

Contents table

► Unit 1 – They're monkeys – (Animals at the zoo) – Starter Lesson

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> Remember and greet the characters from Level 1. Review colours, animal and body words from Level 1. Revise language structures from Level 1: <i>It's [colour]; What's this? It's a [lion]; plural 's'; These are [lions].</i> 	<p>Language for recognition <i>Stand up. What's the weather like? It's [Juan's] birthday today. Happy birthday. Point to the cake. Who's this? You're [Toby]. Jump! Stand like a robot. What colour is it? Who's this? Help Ricky! Colour Ricky's bag [orange]. Good work. Get your stamp. Bring me your worksheets, please. Thank you.</i></p> <p>Review language <i>Toby, Kim, Ricky hello/goodbye red, yellow, green, blue, black, white, brown, pink crayon It's hot/cold/raining/snowing. What's this? It's a [crayon]. It's [orange]. plural 's'</i></p>	<p>Songs for routines</p> <ul style="list-style-type: none"> Hello, Ricky Happy birthday Tidy up time Goodbye time <p>Song</p> <ul style="list-style-type: none"> Toby, Kim, Ricky too

► Unit 1 – They're monkeys – (Animals at the zoo)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> Say and understand zoo animal words and learn three new colour words (<i>orange, purple, grey</i>). Understand adjectives to describe animals. Enjoy a chant and song to practise the new words. Ask and answer about animals with <i>What are these? They're [lions]. They're [brown].</i> Understand and enjoy a story. Act out a simple story. Say, draw and understand the value of numbers 1, 2, 3. Enjoy a TPR song about zoo animals and offer musical accompaniment with drums, triangles and maracas. Make and form a simple animal mask, fan and jigsaw and play language games with them. Play a number of action games. 	<p>New language <i>orange, purple, grey, brown elephant, lion, snake, giraffe, tiger, monkey What are these? They're [monkeys]. They're [brown]. numbers 1, 2, 3</i></p> <p>Review language <i>brown, pink, black, white, red, green, blue, yellow cow, sheep, horse, chicken, duck, goat legs, mouth, nose, eyes, ears, head What's this? It's a [lion]. It's [brown]. plural 's'</i></p> <p>Language for recognition <i>What colour is it? What colour are they? Are they [lions]? Is it a [lion]? How many [legs]? Jump! Hop! Clap! Stretch! Who's this?</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story</p> <ul style="list-style-type: none"> They're monkeys <p>Songs</p> <ul style="list-style-type: none"> Zoo song The snakes at the zoo <p>Chants</p> <ul style="list-style-type: none"> Animal chant 1, 2, 3 <p>Arts and crafts</p> <ul style="list-style-type: none"> Make a lion mask Make animal jigsaws Make an animal fan

► Unit 2 – I'm hungry – (Feelings)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Say and understand feelings words (<i>happy, sad, scared, hungry, thirsty, tired</i>). • Identify the feelings of others and give appropriate help. • Enjoy a chant and song to practise the new words. • Talk about feelings using <i>I'm [happy]</i>. • Understand and enjoy a story: <i>I'm hungry</i>. • Act out a simple story. • Revise numbers 4, 5, 6 (number formation and counting concepts). • Enjoy a TPR song about feelings and offer musical accompaniment. • Make and use a feelings wheel. • Understand an increasing amount of classroom language. • Play a number of action games. 	<p>New language <i>happy, sad, tired, thirsty, hungry, scared I'm [happy].</i> <i>numbers 4, 5, 6</i></p> <p>Language for recognition <i>How do you feel? How does Ricky feel? Is Ricky [happy]? Are you [happy]? How many [happy] faces? What colour are they? Is he/she [happy]? Eat a biscuit. Drink some juice. Have a rest. Have a cuddle.</i></p> <p>Review language <i>legs, arms, hands, mouth, nose, eyes, ears, head</i> <i>red, blue, grey, yellow, black, green</i> <i>slide, ball, dress</i> <i>biscuit, apple, sandwich, juice</i> <i>up, down</i> <i>numbers 1- 6</i> <i>It's [colour]. What's this? It's a [ball].</i> <i>What are these? They're [legs].</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story <ul style="list-style-type: none"> • I'm hungry </p> <p>Songs <ul style="list-style-type: none"> • Happy song • If you're happy and you know it, count to 6 • Mum, I'm hungry </p> <p>Chants <ul style="list-style-type: none"> • Show me a happy face </p> <p>Arts and crafts <ul style="list-style-type: none"> • Make a feelings wheel • Make a face </p>

► Unit 3 – The three little robots – (Position of people and objects)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Say and understand words to describe position (<i>in, on, under, behind</i>). • Additional words to describe a house (<i>house, roof, door, window, chimney, chair, table</i>). • Enjoy a chant and song to practise the new words. • Describe one's position with <i>I'm [in] the house</i>. • Describe the position of an object with <i>It's [under] the bag</i>. • Understand and enjoy a story: <i>The three little robots</i>. • Act out a simple story. • Say, draw and understand the value of number 7. • Enjoy a TPR song about the position of people and offer musical accompaniment. • Make and form the three robots' house and position the three robots in and around it. • Understand an increasing amount of classroom language. • Play a number of new action games. 	<p>New language <i>in, on, under, behind, house, roof</i> <i>I'm [in] the [house].</i> <i>number 7</i></p> <p>Language for recognition <i>Where's Ricky's [sister]? What colour is the roof? Is the book under the bag? Open the door. Close the door. How many [houses]? The book is in the bag. What's missing?</i></p> <p>Review language <i>mum, dad, brother, sister, grandma, grandad; window, door, tree, ball, chimney;</i> <i>happy, sad, hungry, thirsty, scared, tired;</i> <i>numbers 1-6;</i> <i>What's this? It's a [house]; It's [orange].</i> <i>I'm [happy]. This is my [mum].</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story <ul style="list-style-type: none"> • The three little robots </p> <p>Songs <ul style="list-style-type: none"> • Be careful • My playhouse </p> <p>Chants <ul style="list-style-type: none"> • Behind the house • 7 houses </p> <p>Arts and crafts <ul style="list-style-type: none"> • Make the three robots and their house </p>

Contents table

► Unit 4 – I've got a train – (Toys)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Say, understand and describe toys and possessions (<i>castle, computer, bike, puzzle, train, toy box</i>; review of <i>teddy, doll, car, ball</i> and classroom objects). • Enjoy a chant and song to practise the new words. • Talk about possessions using <i>I've got a [puzzle]</i>. • Understand and enjoy a story: <i>I've got a train</i>. • Act out a simple story. • Say, draw and understand the value of number 8. • Enjoy a TPR song about toys and offer musical accompaniment. • Make and form a simple toys bookmark and play cube. • Understand an increasing amount of classroom language. • Play a number of action games. 	<p>New language <i>castle, computer, bike, puzzle, train, toy box</i> <i>I've got a [train].</i> <i>number 8</i></p> <p>Language for recognition <i>Is this a [train]? This train is long.</i> <i>This toy box is little. Who's got a [bike]?</i> <i>What have you got?</i> <i>How many [trains]?</i> <i>Is it [in] the toy box?</i> <i>What's [behind] the bike?</i></p> <p>Review language <i>What's this? It's a [doll]; What are these?</i> <i>They're [cars]; This is my [doll].</i> <i>teddy, doll, car, ball, seesaw, slide, swing, sandpit</i> <i>in, on, under, behind</i> <i>numbers 1–7</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story <ul style="list-style-type: none"> • I've got a train </p> <p>Songs <ul style="list-style-type: none"> • My little red bike • 8 little trains • I've got a toy train </p> <p>Chants <ul style="list-style-type: none"> • Open the toy box </p> <p>Arts and crafts <ul style="list-style-type: none"> • Make a toys bookmark • Make a toys cube </p>

► Unit 5 – I like sausages – (Food)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> • Identify and name party foods and drinks (<i>sandwich, carrot, banana, sausage, milk, juice</i>; review of <i>cake, apple, biscuit, yogurt</i>). • Identify and name dressing up characters (<i>pirate, fairy</i>; review of <i>monkey, lion, witch, tiger, cat, elephant</i>). • Enjoy a chant and song to practise the new words. • Understand and enjoy a story: <i>I like sausages</i>. • Act out a simple story. • Say, draw and understand the value of number 9. • Enjoy a TPR song about a party and offer musical accompaniment. • Make a party hat and a pirate puzzle. • Understand an increasing amount of classroom language. • Play a number of action games. 	<p>New language <i>sandwich, carrot, banana, sausage, milk, juice, pirate, fairy</i>; <i>I like [sausages].</i> <i>number 9</i></p> <p>Language for recognition <i>Is this a [banana]? Who is a [pirate]?</i> <i>What has [Kim] got? Does Ricky like [sausages]?</i> <i>What do you like? Do you like [apples]?</i></p> <p>Review language <i>I've got a [banana]; I'm [hungry]</i> <i>What are these? They're [carrots].</i> <i>What's this? It's a [biscuit]; plural 's'</i> <i>apple, biscuit, yogurt, cake</i> <i>witch, mask</i> <i>numbers 1–8</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story <ul style="list-style-type: none"> • I like sausages </p> <p>Songs <ul style="list-style-type: none"> • Hello, fairy • At the party </p> <p>Chant <ul style="list-style-type: none"> • I've got a banana • There are 9 </p> <p>Arts and crafts <ul style="list-style-type: none"> • Make a party hat • Make a pirate puzzle </p>

► Unit 6 – I can smell flowers – (Using our senses)

Objectives	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> Understand and use simple verbs and their relationship to parts of the body (<i>see, smell, hear, dance</i>). Understand words that can be used with these verbs (<i>flowers, music, band, spaceship</i>). Enjoy a chant and song to practise the new words. Talk about how we interact with the world around us using <i>I can [smell] [flowers]</i>. Understand and enjoy a story: <i>I can smell flowers</i>. Act out a simple story. Say, draw and understand the value of numbers 1-10. Enjoy a number song. Enjoy a TPR song about our senses and offer musical accompaniment. Make and form a spaceship shaker and a Ricky finger puppet. Understand an increasing amount of classroom language. Play a number of action games. 	<p>New language <i>smell, hear, see, dance</i> <i>flowers, music, band, spaceship</i> <i>I can [see] [flowers].</i> <i>number 10</i></p> <p>Language for recognition <i>What can you smell?</i> <i>What can you hear?</i> <i>What can you see?</i> <i>What can you do?</i> <i>Are these [flowers]? Is this a [spaceship]?</i> <i>How does Ricky feel?</i> <i>I can jump/hop/run.</i></p> <p>Review language <i>This is my [nose]. These are my [legs].</i> <i>What's this? It's a [nose].</i> <i>What are these? They're [legs].</i> <i>body words</i> <i>family words</i> <i>numbers 1-9</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Story <ul style="list-style-type: none"> I can smell flowers </p> <p>Songs <ul style="list-style-type: none"> Dance, dance, dance 10 little spaceships Well done, Ricky </p> <p>Chant <ul style="list-style-type: none"> I smell, smell, smell </p> <p>Arts and crafts <ul style="list-style-type: none"> Make a spaceship shaker Make a Ricky finger puppet </p>

► Festivals – Easter, Halloween, Summer, Christmas

Objetivos	Language	Stories, songs, chants, projects
<ul style="list-style-type: none"> Learn new festival words. Review numbers 1-6. Enjoy practising new vocabulary learnt by singing and miming songs and chants. Make craft items to celebrate different festivals. Understand an increasing amount of classroom language. Play a number of action games. 	<p>New language <i>ghost, bat</i> <i>decorations, snowman</i> <i>chick, spring</i> <i>play, swim</i></p> <p>Language for recognition <i>You're an Easter chick. Where do eggs come from?</i> <i>What colour is the [chick]? Stick on the [wings].</i> <i>How many puzzle pieces? Match the puzzle pieces.</i> <i>It's Halloween. Is it a [bat]? Are you scared? Help the ghost find the bat. What colour is the [bat]? How many ghosts?</i> <i>What colour is [Toby's] swimsuit?</i> <i>What have you got? Do you like [sandwiches]?</i> <i>What colour is Ricky's ball? Is it big or little? What's missing?</i> <i>It's Christmas. Are they [decorations]?</i> <i>Cut out the snowman. What's on/under the tree?</i> <i>What shape is it? Colour the [stocking] red.</i></p> <p>Review language <i>egg, basket, bunny, chocolate</i> <i>sweets, masks, witch, pumpkin</i> <i>sun, beach, sun cream, swimsuit</i> <i>Christmas tree, presents, chimney, stocking</i></p>	<p>Songs for routines See Starter Lesson</p> <p>Songs <ul style="list-style-type: none"> We love summer Twinkle, twinkle </p> <p>Chants <ul style="list-style-type: none"> Easter chick Are you scared? </p> <p>Arts and crafts <ul style="list-style-type: none"> Make an Easter chick Make Halloween decorations Make a sun Make Christmas decorations </p>