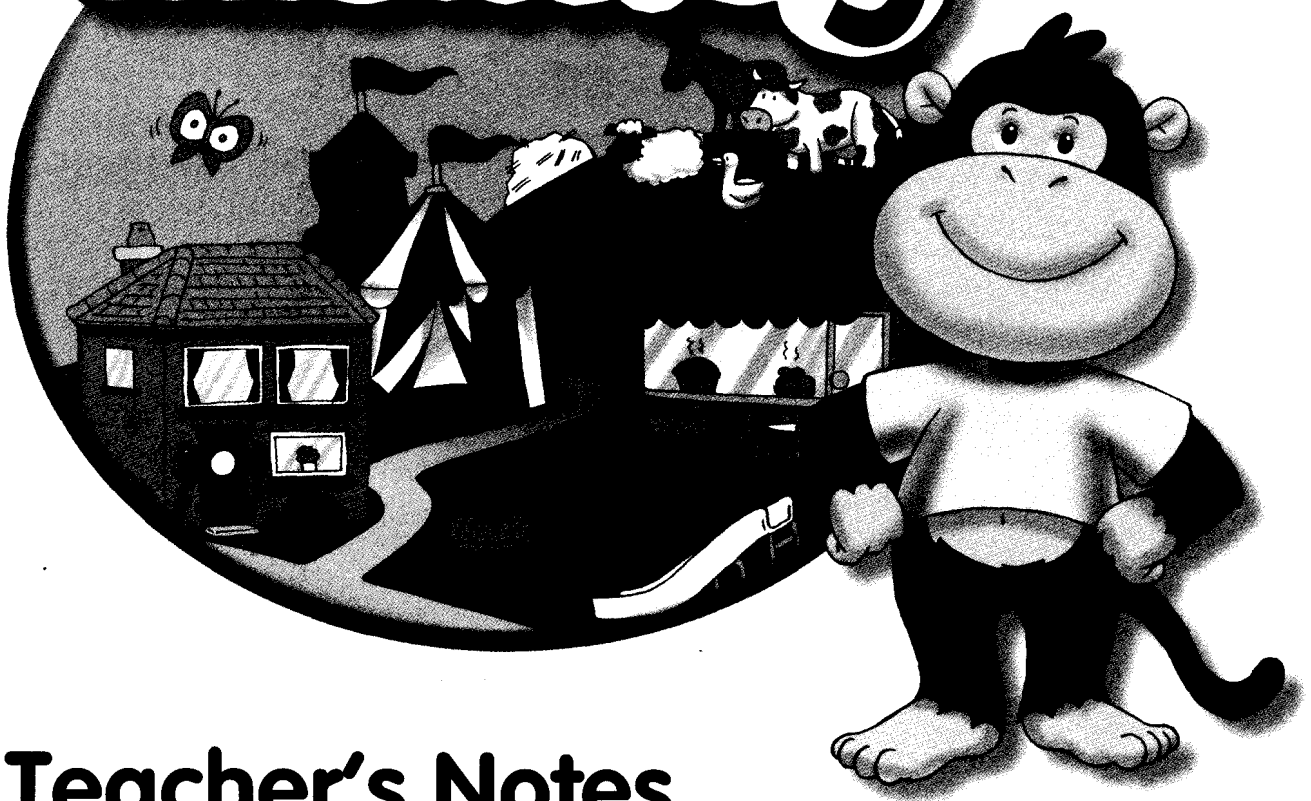


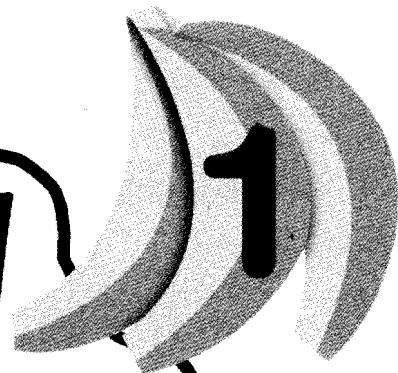
Cheeky Monkey



Teacher's Notes Photocopiable Materials

Kathryn Harper and Claire Medwell

Cheeky Monkey



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Cheeky Monkey 1 Syllabus Guide

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
<ul style="list-style-type: none"> Getting to know the characters' names Discriminating between 'Hello' and 'Bye-bye' Singing and acting out a song Counting to three 	<p>Hello Bye-bye Cheeky Tom Ellie Rory</p>		<p>We love you A kiss for you Little monkeys Time to sleep Close your eyes Stand up Turn around Wave Hug Blow a kiss</p>	<p>Yes/No Who's this? This is ... Look! Let's ... Be very quiet Come with me Sit down quietly Draw ... Colour ... What's this? It's ...</p>	<p>Children should:</p> <ul style="list-style-type: none"> Demonstrate an interest in the characters Develop an awareness of 'Hello' and 'Bye-bye' Respond appropriately to instructions Participate in games and songs Start to develop physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'big' and 'small' Recognising the colour blue Counting to three 	<p>fingers nose tummy toes eyes ears one-three blue big/small</p>	<p>Hello Bye-bye</p>	<p>It's Cheeky's town! Where's Cheeky going today? Let's go They're going to the funfair Come on/here! It's enormous! What a great day! Look at me! What (a) big ...</p>	<p>That's right! Point to ... Touch your ... Well done! Very good! Excellent! Stand up Turn around Clap your hands Make a circle Sit down Sleep Let's listen/sing It's story time Colour ... Show me ... Where does the ... go? Stick on the ... What's our favourite song? Our favourite song is ... Put your hands up Let's be detectives What's on the mat today? Find a ... Point and say</p>	<p>Children should:</p> <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different body parts Start to identify the colour blue Develop an awareness of 'big' and 'small' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'happy' and 'sad' Recognising the colour yellow Counting to three 	<p>mummy daddy sister brother granny baby yellow happy/sad</p>	<p>Hello Bye-bye one-three blue big/small fingers nose tummy toes eyes ears</p>	<p>They're at their ... What's the matter, baby? Goodnight This is ... Blow a kiss It's your ... Close your eyes Go to sleep Baby is sleeping now Let's be happy! Let's have fun! Come and play</p>	<p>Language used so far plus: Match the ... Who's this? Count the ... What colour is this? How many ...? There are ... Pick up ... Stop!</p>	<p>Children should:</p> <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different family members Start to identify the colour yellow Develop an awareness of 'happy' and 'sad' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'hot' and 'cold' Recognising the colour red Counting to three 	<p>jumper coat hat scarf T-shirt shorts red hot/cold</p>	<p>Hello Bye-bye one-three blue yellow big/small happy/sad</p>	<p>It's a happy day Let's jump and play Put your ... on I put my ... on I'm ready To the park Look at me! This is fun! I'm taking my ... off! It's hot I'm cold!</p>	<p>Language used so far plus: Thank you I've got something for you Here's the/a ... What colour is/are? What can she wear? What's Ellie wearing? What are these? Are you happy? This is my ...</p>	<p>Children should:</p> <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different clothes Start to identify the colour red Develop an awareness of 'hot' and 'cold' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills



Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'clean' and 'dirty' Recognising the colour green Counting to three 	<i>duck</i> <i>cow</i> <i>horse</i> <i>sheep</i> <i>cat</i> <i>dog</i> <i>green</i> <i>clean/dirty</i>	<i>Hello</i> <i>Bye-bye</i> <i>jumper</i> <i>coat</i> <i>hat</i> <i>scarf</i> <i>T-shirt</i> <i>shorts</i> <i>one-three</i> <i>red</i> <i>yellow</i> <i>blue</i>	<i>What's your name?</i> <i>Farmer brown has a farm</i> <i>On the farm there's a ...</i> <i>The animals are going to the farm</i> <i>There's a lot of noise</i> <i>Good/this morning!</i> <i>Let's wake up Farmer Brown</i> <i>Come on everyone!</i> <i>Let's jump!</i> <i>I'm/We're dirty</i> <i>We're in trouble</i> <i>Please help us now!</i> <i>Look at my ... hands</i> <i>This is the way I wash my hands</i> <i>traffic lights</i> <i>I'm driving the tractor</i> <i>Time to stop/wait</i> <i>Off we go</i>	Language used so far plus: <i>Let's get dressed</i> <i>What's the matter?</i> <i>Where's the ...?</i> <i>What is it?</i> <i>Trace the ...</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different animals Start to identify the colour green Develop an awareness of 'clean' and 'dirty' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Recognising and understanding 'I'm hungry' Counting to four 	<i>biscuit</i> <i>ice-cream</i> <i>cake</i> <i>sandwich</i> <i>apple</i> <i>banana</i> <i>four</i> <i>I'm hungry</i>	<i>Hello</i> <i>Bye-bye</i> <i>big/small</i> <i>one-three</i> <i>yellow</i> <i>red</i> <i>blue</i> <i>green</i>	<i>How are you?</i> <i>Fine, thank you</i> <i>Look at my big tummy!</i> <i>They're going to the ... restaurant</i> <i>It's Cheeky's birthday today</i> <i>I've got a ...</i> <i>Here's a ... for ...</i> <i>And for me?</i> <i>Sorry!</i> <i>Happy birthday to you!</i> <i>Here you are!</i> <i>Please</i> <i>Thank you</i> <i>Are you hungry?</i> <i>I'm a hungry monkey</i> <i>I like bananas</i> <i>I can count to ...</i> <i>Let's have a party</i> <i>A cake with ...</i>	Language used so far plus: <i>Eat ...</i> <i>It's/It isn't a ...</i> <i>What comes next?</i> <i>Cover the ...</i> <i>Circle the ...</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different foods Develop an awareness of 'hungry' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Recognising the colour brown Counting to five 	<i>bed</i> <i>chair</i> <i>bowl</i> <i>bear</i> <i>brown</i> <i>five</i>	<i>Hello</i> <i>Bye-bye</i> <i>big/small</i> <i>one-four</i> <i>mummy</i> <i>daddy</i> <i>baby</i> <i>hot/cold</i> <i>coat</i> <i>cow</i> <i>I'm hungry</i> <i>yellow</i> <i>green</i> <i>red</i> <i>blue</i> <i>cake</i> <i>ice-cream</i> <i>biscuit</i> <i>sandwich</i> <i>apple</i> <i>banana</i>	<i>Can I have a ...?</i> <i>Here you are!</i> <i>Thank you</i> <i>Quiet over there</i> <i>Here's your bowl</i> <i>Eat up</i> <i>Sleeping in/on the bed</i> <i>Sitting on the chair</i> <i>Walking in the woods</i> <i>The door is open</i> <i>She walks in</i> <i>There are three ...</i> <i>One wakes up</i> <i>Kisses on the head</i> <i>Mmm, delicious!</i> <i>I'm tired</i> <i>Walks upstairs</i> <i>You can still be our friend</i>	Language used so far plus: <i>Is it big or small?</i> <i>Let's count</i> <i>Baby bear says ...</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to identify Goldilocks vocabulary Start to identify the colour brown Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Revising vocabulary, phrases and classroom language from earlier units Singing and acting out a song Using a Press out to practise new vocabulary Counting to three 	<i>bat</i> <i>cat</i> <i>ghost</i> <i>pumpkin</i>	<i>Hello</i> <i>Bye-bye</i> <i>one-three</i> <i>eyes</i> <i>nose</i>	<i>Happy Halloween!</i> <i>What's that noise?</i> <i>Three little pumpkins</i> <i>It's Halloween (tonight)</i> <i>spooky</i> <i>Come with me</i> <i>Look what Cheeky's got!</i> <i>It's a pumpkin!</i> <i>The pumpkin's got two eyes!</i>	Language used so far plus: <i>Jump</i> <i>Where's the ...?</i> <i>How many ... has the pumpkin got?</i>	Children should: <ul style="list-style-type: none"> Start to identify the new Halloween vocabulary Recognise with more confidence the revised vocabulary and expressions Respond appropriately to instructions Participate in games and songs



Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Revising vocabulary, phrases and classroom language from earlier units Singing and acting out a song Using a Press out to practise new vocabulary 	<i>Father</i> <i>Christmas presents</i> <i>Christmas tree</i> <i>star</i>	<i>Hello</i> <i>Bye-bye</i> <i>yellow</i> <i>blue</i> <i>mummy</i> <i>daddy</i> <i>sister</i> <i>brother</i> <i>granny</i> <i>baby</i>	<i>Merry Christmas!</i> <i>Here comes ...</i> <i>Cheeky's town</i> <i>Lots of lovely presents ... for me and you</i> <i>How I wonder what you are</i> <i>Up above the world so high</i> <i>Like a diamond in the sky</i>	Language used so far plus: <i>Look!</i> <i>Is it the ...?</i>	Children should: <ul style="list-style-type: none"> Start to identify the new Christmas vocabulary Recognise with more confidence the revised vocabulary and expressions Respond appropriately to instructions Participate in games and songs

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
See Key language learning aims for Pupil's Book Unit 1.	<i>mouth</i> <i>hand</i> <i>hair</i> <i>face</i>	<i>Hello</i> <i>Bye-bye</i> <i>one-three</i> <i>big/small</i> <i>fingers</i> <i>nose</i> <i>tummy</i> <i>toes</i> <i>eyes</i> <i>ears</i>	<i>Let's take a photo</i> <i>Look at me!</i> <i>Move your ...</i> <i>Wave your ...</i> <i>Brush your ...</i> <i>Smile!</i> <i>What a ...!</i>	Language used so far plus: <i>Cheeky's hiding</i> <i>Circle what's different</i>	See Main evaluation criteria for Pupil's Book Unit 1.

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
See Key language learning aims for Pupil's Book Unit 2.	<i>auntie</i> <i>uncle</i> <i>grandpa</i> <i>balloon</i>	<i>Hello</i> <i>Bye-bye</i> <i>one-three</i> <i>mummy</i> <i>daddy</i> <i>sister</i> <i>brother</i> <i>baby</i> <i>granny</i> <i>yellow</i> <i>blue</i> <i>big</i> <i>happy/sad</i>	<i>Has got ...</i> <i>Fly in the sky</i> <i>Wink at ...</i> <i>Dance with ...</i> <i>Let's be happy/sad</i>	Language used so far plus: <i>Who's got the ...?</i> <i>Trace ...</i> <i>Where's ...?</i>	See Main evaluation criteria for Pupil's Book Unit 2.

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
See Key language learning aims for Pupil's Book Unit 3.	<i>raincoat</i> <i>boots</i> <i>umbrella</i> <i>rain</i>	<i>Hello</i> <i>Bye-bye</i> <i>one-three</i> <i>jumper</i> <i>coat</i> <i>hat</i> <i>scarf</i> <i>T-shirt</i> <i>shorts</i> <i>yellow</i> <i>blue</i> <i>red</i> <i>hot/cold</i>	<i>It's raining</i> <i>I'm dancing</i> <i>A ... please</i> <i>Here you are</i> <i>Thank you</i> <i>Put your ... on</i> <i>Hold your ...</i> <i>It's wet</i>	Language used so far plus: <i>What's missing?</i> <i>Is it ...?</i>	See Main evaluation criteria for Pupil's Book Unit 3.

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
See Key language learning aims for Pupil's Book Unit 4.	<i>rabbit</i> <i>butterfly</i> <i>frog</i> <i>bird</i>	<i>Hello</i> <i>Bye-bye</i> <i>one-three</i> <i>duck</i> <i>cow</i> <i>horse</i> <i>sheep</i> <i>cat</i> <i>dog</i> <i>yellow</i> <i>blue</i> <i>red</i> <i>clean/dirty</i> <i>nose</i> <i>ears</i> <i>mouth</i>	<i>Good morning</i> <i>Wings</i> <i>I fly/jump up and down</i> <i>With two big ...</i> <i>I'm /Be a ...</i>	Language so far plus: <i>Let's be ...</i> <i>Circle the ...</i>	See Main evaluation criteria for Pupil's Book Unit 4.

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
See Key language learning aims for Pupil's Book Unit 5.	<i>ham egg cheese tomato</i>	<i>Hello Bye-bye one-four yellow blue red green biscuit ice-cream cake sandwich apple banana I'm hungry</i>	<i>I want a ... Here's a ... Thank you I love ... for my tea I put ... on my ...</i>	Language used so far plus: <i>Draw a line ...</i>	See Main evaluation criteria for Pupil's Book Unit 5.
See Key language learning aims for Pupil's Book Unit 6.	<i>trees flower honey bee</i>	<i>Hello Bye-bye one-five bed chair bowl bear yellow blue red green brown I'm hungry</i>	<i>Baby bear Goldilocks Follow me to the ... For you and me! Eat a ... Be a ... Pick up ... Wake up Good morning!</i>	Language used so far plus: <i>There are ... Trace the numbers</i>	See Main evaluation criteria for Pupil's Book Unit 6.
<ul style="list-style-type: none"> Introducing new items of vocabulary Revising vocabulary from earlier units Singing and acting out a song 	<i>tree leaves kite wind</i>	<i>Hello Bye-bye yellow red big/small jumper coat scarf hat T-shirt shorts</i>	<i>It's autumn! falling blowing flying Where's my ...?</i>	Language used so far plus: <i>What are these?</i>	Children should: <ul style="list-style-type: none"> Start to identify the new vocabulary Recognise the revised vocabulary Respond appropriately to instructions Participate in games and songs
See Key language learning aims for Pupil's Book Halloween.	<i>bat cat ghost pumpkin</i>	<i>Hello Bye-bye</i>	<i>Happy Halloween! What noise does a ... make?</i>	Language used so far.	See Main evaluation criteria for Pupil's Book Halloween.
See Key language learning aims for Pupil's Book Christmas.	<i>doll ball car teddy bear</i>	<i>Hello Bye-bye Father Christmas presents</i>	<i>Merry Christmas! Here's a ... Thank you!</i>	Language used so far plus: <i>Put up your hands for ... What's our favourite Christmas present?</i>	See Main evaluation criteria for Pupil's Book Christmas.
See Key language learning aims for Autumn.	<i>Easter bunny Easter egg</i>	<i>Hello Bye-bye blue red</i>	<i>Happy Easter! What does he bring? Where's my ...? Here you are Thank you</i>	Language used so far.	See Main evaluation criteria for Autumn.

Cheeky Monkey 2 Syllabus Guide

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
<ul style="list-style-type: none"> Getting to know the characters' names Discriminating between 'Hello' and 'Bye-bye' Singing and acting out a song Counting to five 	<p><i>Hello</i> <i>Bye-bye</i> <i>Cheeky</i> <i>Rory</i> <i>Tom</i> <i>Ellie</i></p>		<p><i>girls</i> <i>boys</i> <i>How are you today?</i> <i>I'm fine, thank you</i> <i>See you later</i> <i>lion</i> <i>monkey</i> <i>hand</i> <i>clap</i> <i>one-five</i></p>	<p><i>Let's sing ...</i> <i>What's/Who's this?</i> <i>Look!</i> <i>This is ...</i> <i>Shh! Be very quiet</i> <i>Sit down quietly</i> <i>That's right!</i> <i>Well done!</i> <i>What's in the bag?</i> <i>Show me ...</i> <i>Draw ...</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> Demonstrate an interest in the characters Develop an awareness of 'Hello' and 'Bye-bye' Respond appropriately to instructions Participate in games and songs Start to develop physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'up' and 'down' Recognising the colours red, yellow and blue Counting to five 	<p><i>hands</i> <i>arms</i> <i>feet</i> <i>legs</i> <i>fingers</i> <i>toes</i> <i>up/down</i></p>	<p><i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>one-five</i></p>	<p><i>What's the matter?</i> <i>doctor</i> <i>Can you move your (arms)?</i> <i>My (hands) hurt me!</i> <i>spots</i> <i>Put your hands up/down</i> <i>ill</i> <i>dirty</i> <i>tickle</i> <i>cherry trees</i> <i>swing</i> <i>That's better!</i></p>	<p><i>Stand up</i> <i>Turn around</i> <i>Clap your hands</i> <i>Tap</i> <i>Wave</i> <i>Touch ...</i> <i>Make a circle</i> <i>Sit down</i> <i>Sleep</i> <i>It's story time</i> <i>Point to ...</i> <i>Count ...</i> <i>Stick on</i> <i>Match ...</i> <i>Colour</i> <i>Can you draw ...?</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different body parts Start to identify the colours red, yellow and blue Develop an awareness of 'up' and 'down' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Recognising different types of weather Recognising the colour pink Counting to five 	<p><i>coat</i> <i>hat</i> <i>scarf</i> <i>boots</i> <i>T-shirt</i> <i>trainers</i> <i>pink</i> <i>weather</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i></p>	<p><i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>one-five</i> <i>eyes</i> <i>arms</i> <i>toes</i> <i>hands</i></p>	<p><i>I'm cold!</i> <i>clothes</i> <i>Put (your coat) on</i> <i>school</i> <i>This is a (hat)</i> <i>play time</i> <i>What's the weather like today?</i> <i>snowman</i> <i>rainbow</i> <i>Is it (windy)?</i></p>	<p>Language used so far plus: <i>Very good!</i> <i>What is it?</i> <i>Listen</i> <i>Stick on ...</i> <i>Touch ...</i> <i>Find ...</i> <i>How many?</i> <i>Excellent!</i> <i>What colour is this?</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different clothes Start to identify the colour pink Develop an awareness of the weather Respond appropriately to instructions Participate in games, songs and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'noisy' and 'quiet' Recognising the colours orange and green Counting to five 	<p><i>tiger</i> <i>elephant</i> <i>crocodile</i> <i>bird</i> <i>lion</i> <i>snake</i> <i>orange</i> <i>green</i> <i>noisy/quiet</i></p>	<p><i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>pink</i> <i>monkey</i> <i>one-five</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i></p>	<p><i>animal(s)</i> <i>What's that noise?</i> <i>Where's the (elephant)?</i> <i>I can hear (a tiger)</i> <i>Toot</i> <i>Roar</i> <i>Squawk</i> <i>Snap</i> <i>Mummy/Baby bird</i> <i>Be careful!</i> <i>Watch out!</i> <i>Fly</i> <i>Walk</i> <i>Run</i> <i>Jump</i> <i>Swing</i> <i>Wriggle</i> <i>big</i> <i>zoo train</i> <i>clock</i></p>	<p>Language used so far plus: <i>Please</i> <i>Thank you</i> <i>Close</i> <i>Open your eyes</i> <i>What's missing?</i> <i>It's time to stop!</i> <i>Make the animal noise</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different clothes Start to identify the colours orange and green Develop an awareness of 'noisy' and 'quiet' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'like' and 'don't like' Recognising the colour brown Counting to ten 	<i>sausages</i> <i>eggs</i> <i>tomatoes</i> <i>milkshakes</i> <i>bananas</i> <i>cake</i> <i>ice-cream</i> <i>apples</i> <i>brown</i> <i>six-ten</i> <i>like/don't like</i>	<i>Hello</i> <i>Bye-bye</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny.</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>green</i> <i>pink</i> <i>orange</i> <i>one-five</i> <i>red</i> <i>yellow</i> <i>blue</i>	<i>Are you hungry?</i> <i>I'm hungry</i> <i>likes/doesn't like</i> <i>Can I have (sausages), please?</i> <i>eat</i> <i>drink</i> <i>picnic</i> <i>lake</i> <i>hot</i> <i>Do you want (a sausage)?</i> <i>Do you like (ice-cream)?</i> <i>I like (bananas)</i> <i>I don't like (eggs)</i> <i>(Tomatoes) are good for you</i>	Language used so far plus: <i>Where does the (sausage) go?</i> <i>What are these?</i> <i>Circle the ...</i> <i>What can you see?</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different foods Start to identify the colour brown Develop an awareness of 'like' and 'don't like' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'in' and 'out' Recognising the colour purple Counting to ten 	<i>bedroom</i> <i>bathroom</i> <i>kitchen</i> <i>living room</i> <i>garden</i> <i>door</i> <i>purple</i> <i>in/out</i>	<i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>pink</i> <i>orange</i> <i>green</i> <i>brown</i> <i>one-ten</i> <i>tiger</i> <i>It's sunny</i>	<i>Good morning!</i> <i>Let's go out and play</i> <i>I'm scared!</i> <i>I'm hungry</i> <i>I'm dirty</i> <i>Come with me!</i> <i>Knock on the door</i> <i>Close the door</i> <i>surprise</i>	Language used so far plus: <i>Hands down</i> <i>Trace</i> <i>Point to something ...</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different rooms in a house Develop an awareness of 'in' and 'out' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'like' and 'don't like' Recognising all the colours Counting to ten 	<i>ears</i> <i>eyes</i> <i>teeth</i> <i>hands</i> <i>legs</i> <i>arms</i> <i>like/don't like</i>	<i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>pink</i> <i>green</i> <i>orange</i> <i>brown</i> <i>purple</i> <i>Granny</i> <i>big</i> <i>sausages</i> <i>eggs</i> <i>tomatoes</i> <i>milkshakes</i> <i>apples</i> <i>cake</i> <i>elephant</i> <i>tiger</i> <i>crocodile</i> <i>lion</i> <i>monkey</i> <i>snake</i> <i>one-ten</i>	<i>wolf</i> <i>wood</i> <i>What a surprise!</i> <i>What a lovely day!</i> <i>Where are you going?</i> <i>What big (eyes) you've got!</i> <i>I'm hungry</i>	Language used so far plus: <i>Where do the ... go?</i> <i>What am I?</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different body parts Recognise all the colours Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Revising vocabulary, phrases and classroom language from earlier units Singing and acting out a song Using a Press out to practise new vocabulary 	<i>witch</i> <i>owl</i> <i>monster</i>	<i>Hello</i> <i>Bye-bye</i> <i>two</i> <i>eyes</i> <i>mummy</i> <i>daddy</i> <i>sister</i> <i>brother</i>	<i>It's Halloween</i> <i>open/close</i> <i>growl</i> <i>wake up</i> <i>scream</i> <i>moon</i> <i>sun</i> <i>night</i> <i>fly in the sky</i>	<i>What's this?</i> <i>Who's this?</i> <i>That's right!</i> <i>Point to ...</i> <i>Match the ...</i> <i>Let's sing ...</i>	Children should: <ul style="list-style-type: none"> Start to identify the new Halloween vocabulary Recognise with more confidence the revised vocabulary and expressions Respond appropriately to instructions Participate in games and songs

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Revising vocabulary, phrases and classroom language from earlier units Singing and acting out a song Using a Press out to practise new vocabulary 	<i>hat</i> <i>coat</i> <i>boots</i> <i>sack</i>	<i>Hello</i> <i>Bye-bye</i> <i>Father Christmas</i> <i>red</i> <i>brown</i> <i>big</i> <i>head</i> <i>feet</i> <i>hands</i> <i>scarf</i> <i>trainers</i> <i>T-shirt</i>	<i>Merry Christmas!</i> <i>down the chimney</i> <i>He's got a ...</i> <i>body</i> <i>Reindeer</i> <i>Happy New Year!</i> <i>friends</i>	<i>What's in the bag?</i> <i>What colour is it?</i> <i>Colour</i> <i>Draw</i>	Children should: <ul style="list-style-type: none"> Start to identify the new Christmas vocabulary Recognise with more confidence the revised vocabulary and expressions Respond appropriately to instructions Participate in games and songs
See Key language learning aims for Pupil's Book Unit 1.	<i>head</i> <i>shoulders</i> <i>elbows</i> <i>knees</i>	<i>Hello</i> <i>Bye-bye</i> <i>eyes</i> <i>ears</i> <i>mouth</i> <i>nose</i> <i>arms</i> <i>hands</i> <i>legs</i> <i>feet</i> <i>up</i> <i>down</i> <i>one-five</i>	<i>Look at me!</i> <i>Where are ...?</i> <i>What's this?</i> <i>Who's this?</i> <i>What's missing?</i> <i>Well done!</i> <i>Very good!</i> <i>spots</i>	Language used so far plus: <i>Pass</i> <i>Knee up/down</i>	See Main evaluation criteria for Pupil's Book unit 1.
See Key language learning aims for Pupil's Book Unit 2.	<i>socks</i> <i>shorts</i> <i>cap</i> <i>dress</i>	<i>Hello</i> <i>Bye-bye</i> <i>coat</i> <i>hat</i> <i>scarf</i> <i>boots</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>pink</i>	<i>Where are the (socks)?</i> <i>I've got my (shorts) on</i> <i>I'm going out to play</i> <i>What's she wearing?</i> <i>Is there a (yellow scarf)?</i> <i>What can you wear when it's (sunny)?</i>	Language used so far plus: <i>Put (your shorts) on</i>	See Main evaluation criteria for Pupil's Book Unit 2.
See Key language learning aims for Pupil's Book Unit 3.	<i>giraffe</i> <i>hippo</i> <i>zebra</i> <i>monkey</i>	<i>Hello</i> <i>Bye-bye</i> <i>tiger</i> <i>elephant</i> <i>crocodile</i> <i>bird</i> <i>lion</i> <i>snake</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i> <i>noisy/quiet</i> <i>one-five</i>	<i>What's the weather like today?</i> <i>Where's the (hippo)?</i> <i>It's the (giraffe).</i> <i>Let's be (monkeys).</i> <i>What animals can you see?</i> <i>Who's the winner?</i> <i>The (giraffe) is the winner!</i>	Language used so far plus: <i>What's different?</i> <i>Put the (hippo) in the noisy box.</i>	See Main evaluation criteria for Pupil's Book Unit 3.
See Key language learning aims for Pupil's Book Unit 4.	<i>fish</i> <i>bread</i> <i>salad</i> <i>juice</i>	<i>Hello</i> <i>Bye-bye</i> <i>sausages</i> <i>eggs</i> <i>tomatoes</i> <i>milkshakes</i> <i>bananas</i> <i>cake</i> <i>ice-cream</i> <i>apples</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny.</i> <i>red</i> <i>yellow</i> <i>green</i> <i>pink</i> <i>orange</i> <i>brown</i>	<i>What's the weather like today?</i> <i>lunchtime</i> <i>I'm hungry</i> <i>I want some (fish)</i> <i>What's for lunch?</i> <i>Do you like (salad)?</i> <i>eat</i> <i>drink</i> <i>Where's the (salad)?</i> <i>Here's the (bread)</i>	Language used so far plus: <i>Stand up if you like (salad)</i> <i>I spy something (green)</i> <i>pass</i>	See Main evaluation criteria for Pupil's Book Unit 4.

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
See Key language learning aims for Pupil's Book Unit 5.	<i>sofa table TV chair</i>	<i>Hello Bye-bye bedroom bathroom kitchen living room bed door in bananas six-ten</i>	<i>What a sunny day! Here's the ... In my house there's a ... Where's Cheeky? He's under/on/behind the ... Sit/down Watch ... Eat ... Hurry up!</i>	Language used so far plus: <i>Can you see the ...?</i>	See Main evaluation criteria for Pupil's Book Unit 5.
See Key language learning aims for Pupil's Book Unit 6.	<i>tree picnic wolf house</i>	<i>Hello Bye-bye big ears eyes teeth hands legs arms table sofa TV chair fish bread salad juice bananas sausages apples eggs Granny one-ten</i>	<i>Look at the wolf! Please go away He's very hungry Eat Show your teeth</i>	Language used so far plus: <i>Is he ...? Find the ... Show me the ...? Can you see the ...?</i>	See Main evaluation criteria for Pupil's Book Unit 6.
<ul style="list-style-type: none"> Introducing new items of vocabulary Revising vocabulary from earlier units Singing and acting out a song 	<i>sun sky butterfly flower</i>	<i>Hello Bye-bye pink yellow red orange blue one-three</i>	<i>It's spring! It's (blue) like the (sky)</i>	Language used so far.	Children should: <ul style="list-style-type: none"> Start to identify the new vocabulary Recognise the revised vocabulary Respond appropriately to instructions Participate in games and songs
See Key language learning aims for Pupil's Book Halloween.	<i>witch owl monster</i>	<i>Hello Bye-bye big nose red shoes</i>	<i>It's Halloween! Walk/fly like a ...</i>	Language used so far plus: <i>You're a ...</i>	See Main evaluation criteria for Pupil's Book Halloween.
See Key language learning aims for Pupil's Book Christmas.	<i>hat coat boots sack</i>	<i>Hello Bye-bye Father Christmas red brown blue one-two head feet hands</i>	<i>It's Christmas! Put your (coat) on Merry Christmas ... down the chimney</i>	Language used so far.	See Main evaluation criteria for Pupil's Book Christmas.
See Key language learning aims for Spring.	<i>cowboy clown policeman</i>	<i>Hello Bye-bye hat coat trainers boots nose big brown red blue</i>	<i>It's Carnival! I'm a ... I've got a ... Let's dance and sing</i>	Language used so far.	See Main evaluation criteria for Spring.