

School

A new friend



Vocabulary and language

- **Main vocabulary:** colour, count, dance, draw, jump, paint, play, run, sing, think
- **Key language:** What do you do at school? I (draw) at school. / Do you want to (paint)? Yes, I do. / No, I don't. I want to (play outside).
- **Content language:** dance, play football, ride my bike, run, swim, walk (to school); What exercise do you do? I (play football).
- **Other language:** help, share, sit down; bag, banana, coat, crayons, friend, home, school; happy, sad; go, shake hands, stand; partner, window; chart, fantastic, great, picture; I like/ don't like (school). I'm (happy). How many people (dance)? (Four). Our chart is (fantastic).

Unit objectives

- Identify and name school activities
- Sing the language song *What do you do at school?*
- Ask and say what you do at school
- Understand and act out the story *A new friend*
- Sing and act out the story song *Katy Kangaroo*
- Ask and say what you want to do
- Understand a story about being kind
- Recognise the value of being kind
- Identify and name activities we do to get exercise
- Sing and act out the traditional song *Go in and out the window*
- Review your learning and progress
- Participate in a collaborative project

Story



CD1 Track 27

Picture 1

- Narrator:** It's time for school.
Mrs Cat: Good morning, children.
Children: Good morning, Mrs Cat.
Mrs Cat: This is Katy Kangaroo. Katy is a new girl.
Dylan: Hello, Katy.
Mimi: Welcome to our school!

Picture 4

- Mimi:** Please don't be sad, Katy. I want to help you. Do you want to paint, Katy?
Katy: No, I don't.
Mimi: Do you want to count, Katy?
Katy: No, I don't. I'm sad. I don't like school. I want to go home.
Mimi: Oh dear. Poor Katy. Listen! It's time for sport!
Mrs Cat: Off you go now, children.
Leo: I want to run.
Katy: I want to jump.
Mimi: Come on, Katy.

Picture 2

- Mrs Cat:** This is Katy's first day at school. Please tell Katy: What do you do at school?
Mimi: I draw, I colour and I paint at school.
Mrs Cat: Very good, Mimi.
Leo: I sing (tra,la,la) and I dance at school.
Mrs Cat: Very good, Leo.
Dylan: I count, one, two, three and I think at school.
Mrs Cat: Yes, you think a lot, don't you, Dylan?
Dylan: Yes! I like school.
Katy: Oh dear. I don't like school. I want to go home.

Picture 5

- Narrator:** The children go outside.
Mimi: I've got an idea. Let's jump!
Leo: Oh, yes!
Dylan: Great idea! Look at me!
Mimi: Very good, Dylan.
Leo: Look at me!
Mimi: Very good, Leo.
Katy: And look at me!
Leo: Oh, wow!
Dylan: Amazing!
Mimi: Go, Katy, go! You're fantastic!

Picture 3

- Narrator:** Katy sits at a table with Mimi.
Mimi: Please don't be sad, Katy. I want to help you. Do you want to draw, Katy?
Katy: No, I don't.
Mimi: Do you want to colour, Katy?
Katy: No, I don't. I'm sad. I don't like school. I want to go home.
Mimi: Oh, dear. Poor Katy.

Picture 6

- Narrator:** Katy jumps around the playground.
Katy: Oh, thank you, Mimi. I'm happy. I like school now. I don't want to go home.
Mimi: And I've got a new friend! I'm happy, too.



Songs and story

Language song

What do you do at school? CD1 Track 25

What do you do at school, Alex? (Gesture around you)
I draw at school. I draw at school. (Mime drawing)
I paint at school. I paint at school. (Mime painting)
It's fun and it's cool! (Wave arms in the air)

What do you do at school, Lucy? (Gesture around you)
I sing at school. I sing at school. (Mime holding a microphone)
I dance at school. I dance at school. (Dance on the spot)
It's fun and it's cool! (Wave arms in the air)

What do you do at school, Alex? (Gesture around you)
I count at school. I count at school. (Count on fingers)
I think at school. I think at school. (Point to head and look thoughtful)
It's fun and it's cool! (Wave arms in the air)

What do you do at school, Lucy? (Gesture around you)
I run at school. I run at school. (Run on the spot)
I jump at school. I jump at school. (Jump on the spot)
It's fun and it's cool! (Wave arms in the air)

Story song

Katy Kangaroo CD1 Track 28

I'm Katy Kangaroo (Jump up and down)
Look at me! (Point to eyes and then self)
Boing, boing, boing. Hee! Hee! Hee! (Jump three times, then wiggle)

Do you want to draw? (Shrug and mime drawing)
No, I don't. Oh, no, no! I want to jump! (Shake head and waggle finger, then jump on the spot)
Go, Katy, go! (Punch both arms in the air)
(Chorus)

Do you want to colour? (Shrug and mime colouring)
No, I don't. Oh, no, no! I want to jump!
Go, Katy, go!
(Chorus)

Do you want to paint? (Shrug and mime painting)
No, I don't. Oh, no, no! I want to jump!
Go, Katy, go!
(Chorus)

Do you want to count? (Shrug and count on fingers)
No, I don't. Oh, no, no! I want to jump!
Go, Katy, go!
(Chorus)

Values story

CD1 Track 31

Picture 1

Narrator: Jake is new at school.
Jake: I'm sad. I don't like school. I haven't got any friends. I want to go home.
Harry: Poor Jake. Let's help.
Zoe: Good idea.

Picture 2

Harry: Don't be sad, Jake. I'm Harry.
Zoe: And I'm Zoe. We want to help you.
Harry: We want to be your friends.
Zoe: Put your coat and bag here!
Harry: Sit down here!
Zoe: Do you want to colour, Jake?
Jake: Oh, yes, I do.
Zoe: Here are the crayons. Let's share.
Jake: Oh, thank you.

Picture 3

Narrator: It's playtime.
Harry: Do you want to play, Jake?
Jake: Oh, yes, please, Harry.
Zoe: Do you want to share my banana?
Jake: Oh, thank you, Zoe.

Picture 4

Narrator: It's time to go home.
Jake: I'm happy now. I like school. I've got two new friends.
Harry: And we've got a new friend, too.
Zoe: See you tomorrow, Jake!
Jake: Yes, bye!

Culture song

Go in and out the window CD1 Track 33

Go in and out the window, Go in and out the window (Children pass through the 'windows')
Go in and out the window, As we all love to do. (Turn around)
Stand and face your partner, Stand and face your partner (Children face a partner)
Stand and face your partner, As we all love to do. (Turn around)
Dance around together, Dance around together (Children dance around each other)
Dance around together, As we all love to do. (Turn around)
Shake hands with your partner, Shake hands with your partner (Children shake hands)
Shake hands with your partner, As we all love to do. (Turn around)

School

A new friend



Listen, point and repeat. Listen and stick the school activity stickers. Listen and play *Memory*. Circle the activities you like. Say. **Language:** colour, count, draw, paint, play, sing; blue, green, orange, pink, red, yellow; Where's (draw)? It's on (red).



Learning objectives

- Identify and name school activities
- Listen and point to school activities
- Remember new school activities in a memory game

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- colour, count, draw, paint, play, sing; blue, green, orange, pink, red, yellow

Teacher's tip: Associating actions, images and words



After presenting the new classroom action vocabulary, reinforce the association between the actions, images and words by hiding the flashcards in the pockets of the *Big Wheel*. Have the class predict which classroom action is represented inside each pocket by doing actions and saying the words. Remove correctly guessed items.

Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Lesson aims (see TB p 18)

Introduce school activities.

- Use the puppet and real classroom items to introduce six school activities (*colour, count, draw, paint, play, sing*). Say each word and children repeat it.
- Put the Big Wheel mat on the floor with the school activity flashcards face down (one on each colour). Use the puppet to turn them over and name them. The children repeat the words.

Game: Say the colour!

- Name the school activities and children say the colour of the wheel. Then the reverse.

Game: Mime and say!

- Mime the school activities in turn. Children name the activities or point to them on the Big Wheel mat.
- Name the activities in random order. Children mime them and say the words.

Table time

Pupil's Book p 5



Listen, point and repeat.

- Play the audio. The children listen, point to each school activity as they hear it, and repeat the words.

CD1 Track 21

Mimi: Look, Dylan! Draw... colour ... sing ... count ... play. Repeat, Dylan!

Dylan: Yes, Mimi. Draw ... colour ... sing ... count ... play.

Mimi: Very good, Dylan! Let's name the school activities together!

Both: Draw ... colour ... sing ... count ... play. Fantastic!

- Draw children's attention to the question mark on the *Big Wheel* in their books. They identify the missing item (paint).

Listen and stick the school activity stickers.

- Play the audio. The children listen and point to the activities in their books.

CD1 Track 22

Where's 'draw'? It's on ... red.

Where's 'colour'? It's on ... orange.

Where's 'count'? It's on ... pink.

Where's 'sing'? It's on ... yellow.

Where's 'play'? It's on ... green.

Where's 'paint'? Can you guess? It's on ... blue.

Yes, yes, yes! Paint is on blue. Yes, yes, yes!

- Ask questions about all the activities in the same way and children respond.
- Play the audio again. Children listen and stick the school activity stickers.

Listen and play Memory.

- Children cover their eyes with their hands.

- Play the audio. Children listen and try to remember the school activity on each colour on the wheel.

CD1 Track 23

Close your eyes

One two three

Say the words

Play memory!

Blue ... Paint!

Red ... Draw!

Yellow ... Sing!

Green ... Play!

Pink ... Count!

Orange ... Colour!

- Play the game with you and/or individual children naming colours and responding with the words.

Circle the activities you like. Say.

- Children circle, point to and say the activities they like.



Pupil's Book p 6

Look and match. Colour, point and say.

- Children match and colour the pictures and say the words.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen and find the new school activities. Listen, point and sing *What do you do at school?* Match the activities to Lucy and Alex. Ask and say. **Language:** count, dance, draw, jump, paint, run, sing, think; What do you do at school? I (draw) at school.

Learning objectives

- Talk about school activities
- Identify and name four new school activities
- Sing the language song *What do you do at school?*
- Ask and say what you do at school

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- count, dance, draw, jump, paint, run, sing, think

Key language

- What do you do at school?
I (draw) at school.

Teacher's tip: Singing in groups

Divide the class into eight groups. Each group sings and does one of the actions from the song. All the children join in with the first and last line of each verse. Make sure that in each group there are children with differing levels of confidence so that they can prompt each other.



Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity: (six school activities from lesson 1) (see TB p 19)

Lesson aims (see TB p 18)

Introduce the new school activities.

- Put all ten flashcards of school activities on the floor.
- Children identify the four new school activities (*dance, think, run, jump*).
- Use the puppet to point to and say the words in turn. Children repeat the words in chorus.
- Children stand up. Name the activities in turn and children do actions on the spot (and point to the side of their head for *think*).
- Turn the four new flashcards face down. Mix them up. Point to one and ask *What's this? Dance? Think? Run? Jump?* Children guess. Repeat several times.

Introduce *What do you do at school? I draw, ...*

- Children name all the school activity flashcards.
- Give a flashcard to the puppet. Ask the puppet e.g. *What do you do at school?* and model the response e.g. *I draw.*

- Repeat several times with different flashcards.
- Give individual children flashcards. Use the puppet to ask *What do you do at school?* and encourage children to respond e.g. *I paint.*
- Get the children to ask the puppet in chorus e.g. *What do you do at school?* and respond for the puppet in the same way.

Game: Mime and guess!

- Children ask you in chorus *What do you do at school?* Mime one of the activities and children guess. Repeat several times.
- Ask individual children in chorus and children take turns to mime and guess the activities in the same way.

What do you do at school? song

CD1 Track 25

- Lay out the school activity flashcards face up.
- Hold up the flashcards and introduce Alex and Lucy. Say *Let's listen and find out what Alex and Lucy do at school.*
- Hold up the flashcard of Alex for verses 1 and 2 and Lucy for verses 3 and 4. Children listen and point to the school activity flashcards in each verse. Play the audio again. Children mime each school activity and sing.
- Remember that you can use the karaoke version of the song when children are confident.

Table time

Pupil's Book p 7

Listen and find the new school activities.

- Children listen and find the four new school activities. Repeat and children say the words.

CD1 Track 24

One ... two ... Which words are new?

Run! Run!

Jump! Jump!

Dance! Dance!

Think! Think!

Listen, point and sing *What do you do at school?*

- Play the song. Children point to the school activities.

Match the activities to Lucy and Alex.

- Play the audio again. Pause after each verse. Children match the activities and characters.

Ask and say.

- The children ask and answer questions about what they do at school.



Pupil's Book p 8

Circle the activities you do at school.

- Children circle all the school activities they do.

Ask and say.

- The children ask and answer questions about what they do at school.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)



Watch. Listen to the story *A new friend*. Circle who's new at school. Stick the story sticker.
Language: colour, count, dance, draw, jump, paint, run, sing, think; What do you do at school?
 I (think) at school. Do you want to (colour)? Yes, I do. / No, I don't. I want to (jump).



Learning objectives

- Watch, understand and enjoy the story *A new friend*
- Make a prediction about the story
- Identify who's new at school in the story

Materials

- Class CDs, printable story cards, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- colour, count, dance, draw, jump, paint, run, sing, think

Key language

- What do you do at school? I (think) at school. Do you want to (colour)? Yes, I do. / No, I don't. I want to (jump).

Teacher's tip: Pausing audio to help comprehension

If your class finds it too challenging to answer the comprehension questions after listening to the story, play the story audio again, pausing in the corresponding parts so that the children can answer.



Table time

Pupil's Book p 9



Watch. Listen to the story *A new friend*.



CD1 Track 27

- Read or play the audio of the story again. Children listen and follow the story by pointing to the pictures in their books.

Circle who's new at school. Stick the story sticker.

- Demonstrate circling the new character at school and sticking the story sticker.
- Ask *Who's kind to Katy in the story? (Mimi) Is it important to be kind to your friends?*

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)

Watch and listen to the story *A new friend*.



CD1 Track 27

- Watch the video, play the audio or read the story using the story cards. Pause, repeat words, point to the pictures, ask questions.
- Ask the pre-questions again and check the answers (a kangaroo, jump).
- Repeat the story. Encourage children to join in with the words and phrases in the story.
- Ask: *Do you like the story? Is Katy happy or sad at the beginning / end of the story? How does Mimi help Katy?*

Game: Say the names

- Ask e.g. *Who says 'This is Katy Kangaroo. Katy is a new girl?' (Mrs. Cat).*
- Repeat with other sentences from the story e.g. *Who says 'I don't like school?' (Katy); Who says 'Do you want to draw?' (Mimi); Who says 'I want to jump?' (Katy); Who says 'I've got a new friend?' (Mimi).*

Story questions

Picture 1

Where are the children? (*At school*)
Who is a new girl? (*Katy Kangaroo*)

Picture 2

What does Mimi do at school? (*Draw/colour/paint*)
Does Katy like school? (*No*)

Picture 3

Does Katy want to draw? (*No*)
Is Katy happy? (*No*)

Picture 4

Does Katy want to paint? (*No*)
Do the children like sport? (*Yes*)

Picture 5

What do the children do? (*Jump*)
Does Katy like jumping? (*Yes*)

Picture 6

Is Katy happy? (*Yes*)
Are Mimi and Katy friends now? (*Yes*)

Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity: (*What do you do at school?* and school activities) (see TB p 19)

Lesson aims (see TB p 18)

Introduce the story *A new friend*.

- Say *It's story time!* Play the Story rhyme (CD1 Track 4; see TB p 17)
- Say *Alex and Lucy are listening to a story about Mimi and Dylan's first day back at school. Which animal is Mimi's new friend? What does Mimi's new friend want to do?* Listen to children's ideas. Respond e.g. *Yes, good guess. Perhaps. Let's listen and find out.*



Watch. Listen, point and sing *Katy Kangaroo*. Trace ✓ or ✗ to show what Katy does and doesn't want to do. Trace and colour Katy. Ask and say. **Language:** colour, count, draw, jump, paint; Do you want to (draw)? Yes, I do. / No, I don't. I want to (jump).

Learning objectives

- Watch, sing and act out the story song *Katy Kangaroo*
- Listen to the story again and order the story cards
- Identify and say school activities
- Ask and say what you want to do

Materials

- Class CDs, printable story cards, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- colour, count, draw, jump, paint

Key language

- Do you want to (draw)?
Yes, I do. / No, I don't.
I want to (jump).

Teacher's tip: Learning a song in stages

Children need to listen to a song a number of times before being able to sing it confidently. You may need to play the song several times. Encourage children to join in first with the actions, then key words and repeated sections until they are confidently singing the whole song.



Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity: (school activities) (see TB p 19)

Lesson aims (see TB p 18)

Re-tell the story A new friend.

- Watch the video, play the audio or read the story using the story cards.
- Demonstrate that children should wave their arms in the air every time they hear a school activity in the story.

Order the story cards.

- Lay out the story cards face up in jumbled order. Invite children to take turns to put the cards in the correct order.
- Use the story cards to reconstruct a brief version of the story encouraging children to join in.

Katy Kangaroo song



CD1 Track 28

- Play the video. Children watch and name the school activities in the song.
- Repeat. Pause after each verse and invite individual children to stick the activity flashcard on the board.
- Play the video again. Children listen, sing and act out the song (by miming the activities and pretending to jump like a kangaroo).

Pretend to be Katy Kangaroo.

- Children pretend to be Katy Kangaroo (knees bent, arms between legs ready to jump). Ask e.g. *Do you want to draw?* Children respond *No, I don't. I want to jump!* (and jump on the spot).
- Repeat asking questions about all the activities in the song.

Table time

Pupil's Book p 10

Watch. Listen, point and sing *Katy Kangaroo*.



CD1 Track 28

- Play the song (see TB p 33). Children listen, sing and point to the pictures.
- Remember that you can use the karaoke version of the song when children are confident.

Trace ✓ or X to who what Katy does and doesn't want to do.

- Demonstrate that children should trace the tick under the picture of activities Katy wants to do and the cross under the picture of activities she doesn't want to do.

Trace and colour Katy.

- The children trace and colour the picture of Katy Kangaroo in the middle of the page.

Ask and say.

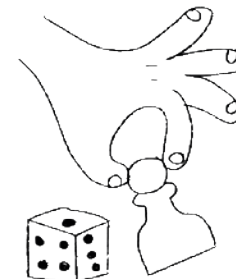
- Children pretend to be Katy and ask and answer questions about all the activities e.g. One child asks *Do you want to colour?* and child (as Katy) responds *No, I don't.*

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)



Watch. Listen and point. Circle what Alex and Lucy want to do. Colour what you want to do. Ask and say. Language: colour, dance, draw, paint, play, sing; Do you want to (paint)? Yes, I do. / No, I don't. I want to (play outside).

Learning objectives

- Ask and say what school activities you want to do
- Watch, understand and enjoy a video
- Identify school activities in the video

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- colour, dance, draw, paint, play, sing

Key language

- Do you want to (paint)?
Yes, I do. / No, I don't. I want to (play outside.)

Teacher's tip: Giving time to speak



As this is the first lesson of the year with a focus on speaking, you may find children are quiet or reluctant to speak on their own. This is completely normal. It is important not to force any child to speak if he/she is not ready. Ask the questions yourself and encourage any children not yet ready to speak to use non-verbal responses.

Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Recycling activity: (story song) (CD1 Track 28; see TB p 19)
Lesson aims (see TB p 18)

Game: Stand up if you want to ...

- Give out the flashcards to individual children.
- Say e.g. *Stand up if you want to dance!*
Demonstrate this.
- The child with the flashcard stands up, shows the flashcard to the class and says *I want to run.*
- Repeat with the other flashcards.

Game: Do you want to ... ?

- Give out the flashcards face down to individual children or pairs. Children look at their flashcard but don't show anyone.
- Get the class to ask one child or pair with you in chorus, e.g. *Do you want to paint?*
- Encourage children to answer *Yes, I do. / No, I don't.* depending on the flashcard they've got.
- Repeat with different children.

Watch the video.



- Explain that Alex and Lucy are talking to their Auntie Vicky. It's raining and Auntie Vicky is asking them what they want to do.
- Ask *What do Alex and Lucy want to do?*
Children guess.
- Play the video and check the answer (sing and dance).
- Watch again. Pause and children repeat the questions and answers.

Table time

Pupil's Book p 11



Watch. Listen and point.



- Children identify Alex, Lucy and Auntie Vicky and the activities around the photo.
- Play the audio or video. Use the pause button.
Children listen and point to the pictures.

Circle what Alex and Lucy want to do.

- Children circle the picture that shows what Alex and Lucy want to do.

CD1 Track 30

- Auntie Vicky:** Oh, dear. It's raining. We can't play outside. Do you want to draw?
Lucy: No, I don't. I want to play outside.
Auntie Vicky: Do you want to colour?
Alex: No, I don't.
Auntie Vicky: Do you want to paint?
Lucy: No, I don't.
Auntie Vicky: Umm. Do you want to play a game?
Alex: No, I don't.
Auntie Vicky: Aha. I've got an idea. Do you want to sing and dance?

Lucy and Alex: No, I don't. Oh, yes, please, Auntie Vicky!

Lucy: Woohoo! This is great! I don't want to colour. I don't want to play a game.

Alex: I don't want to draw. I don't want to paint. And I don't want to play outside!

Alex: I want to sing and dance!

Lucy: Me too!

Colour what you want to do.

- Children colour the activities they want to do.

Ask and say.

- Children ask and answer questions about what they want to do.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen and point to the story. Say. Colour the child being kind at school.
Language: colour, help, play, share, sit down; bag, banana, coat, crayons, friend, home, school; happy, sad; Do you want to (play)? I like/don't like (school). I'm (happy).



SOCIAL AND EMOTIONAL LEARNING

Learning objectives

- Recognise the value of being kind
- Understand and enjoy a story about being kind
- Identify who's being kind

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- colour, help, play, share, sit down; bag, banana, coat, crayons, friend, home, school; happy, sad

Key language

- Do you want to (play)? I like/don't like school. I'm (happy).

Teacher's tip: Building social awareness



Emphasise the importance of being nice to any new children. Do a mini role play with some children pretending to be new at school. Encourage the others to include them in different school activities asking e.g. *Do you want to paint? Do you want to sing?* Use the activity flashcards and scaffold the questions as necessary.

Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity: *(Do you want to...? Yes, I do. / No, I don't.)* (see TB p 19)

Lesson aims (see TB p 18)

Watch the A new friend story video.



- Play the story video.
- Take the part of Mrs Cat yourself. Encourage children to join in acting out the story in three groups (Mimi, Katy, Dylan/Leo).
- Ask e.g. *Is Katy sad at school? (Yes.) Is Mimi kind to Katy? (Yes). Are you kind to friends at school? Is it important to be kind? How are you kind?*

Story about being kind from *Little Book of Values*.

CD1 Track 31

- Use the Mimi puppet to explain that Mimi and Dylan have a book called *Little Book of Values* with stories about a brother and sister called Harry and Zoe. In this story, Jake is a new boy at school.
- Say *Listen and find out. Are Harry and Zoe kind to Jake? (Yes) How are they kind?* (Zoe shows Jake where to put his coat and bag, Harry invites Jake to sit with him, Zoes shares her crayons with Jake, Harry asks Jake to play at playtime, Zoe shares her banana with Jake)
- Play the audio. Check the answers.
- Play the audio again. Use the pause button to review the ways Harry and Zoe are kind to Jake.

Table time



Pupil's Book p 12

Listen and point to the story. Say.

CD1 Track 31

- Play the audio of the story. Children listen and point to the pictures.
- Ask *Is Jake happy or sad at the beginning of the story? (Sad) Is Jake happy or sad at the end of the story? (Happy) What do Harry and Zoe do to make Jake happy? What do you do to be kind to your friends at school?*

Colour the child being kind at school.

- Children draw a picture to show how they're kind to friends at school.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen and point. Match the activities to Auntie Vicky, Alex and Lucy. Circle the pictures to show exercise you do. Ask and say. Language: dance, play football, ride my bike, run, swim, walk (to school); What exercise do you do? I (play football).

Learning objectives

- Identify and name activities we do to get exercise
- Listen and identify the activities
- Ask and say activities you do to get exercise

Materials

- Class CDs, printable content flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- dance, play football, ride my bike, run, swim, walk (to school)

Key language

- What exercise do you do?
I (play football).

Teacher's tip: Being active



It's important to encourage young children to enjoy doing exercise. Once the children are familiar with the new vocabulary, ask them which activities they do regularly. Set up a wall chart to record the different types of exercise the children do.

Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

Introduce content vocabulary.

- Use the printable flashcards and the puppet to introduce the new activities (dance, play football, swim, ride my bike, run, walk). Children repeat the words.
- Say the words and demonstrate miming the activities. Repeat several times. Reverse the procedure, mime the activities yourself and children say the words.
- Explain that all these activities give us exercise and are good for us.

Sort the flashcards.

- Lay out all the school activity flashcards. Children identify the activities.
- Ask children to help you sort the activities into two sets: activities which give you exercise e.g. *run*, *dance* and activities which don't give you exercise e.g. *paint*.
- Collect up the seven flashcards that give you exercise and challenge children to recall them. Prompt with mime as necessary.

Game: Freeze!

- Children stand up. Name an activity which gives you exercise. Children mime or do the activity on the spot. Say *Freeze!* Children stay as still as they can and name the activity.
- Repeat with different activities.

Table time

Pupil's Book p 13



Listen and point. Match the activities to Auntie Vicky, Alex and Lucy.

- Say *Alex and Lucy are talking to Auntie Vicky about what they do to get exercise.*
- Play the audio. Children listen and match the characters and activities with their fingers.

CD1 Track 32

Auntie Vicky: When you run, you get exercise.

Exercise is good for you. What exercise do you do, Lucy?

Lucy: Umm. I dance. I play football. Oh, yes, and I walk to school.

Auntie Vicky: What exercise do you do, Alex?

Alex: I swim. Umm. I ride my bike. And I walk to school too.

Auntie Vicky: Great!

Lucy: And what exercise do you do, Auntie Vicky?

Auntie Vicky: Well, I run. I swim. And I ride my bike too.

Lucy: I like exercise!

Alex: Me too!

- Play the audio again. Children listen and draw a line to match the characters and activities. Use the pause button as necessary.
- Play the audio again and check the answers. (Lucy: dance, play football, walk. Alex: swim, ride my bike, walk. Auntie Vicky: run, swim, ride my bike)

Circle the pictures to show exercise you do.

- Children circle the activities they do to get exercise.

Ask and say.

- Children take turns to ask and say what they do.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)



1 2 3 4



Watch. Listen, point and sing *Go in and out the window*. Match and number the photos in order.

Language: dance, go, shake hands, stand; partner, window; numbers 1-4

School

Learning objectives

- Watch, sing and act out the traditional song *Go in and out the window*
- Play an action game
- Order the song

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- dance, go, shake hands, stand, partner, window; numbers 1–4

Teacher's tip: Recording children's performance



Encourage the children to give their best performance of the song by recording them*. Allow the children to watch the recording. You could also show it to the parents or upload it to the school blog.

*Check first to make sure all children have permission from their parents or carers for you to do this.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)

Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

Game: Mimi says ...

- Explain that children are going to learn a traditional song and dance that also gives them exercise.
- Children stand in a circle and hold hands at shoulder height leaving space between. Say *These are the 'windows'*.
- Choose a child and say *Go in and out the windows*. Demonstrate that the child moves round the circle weaving in and out of the 'windows'. Repeat several times with different children.
- Give instructions for other lines of the song in turn: *Stand and face your partner. / Dance around together. / Shake hands with your partner*. Demonstrate the actions and children respond.

- Use the puppet to give instructions in random order e.g. *Mimi says shake hands with your partner!* Speed up as children get more confident in responding.

Go in and out the window song 

CD1 Track 33



- Children stay standing in a circle. Say *Now let's learn the song 'Go in and out the window'*.
- Demonstrate the actions for the song (as above).
- Play the audio. Children listen and do the actions for the song with you. Choose two children on opposite sides of the circle to 'go in and out the windows'.
- Repeat. Children join in singing and dancing the song.

Watch the Go in and out the window song video. 

- Children watch the video and join in singing the song and doing the actions with Alex and Lucy.

Table time

Pupil's Book p 14

Watch. Listen, point and sing Go in and out the window.  

CD1 Track 33

- Play the audio. Children listen and point to the photos.
- Match and number the photos in order.**
- Children match and number the photos in order.



Review

School



I can ...

Vocabulary



Story



Speaking



Content



Circle the school activities you know. Listen, point and say. Listen and answer. Ask and say. Complete the faces to show what you can do. **Language:** colour, count, dance, draw, jump, paint, play, run, sing, think; What do you do at school? I (draw) at school. Do you want to (sing)? Yes, I do. / No, I don't. I want to (paint).

15

Learning objectives

- Review what you have learned in this unit
- Complete a self-evaluation
- Point to and say the school activities you want to do

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- colour, count, dance, draw, jump, paint, play, run, sing, think

Key language

- What do you do at school? I (draw) at school. Do you want to (sing)? Yes, I do. / No, I don't. I want to (paint).

Teacher's tip: Familiarising children with self-evaluation



If the children are new to *Big Wheel*, they may not yet have been exposed to the idea of self-evaluation. Give plenty of praise and encouragement as they complete the review and point out everything that they have learned during the unit.

Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Recycling activity (see TB p 19)
Lesson aims (see TB p 18)

School activity flashcard games

- Choose one or two flashcard games with the Big Wheel mat and/or the puppet to review main vocabulary (see TB p 20 & 21).

Sing *What do you do at school?*



- Play the audio. Children sing and do the actions.
- Children ask and answer questions about what they do at school.

Game: *Guess the action.*

- Hide one of the action flashcards behind your back. Children guess which action by asking *Do you want to (sing)?* Answer, *No, I don't.* until the children guess correctly.

Game: *What do you do at school?*

- Put the children into pairs. Show one of the action flashcards and use the puppet to demonstrate asking the question e.g. *What do you do at school?* One of the pair repeats the question and the other answers e.g. *I draw.*
- Change roles and repeat for all the actions.

Watch the story video.



- Children watch the story video. Ask *Who is Mimi's new friend? How is Mimi kind to her new friend?*

Table time



Pupil's Book p 15

Circle the school activities you know.

- Demonstrate that children should circle the school activities they know. Children say the words.

Listen, point and say.

- Play the audio. Children check the words they know, point to the pictures and repeat the words.

CD1 Track 34

Mimi: I'm the teacher!
Can you remember the school activities, Dylan?

Dylan: Yes, I can. Draw.

Mimi: Draw.

Dylan: Colour.

Mimi: Colour.

Dylan: Paint.

Mimi: Paint.

Dylan: Sing.

Mimi: Sing.

Dylan: Play.

Mimi: Play.

Dylan: Dance.

Mimi: Dance.

Dylan: Count

Mimi: Count.

Dylan: Run.

Mimi: Run.

Dylan: Jump.

Mimi: Jump.

Dylan: Think.

Mimi: Think. Well done, Dylan!

Both: Fantastic!

- Children circle more school activities if they now feel confident they know them.

Listen and answer. Ask and say.

- Play the audio. Children listen and answer the questions.

CD1 Track 35

Mimi: What do you do at school?

Mimi: Do you want to draw?

Mimi: Do you want to colour?

Mimi: Do you want to sing?

Mimi: Do you want to run?

Mimi: Do you want to play?

- Play the audio again. Children listen, repeat and answer the questions.
- Children ask and answer questions about what they want to do.

Complete the faces to show what you can do.

- Explain the four pictures: *I can name school activities; I can understand the story; I can ask and answer questions about school activities; I can identify activities which give me exercise.*
- Demonstrate that children should complete the face with a smile or downturned mouth depending on how well they think they have done in the unit.
- Monitor and encourage children to think positively about their progress.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)

Project



School



Choose and colour your favourite school activity. Stick your picture on the chart. Ask and say. Language: dance, paint, play, sing; colours; numbers; chart, fantastic, great, picture; What do you do at school? I (dance) at school. How many people (dance)? (Four). Do you want to (paint)? Yes, I do. / No, I don't. I want to (play). Our chart is (fantastic).

Learning objectives

- Work together to do a collaborative project
- Draw a picture of your favourite school activity
- Ask and answer questions about the project

Materials

- Class CDs, Mimi puppet, photocopiable templates, coloured card, pencils, crayons, glue

Main vocabulary

- dance, paint, play, sing; colours; numbers; chart, fantastic, great, picture

Key language

- What do you do at school? I (dance) at school. How many people (dance)? (Four). Do you want to (paint)? Yes, I do. / No, I don't. I want to (play). Our chart is (fantastic).

Teacher's tip: Using a 'quiet' signal



Before starting to give the instructions for the project, make sure you have everyone's full attention. Using a 'quiet signal' is very effective. You can ring a small bell to signal children should stop what they are doing and listen to you, or you can simply raise your hand or count down from five. Wait until everyone is quiet and looking at you before beginning to give the instructions.

Circle time

Hello song and puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Recycling activity (see TB p 19)
Lesson aims (see TB p 18)

Prepare for your project

- Say *Let's do a project and make a chart of our favourite school activities!*
- Explain the colour code for the chart by sticking the flashcards of *paint / red; sing / green; play / blue; dance / yellow;* in pairs on the board.
- Show children the activity template. Explain that children should choose their favourite school activity from the selection of templates and colour it, then stick it on a piece of card following the code on the board.
- Explain and demonstrate that children will then use their pictures to make a chart of their favourite activities.

Table time



Pupil's Book p 16

Choose and colour your favourite school activity.

- Say e.g. *We're going to make our activity chart like this. Look at what we need for our project: paper (or card) for our pictures, a pencil, crayons, glue.* Children listen and point to the pictures.
- Give a copy of the project template to each child. Make sure children have pencils, crayons or paints available.
- Children colour their favourite school activity, then stick it on a piece of card following the flashcard colour key on the board.

Stick your picture on the chart.

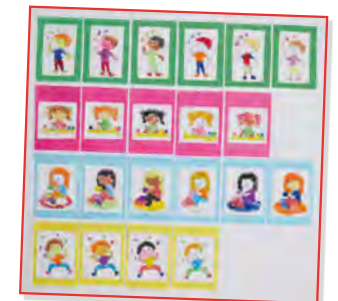
- When they are ready, invite children to come and stick their pictures on to the bar chart you have prepared.

Ask and say.

- Explain how the chart works to show how many children like each activity. Talk about the pictures and chart using language of the unit and other language children know.
- Ask children *Do you like our activity chart?* Make the point that everyone has helped to make the activity chart and that they couldn't have made such a beautiful chart on their own.

Alternative version of project

- The children could use finger paints instead of crayons to paint their activity template.



Closing time

Learning review (see TB p 18)
Closing routines (see TB p 16)
Goodbye song and puppet (CD1 Track 3; see TB p 17 & 21)