

Syllabus Hooray! Let's play! Level B

Unit	Aims	Vocabulary and phrases	Activities and skills	Activity Book
Unit Welcome back	<ul style="list-style-type: none"> to be able to identify and remember characters, colours, numbers and vocabulary to listen to and join in with a song and a chant to watch and listen to a story to understand and follow some simple instructions given in English during the lesson to join in and show an understanding using mime, gestures and other actions <p>Phonics: to introduce the sound /y/ and graphemes 'y' and 'y', as well as revise sound /p/</p>	<p>Key Words / Word Revision Level A</p> <ul style="list-style-type: none"> Peter the panda, Rosie the rabbit, Tom the turtle, Connie the crocodile T-shirt, jeans, jacket scooter, bike, car, boat, ball pirate, clown, robot red, green, blue, yellow, orange, pink, purple one, two, three, four, five, six <p>Productive Language</p> <ul style="list-style-type: none"> I'm (Laura). Hello, (Laura). How are you? I'm fine, thanks. And you? 	<p>Chant: Welcome back chant</p> <ul style="list-style-type: none"> Finding and circling items which appear in the chant. <p>Story: Where's Connie?</p> <ul style="list-style-type: none"> Value: friendship Colouring activity. <p>Song: Hello and welcome back</p> <ul style="list-style-type: none"> Adding stickers, colouring and finding the correct number of vehicles. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Continuing colour and number sequences. 	
Unit 1 Food	<ul style="list-style-type: none"> to identify and name different foods and fruits to listen to, act out and order an action story to listen to and join in with a song and a chant to watch and listen to a story and follow the storyline to be able to name foods the children like or don't like to be able to describe the colour and size of different food items and count them <p>Our World: to learn some new food vocabulary through real life images</p> <p>Phonics: to introduce the sound /l/ and graphemes 'l' and 'l', as well as the sound /z/ and graphemes 'z' and 'z'</p>	<p>Key Words</p> <ul style="list-style-type: none"> cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak steak pie, milk, fish and chips, apple pie, sandwiches, cup of tea, lemon, lion, zig zag, zebra <p>Word Revision</p> <ul style="list-style-type: none"> one, two, three, four, five, six big, small <p>Productive Language</p> <ul style="list-style-type: none"> I like / I don't like (plums). Do you like (plums)? Yes. / No. 	<p>Chant: Food chant</p> <ul style="list-style-type: none"> Colouring and adding stickers. <p>Action story: Food action story</p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Song: / like cornflakes</p> <ul style="list-style-type: none"> Colouring activity. Following the maze. <p>Listening comprehension:</p> <ul style="list-style-type: none"> Following instructions to find food characters like / don't like. Colouring food the children like. <p>Story: Hungry Peter</p> <ul style="list-style-type: none"> Value: Coming up with creative solutions to a problem Counting and matching activity. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Matching big and small food items. 	<p>Key Words: banana, fruit</p> <p>Chant: Fruit and vegetables chant</p> <ul style="list-style-type: none"> Tracing and colouring. <p>Action story: Fruit action story</p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Thinking Skills: Look, count and colour the fruit. Write the numbers.</p> <p>Project:</p> <ul style="list-style-type: none"> Fruit and vegetables project.
Unit 2 Shopping	<ul style="list-style-type: none"> to develop an awareness of numbers one to ten to develop an ability to count, identify and order numbers one to ten to listen to and act out an action story to listen to and join in with a song and a chant to watch and listen to a story and mime along with the story to begin to understand instructions related to numbers, for example, counting and matching items with the correct number <p>Our World: to review shopping vocabulary through real life images</p> <p>Phonics: to introduce the sound /v/ and graphemes 'v' and 'v', as well as revise sound /t/</p>	<p>Key Words</p> <ul style="list-style-type: none"> seven, eight, nine, ten basket, rocket, plane, kite, truck, violin <p>Word Revision</p> <ul style="list-style-type: none"> one, two, three, four, five, six scooter, bike, car, robot, boat, ball red, green, blue, yellow, orange, pink, purple apples, plums, pears T-shirt, jeans <p>Productive Language</p> <ul style="list-style-type: none"> Can I help you? (One) (rocket), please. Here you are. Thank you. 	<p>Chant: Numbers chant</p> <ul style="list-style-type: none"> Drawing lines from one to ten and colouring. <p>Action story: Shopping action story</p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Song: The rocket</p> <ul style="list-style-type: none"> Counting and colouring activity. Tracing numbers. <p>Listening comprehension:</p> <ul style="list-style-type: none"> Following instructions to match pictures. Colouring activity. <p>Story: Going shopping</p> <ul style="list-style-type: none"> Values: saving money and being polite Colouring and adding stickers. Counting and tracing. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Counting and drawing activity. Tracing numbers. 	<p>Key Words: sweet shop, toy shop, supermarket, baker's, butcher's, clothes shop, farmers' market</p> <p>Chant: Shops chant</p> <ul style="list-style-type: none"> Drawing lines along the road and colouring. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Look, colour the shopping items and match the shops. <p>Listening activity:</p> <ul style="list-style-type: none"> Following instructions to match the characters with the correct shops. Adding stickers. <p>Project:</p> <ul style="list-style-type: none"> Buying and selling shopping project.

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<p>Review 1</p>	<ul style="list-style-type: none"> to review content in Units 1 and 2 	<ul style="list-style-type: none"> apples, plums, cakes, pizzas, spaghetti, steak, cornflakes and milk kite, plane, rocket numbers 1-10 green, purple, pink, orange 	<ul style="list-style-type: none"> Listen, colour and match. Trace. Optional: poster activities for Units 1 and 2 	<ul style="list-style-type: none"> Say and colour. Listen and circle. Optional: poster activities for Units 1 and 2
<p>Unit 3 Feelings</p>	<ul style="list-style-type: none"> to develop an awareness of the English words for describing feelings to recognise how classmates and characters are feeling by their facial expressions to be able to ask how people are feeling to develop an awareness of the way other people are feeling and the reasons why they are feeling this way to listen to and act out an action story and order pictures which tell the action story to listen to and join in with a song and a chant to watch and listen to a story <p>Our World: to review feelings vocabulary through real life images</p> <p>Phonics: to introduce the sound /g/ and graphemes 'G' and 'g', as well as revise sound /r/</p>	<p>Key Words</p> <ul style="list-style-type: none"> happy, sad, angry, scared, sleepy ice cream, gloves eyes, nose, mouth, ears <p>Word Revision</p> <ul style="list-style-type: none"> red, green, blue, yellow, orange, pink, purple panda, rabbit, turtle, crocodile car, boat, plane, apples <p>Productive Language</p> <ul style="list-style-type: none"> How are you? I'm (happy) today. 	<p>Chant: <i>Feelings chant</i></p> <ul style="list-style-type: none"> Tracing and colouring faces showing feelings. <p>Action story: <i>Feelings action story</i></p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Song: <i>I'm the happy rabbit</i></p> <ul style="list-style-type: none"> Tracing activity. <p>Listening comprehension:</p> <ul style="list-style-type: none"> Following instructions to circle the correct picture. <p>Story: <i>The party</i></p> <ul style="list-style-type: none"> Value: empathising with others and cheering them up Finding and circling six differences. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Tracing the lines and adding the correct stickers. 	<p>Key Words: illness, fever, earache, headache, cough, sneeze</p> <p>Chant: <i>Illness chant</i></p> <ul style="list-style-type: none"> Tracing, colouring and adding stickers. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Look, colour the illness and trace. <p>Listening activity:</p> <ul style="list-style-type: none"> Following instructions to circle the correct illness picture. <p>Project:</p> <ul style="list-style-type: none"> Going to the doctor project.
<p>Unit 4 Animals</p>	<ul style="list-style-type: none"> to recognise and name some animals and the noises they make to recognise and name the colours black, brown and white to be able to describe animals using simple adjectives, e.g. big, small, happy, etc. to be able to ask someone if they like animals to listen to and act out an action story and order the pictures which tell the action story to listen to and join in with a song and a chant to watch and listen to a story <p>Our World: to review animals vocabulary through real life images</p> <p>Phonics: to introduce the sound /m/ and graphemes 'M' and 'm', as well as the sound /k/ and graphemes 'CK' and 'ck'</p>	<p>Key Words</p> <ul style="list-style-type: none"> duck, cat, cow, frog, pony, dog, butterfly, mouse, carrot black, white, brown <p>Word Revision</p> <ul style="list-style-type: none"> one, two, three, four, five, six, seven, eight, nine, ten eyes, nose, mouth, ears red, green, blue, yellow, orange, pink, purple happy, sad, angry, scared, sleepy big, small <p>Productive Language</p> <ul style="list-style-type: none"> Do you like (dogs)? Yes, I like (dogs). / No, I don't like (dogs). 	<p>Chant: <i>Animals chant</i></p> <ul style="list-style-type: none"> Tracing, drawing lines from one to six and colouring. <p>Action story: <i>Animals action story</i></p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Song: <i>The butterfly</i></p> <ul style="list-style-type: none"> Tracing and colouring activity. <p>Listening comprehension:</p> <ul style="list-style-type: none"> Following instructions to colour. My little farm song <p>Story: <i>The very big carrot</i></p> <ul style="list-style-type: none"> Value: cooperating and working together Adding stickers and tracing lines. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Matching pictures and colouring activity. 	<p>Key Words: puppy, duckling, lamb, kid, calf, kitten</p> <p>Chant: <i>Baby animals chant</i></p> <ul style="list-style-type: none"> Find, count, circle and write the number of baby animals. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Look, draw the path to mother duck and colour. <p>Listening activity:</p> <ul style="list-style-type: none"> Following instructions to match the characters with the correct numbers and baby animal pictures. Adding stickers. <p>Project:</p> <ul style="list-style-type: none"> Butterfly's life cycle project.
<p>Review 2</p>	<ul style="list-style-type: none"> to review content in Units 3 and 4 	<ul style="list-style-type: none"> duck, pony, cow, frog, cat, mouse, turtle, butterfly happy, sleepy, sad, angry 	<ul style="list-style-type: none"> Listen and number. Say and colour. Optional: poster activities for Units 3 and 4 	<ul style="list-style-type: none"> Listen and draw. Say and colour. Optional: poster activities for Units 3 and 4
<p>Unit 5 Family</p>	<ul style="list-style-type: none"> to develop an awareness of the English words for naming family members to be able to identify and name family members and ask about them to listen to and act out an action story and order the pictures which tell the action story to listen to and join in with a song and a chant to recognise different clothes and body parts in English to watch and listen to a story 	<p>Key Words</p> <ul style="list-style-type: none"> family, dad, mum, brother, sister, father, mother cheese, socks, cap, shoes, flag, water, windy mouth, eyes, ears, nose <p>Word Revision</p> <ul style="list-style-type: none"> T-shirt, jeans, jacket sleepy, mouse/mice, car red, green, blue, yellow, orange, pink, purple, black, white, brown 	<p>Chant: <i>Family chant</i></p> <ul style="list-style-type: none"> Adding stickers. Comparing two pictures and colouring accordingly. Tracing. <p>Action story: <i>Family action story</i></p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Song: <i>Father mouse is sleepy</i></p> <ul style="list-style-type: none"> Drawing paths and colouring. <p>Listening comprehension:</p> <ul style="list-style-type: none"> Following instructions to colour the clothes. We're going on a picnic song 	<p>Key Words: postman, policeman, doctor, teacher, nurse, baker, fireman, farmer</p> <p>Chant: <i>Jobs chant</i></p> <ul style="list-style-type: none"> Matching and adding stickers. <p>Action story: <i>Jobs action story</i></p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Find and circle eight differences, then trace.

	<p>Our World: to review family vocabulary through real life images</p> <p>Phonics: to introduce the sound /f/ and graphemes 'f' and 'f', as well as the sound /w/ and graphemes 'W' and 'w'</p>	<ul style="list-style-type: none"> eyes, nose, mouth, ears cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak big, small <p>Productive Language</p> <ul style="list-style-type: none"> Have you got a brother/sister? Yes, I have. No, I haven't. 	<p>Story: The picnic</p> <ul style="list-style-type: none"> Value: honesty Finding the correct way and colouring. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Finding and circling the same picture. Drawing to complete the pictures. 	<p>Project:</p> <ul style="list-style-type: none"> Jobs activity.
Unit 6 Weather	<ul style="list-style-type: none"> to develop an awareness of the English words for describing the weather to be able to ask what the weather is like and to be able to describe it to be able to identify which clothes are worn in hot or cold weather to listen to and act out an action story and order the pictures which tell the action story to listen to and join in with a song and a chant to watch and listen to a story <p>Our World: to review weather vocabulary through real life images</p> <p>Phonics: to introduce the sound /h/ and graphemes 'h' and 'h', as well as the sound // and graphemes 'll' and 'll'</p>	<p>Key Words</p> <ul style="list-style-type: none"> rainy/raining, windy, cloudy, sunny, cold, hot, spring, summer, autumn, winter hat, boots, shorts umbrella <p>Word Revision</p> <ul style="list-style-type: none"> T-shirt, jeans, jacket, socks, cap, shoes one, two, three, four, five, six, seven, eight, nine, ten <p>Productive Language</p> <ul style="list-style-type: none"> What's the weather like? It's (sunny). 	<p>Chant: Weather chant</p> <ul style="list-style-type: none"> Tracing and colouring activity. <p>Action story: Weather action story</p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Song: The weather song</p> <ul style="list-style-type: none"> Circling and colouring activity. <p>Listening comprehension:</p> <ul style="list-style-type: none"> Following instructions to colour, draw and add stickers. <p>Story: Let's go swimming</p> <ul style="list-style-type: none"> Values: patience and perseverance Comparing two pictures and finding the differences. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Continuing logical sequences. 	<p>Key Words: seasons, spring, summer, autumn, winter, warm, stormy, snowy, foggy, lightening, thunder, rainbow</p> <p>Chant: Seasons chant</p> <ul style="list-style-type: none"> Matching, colouring and adding stickers. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Look and colour the weather. <p>Listening activity:</p> <ul style="list-style-type: none"> Following instructions to match the characters with the correct weather picture. <p>Project:</p> <ul style="list-style-type: none"> Weather project.
Review 3	<ul style="list-style-type: none"> to review content in Units 5 and 6 	<ul style="list-style-type: none"> sunny, rainy, windy, cold mum, dad, sister, brother 	<ul style="list-style-type: none"> Listen and circle. Say and colour. Listen and number. Optional: poster activities for Units 5 and 6 	
Extra Unit Birthday fun!	<ul style="list-style-type: none"> to learn some vocabulary connected to birthday celebrations to be able to identify and name some birthday items to be able to talk about birthday parties to learn to make birthday cards and a birthday bookmark 	<p>Key Words</p> <ul style="list-style-type: none"> pirate, clown, present, (party) hat, mask animal, bird, cake, pizza, candle, present, rocket numbers 1-7 <p>Productive Language</p> <ul style="list-style-type: none"> It's my birthday today. Happy Birthday! How old is (s)he? (S)He's (six). Are you having a (party)? We're having (cake). 	<ul style="list-style-type: none"> identifying elements in an image (reviewing: numbers, party costumes, colours, toys, food and clothes) asking and answering questions about age and birthday celebrations tracing activity counting and matching activity creative activities: making a birthday card and a bookmark 	
Extra Unit On holiday!	<ul style="list-style-type: none"> to learn some vocabulary connected to holiday activities to be able to talk about holiday activities to make and play a holiday card game 	<p>Key Words</p> <ul style="list-style-type: none"> beach, sunny, hot, bird, fish, boat, ball, kite, tail, boy, (beach) towel, basket, sandal, (beach) umbrella, sandwich numbers 1-4 <p>Productive Language:</p> <ul style="list-style-type: none"> What do you like to do on holidays? I like to (play). What do you wear (on the beach)? I wear a (hat) (on the beach). 	<ul style="list-style-type: none"> identifying elements in an image (reviewing: numbers, colours, toys and clothes) asking and answering questions about holiday activities matching activity creative activity: pairing-up items connected to holidays 	