-shirt, trousers, dress, shoes, coat, hat, glasses, shorts</i>). Talk about clothes using <i>These are my [shoes]</i>. Enjoy performing a chant and a song to practise the new words. Understand and enjoy the story: <i>These are my shorts</i>. Act out a simple story. Review numbers 1-6 and enjoy the number song. Sing and mime a song about clothes, offering musical accompaniment with drums, maracas and triangles. Make a body puppet and dress it. Progressive understanding of new language learnt. Enjoy playing several action games. 	<p>New language <i>These are my [shoes].</i> <i>T-shirt, trousers, shorts, dress, shoes, coat, hat, glasses</i> <i>numbers 1 – 6</i></p> <p>Language for recognition <i>What are these?</i> <i>Is this a [dress]?</i> <i>Are these [shoes]?</i> <i>What colour is the [dress]?</i> <i>What colour are the [shoes]?</i> <i>Is the ball big or little?</i> <i>What's missing?</i></p> <p>Review language <i>legs, arms, hands, mouth, nose, eyes, ears, head; mum, ball, cat; big, little</i> <i>This is my [dress].</i> <i>What's this? It's a [dress].</i> <i>It's [colour]; plural 's'</i> <i>numbers 1 – 6</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story <ul style="list-style-type: none"> These are my shorts! </p> <p>Songs <ul style="list-style-type: none"> This is my hat I can count to 6 I get dressed </p> <p>Chant <ul style="list-style-type: none"> Clothes </p> <p>Arts and crafts <ul style="list-style-type: none"> body puppets </p>

► Festivals – Easter, Halloween, Summer, Christmas

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> Learn new festival words. Review numbers 1-6. Enjoy practising the new vocabulary by singing and miming songs and chants. Make craft items to celebrate the different festivals. Enjoy playing several action games. Progressive understanding of new classroom language. 	<p>New language <i>chocolate, Easter bunny</i> <i>witch, pumpkin</i> <i>sun cream, swimsuit</i> <i>chimney, stocking</i></p> <p>Language for recognition <i>It's Halloween. What's this? Is it a [witch]?</i> <i>Put the sticker on the poster. Is Ricky right? Help Ricky! Draw a line. Help the witch find the pumpkin.</i> <i>Good work. Get your stamp. Bring me your worksheets, please. Thank you. What shape is it?</i></p> <p>Review language <i>sweets, mask, triangle, circle, rectangle, square</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Poems <ul style="list-style-type: none"> Hop Easter bunny Halloween time </p> <p>Songs <ul style="list-style-type: none"> Pumpkin, pumpkin Christmas time </p> <p>Chants <ul style="list-style-type: none"> Pull on your swimsuit Father Christmas </p> <p>Arts and crafts <ul style="list-style-type: none"> bingo game with Easter eggs pumpkin seaside frieze Father Christmas birthday card </p>