

## Syllabus Hooray! Let's play! B

Unit	Aims	Vocabulary and phrases	Activities and skills
<b>Unit Welcome back</b>	<ul style="list-style-type: none"> <li>to be able to identify and remember characters, colours, numbers and vocabulary</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a DVD story</li> <li>to understand and follow some simple instructions given in English during the lesson</li> <li>to join in and show an understanding using mime, gestures and other actions</li> </ul>	<p><b>Key Words / Word Revision Level A</b></p> <ul style="list-style-type: none"> <li>Peter the panda, Rosie the rabbit, Tom the turtle, Connie the crocodile</li> <li>T-shirt, jeans, jacket</li> <li>scooter, bike, car, boat, ball</li> <li>pirate, clown, robot</li> <li>red, green, blue, yellow, orange, pink, purple</li> <li>one, two, three, four, five, six</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>I'm (Laura).</li> <li>Hello, (Rosie). How are you?</li> <li>I'm fine, thanks. And you?</li> </ul>	<p><b>Chant:</b> <i>Welcome back chant</i></p> <ul style="list-style-type: none"> <li>Finding and circling items which appear in the chant.</li> </ul> <p><b>DVD story:</b> <i>Where's Connie?</i></p> <ul style="list-style-type: none"> <li>Value: friendship</li> <li>Colouring activity.</li> </ul> <p><b>Song:</b> <i>Hello and welcome back</i></p> <ul style="list-style-type: none"> <li>Adding stickers, colouring and finding the correct number of vehicles.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Continuing colour and number sequences.</li> </ul>
<b>Unit 1 Food</b>	<ul style="list-style-type: none"> <li>to identify and name different foods and fruits</li> <li>to listen to, act out and order an action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a DVD story and follow the story line</li> <li>to be able to name foods the children like or don't like</li> <li>to be able to describe the colour and size of different food items and count them</li> </ul>	<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>one, two, three, four, five, six</li> <li>big, small</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>I like / I don't like (plums).</li> <li>Do you like (plums)? Yes. / No.</li> </ul>	<p><b>Chant:</b> <i>Food chant</i></p> <ul style="list-style-type: none"> <li>Colouring and adding stickers.</li> </ul> <p><b>Action story:</b> <i>Food action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>I like cornflakes</i></p> <ul style="list-style-type: none"> <li>Colouring activity. Following the maze.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>Following instructions to find food characters like / don't like. Colouring food the children like.</li> </ul> <p><b>DVD story:</b> <i>Hungry Peter</i></p> <ul style="list-style-type: none"> <li>Value: Coming up with creative solutions to a problem</li> <li>Counting and matching activity.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Matching big and small food items.</li> </ul>
<b>Unit 2 Shopping</b>	<ul style="list-style-type: none"> <li>to develop an awareness of numbers one to ten</li> <li>to develop an ability to count, identify and order numbers one to ten</li> <li>to listen to and act out an action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a DVD story and mime along with the story</li> <li>to begin to understand instructions related to numbers, for example, counting and matching items with the correct number</li> </ul>	<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>seven, eight, nine, ten</li> <li>basket, rocket, plane, kite</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>one, two, three, four, five, six</li> <li>scooter, bike, car, robot, boat, ball</li> <li>red, green, blue, yellow, orange, pink, purple</li> <li>apples, plums, pears</li> <li>T-shirt, jeans</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>Can I help you?</li> <li>(One) (rocket), please.</li> <li>Here you are. / Here you go (AmE).</li> <li>Thank you.</li> </ul>	<p><b>Chant:</b> <i>Shopping chant</i></p> <ul style="list-style-type: none"> <li>Drawing lines from one to ten and colouring.</li> </ul> <p><b>Action story:</b> <i>Shopping action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>The rocket</i></p> <ul style="list-style-type: none"> <li>Counting and colouring activity. Tracing numbers.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>Following instructions to match pictures. Colouring activity.</li> </ul> <p><b>DVD story:</b> <i>Going shopping</i></p> <ul style="list-style-type: none"> <li>Values: saving money and being polite</li> <li>Colouring and adding stickers. Counting and tracing.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Counting and drawing activity. Tracing numbers.</li> </ul>

<b>Unit 3 Feelings</b>	<ul style="list-style-type: none"> <li>to develop an awareness of the English words for describing feelings</li> <li>to recognise how classmates and characters are feeling by their facial expressions</li> <li>to be able to ask how people are feeling</li> <li>to develop an awareness of the way other people are feeling and the reasons why they are feeling this way</li> <li>to listen to and act out an action story and order pictures which tell the action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a DVD story</li> </ul>	<b>Key Words</b> <ul style="list-style-type: none"> <li>happy, sad, angry, scared, sleepy</li> <li>ice cream</li> <li>eyes, nose, mouth, ears</li> </ul> <b>Word Revision</b> <ul style="list-style-type: none"> <li>red, green, blue, yellow, orange, pink, purple</li> <li>panda, rabbit, turtle, crocodile</li> <li>car, boat, plane, apples</li> </ul> <b>Productive Language</b> <ul style="list-style-type: none"> <li>How are you?</li> <li>I'm (happy) today.</li> </ul>	<b>Chant:</b> <i>Feelings chant</i> <ul style="list-style-type: none"> <li>Tracing and colouring faces showing different feelings.</li> </ul> <b>Action story:</b> <i>Feelings action story</i> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <b>Song:</b> <i>I'm the happy rabbit</i> <ul style="list-style-type: none"> <li>Tracing activity.</li> </ul> <b>Listening comprehension:</b> <ul style="list-style-type: none"> <li>Following instructions to circle the correct picture.</li> </ul> <b>DVD story:</b> <i>The party</i> <ul style="list-style-type: none"> <li>Value: empathising with others and cheering them up</li> <li>Finding and circling six differences.</li> </ul> <b>Thinking Skills:</b> <ul style="list-style-type: none"> <li>Tracing the lines and adding the correct stickers.</li> </ul>
<b>Unit 4 Animals</b>	<ul style="list-style-type: none"> <li>to recognise and name some animals and the noises they make</li> <li>to recognise and name the colours black, brown and white</li> <li>to be able to describe animals using simple adjectives, e.g. big, small, happy, etc.</li> <li>to be able to ask someone if they like animals</li> <li>to listen to and act out an action story and order the pictures which tell the action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a DVD story</li> </ul>	<b>Key Words</b> <ul style="list-style-type: none"> <li>duck, cat, cow, frog, pony, dog, butterfly, mouse, carrot</li> <li>black, white, brown</li> </ul> <b>Word Revision</b> <ul style="list-style-type: none"> <li>one, two, three, four, five, six, seven, eight, nine, ten</li> <li>eyes, nose, mouth, ears</li> <li>red, green, blue, yellow, orange, pink, purple</li> <li>happy, sad, angry, scared, sleepy</li> <li>big, small</li> </ul> <b>Productive Language</b> <ul style="list-style-type: none"> <li>Do you like (dogs)?</li> <li>Yes, I like (dogs). / No, I don't like (dogs).</li> </ul>	<b>Chant:</b> <i>Animals chant</i> <ul style="list-style-type: none"> <li>Tracing, drawing lines from one to six and colouring.</li> </ul> <b>Action story:</b> <i>Animals action story</i> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <b>Song:</b> <i>The butterfly</i> <ul style="list-style-type: none"> <li>Tracing and colouring activity.</li> </ul> <b>Listening comprehension:</b> <ul style="list-style-type: none"> <li>Following instructions to colour.</li> </ul> <b>DVD story:</b> <i>The very big carrot</i> <ul style="list-style-type: none"> <li>Value: cooperating and working together</li> <li>Adding stickers and tracing lines.</li> </ul> <b>Thinking Skills:</b> <ul style="list-style-type: none"> <li>Matching pictures. Colouring activity.</li> </ul>
<b>Unit 5 Family</b>	<ul style="list-style-type: none"> <li>to develop an awareness of the English words for naming family members</li> <li>to be able to identify and name family members and ask about them</li> <li>to listen to and act out an action story and order the pictures which tell the action story</li> <li>to listen to and join in with a song and a chant</li> <li>to recognise different clothes and body parts in English</li> <li>to watch and listen to a DVD story</li> </ul>	<b>Key Words</b> <ul style="list-style-type: none"> <li>family, dad, mum/mom (AmE), brother, sister, father, mother</li> <li>cheese, socks, cap, shoes</li> <li>mouth, eyes, ears, nose</li> </ul> <b>Word Revision</b> <ul style="list-style-type: none"> <li>T-shirt, jeans, jacket</li> <li>sleepy, mouse/mice, car</li> <li>red, green, blue, yellow, orange, pink, purple, black, white, brown</li> <li>eyes, nose, mouth, ears</li> <li>cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak</li> <li>big, small</li> </ul> <b>Productive Language</b> <ul style="list-style-type: none"> <li>Have you got / Do you have (AmE) a brother/sister?</li> <li>Yes, I have. / Yes, I do (AmE).</li> <li>No, I haven't. / No, I don't (AmE).</li> </ul>	<b>Chant:</b> <i>Family chant</i> <ul style="list-style-type: none"> <li>Adding stickers. Comparing two pictures and colouring accordingly. Tracing.</li> </ul> <b>Action story:</b> <i>Family action story</i> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <b>Song:</b> <i>Father mouse is sleepy</i> <ul style="list-style-type: none"> <li>Drawing paths and colouring.</li> </ul> <b>Listening comprehension:</b> <ul style="list-style-type: none"> <li>Following instructions to colour the clothes.</li> </ul> <b>DVD story:</b> <i>The picnic</i> <ul style="list-style-type: none"> <li>Value: honesty</li> <li>Finding the correct way and colouring.</li> </ul> <b>Thinking Skills:</b> <ul style="list-style-type: none"> <li>Finding and circling the same picture. Colouring the pictures.</li> </ul>

<b>Unit 6 Weather</b>	<ul style="list-style-type: none"> <li>• to develop an awareness of the English words for describing the weather</li> <li>• to be able to ask what the weather is like and to be able to describe it</li> <li>• to be able to identify which clothes are worn in hot or cold weather</li> <li>• to listen to and act out an action story and order the pictures which tell the action story</li> <li>• to listen to and join in with a song and a chant</li> <li>• to watch and listen to a DVD story</li> </ul>	<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• rainy/raining, windy, cloudy, sunny, cold, hot</li> <li>• hat, boots, shorts</li> <li>• umbrella</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>• T-shirt, jeans, jacket, socks, cap, shoes</li> <li>• one, two, three, four, five, six, seven, eight, nine, ten</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>• What's the weather like?</li> <li>• It's (sunny).</li> </ul>	<p><b>Chant:</b> <i>Weather chant</i></p> <ul style="list-style-type: none"> <li>• Tracing and colouring activity.</li> </ul> <p><b>Action story:</b> <i>Weather action story</i></p> <ul style="list-style-type: none"> <li>• Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>The weather song</i></p> <ul style="list-style-type: none"> <li>• Circling and colouring activity.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>• Following instructions to colour, draw and add stickers.</li> </ul> <p><b>DVD story:</b> <i>Let's go swimming</i></p> <ul style="list-style-type: none"> <li>• Values: patience and perseverance</li> <li>• Comparing two pictures and finding the differences.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• Continuing logical sequences.</li> </ul>
<b>Extra Unit Christmas</b>	<ul style="list-style-type: none"> <li>• to be able to identify and name some Christmas items in English</li> <li>• to listen to and join in with a Christmas song</li> <li>• to watch and listen to a DVD story about Christmas</li> <li>• to be able to play some Christmas games</li> <li>• to learn about English and American Christmas traditions</li> </ul>	<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• Father Christmas / Santa Claus (AmE), sleigh, Rudolph, bell, Christmas tree, present</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>• scooter, bike, car, robot, boat, ball, rocket, plane, kite</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>• Happy/Merry (AmE) Christmas!</li> </ul>	<p><b>Song:</b> <i>Listen to the bells</i></p> <ul style="list-style-type: none"> <li>• Using a colour code and making a Christmas card.</li> </ul> <p><b>DVD story:</b> <i>A present for Peter</i></p> <ul style="list-style-type: none"> <li>• Value: helping a friend in need</li> <li>• Finding and circling activity.</li> </ul>
<b>Extra Unit Birthday</b>	<ul style="list-style-type: none"> <li>• to be able to identify and name some birthday items</li> <li>• to listen to and join in with a birthday song</li> </ul>	<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• balloon, candle, cake, present, birthday card</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>• red, green, blue, yellow, orange, pink, purple</li> <li>• one, two, three, four, five, six, seven, eight, nine, ten</li> <li>• scooter, bike, car, robot, boat, ball, rocket, plane, kite</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>• Happy birthday!</li> </ul>	<p><b>Song:</b> <i>Rosie's birthday</i></p> <ul style="list-style-type: none"> <li>• Colouring, counting and drawing/writing the correct number.</li> </ul>
<b>Extra Unit Mother's Day</b>	<ul style="list-style-type: none"> <li>• to appreciate the importance of mothers</li> <li>• to learn about how children celebrate Mother's Day in the US or the UK</li> <li>• to listen to and join in with a Mother's Day rhyme</li> </ul>	<p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>• dad, mum/mom (AmE), mother, brother, sister</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>• red, green, blue, yellow, orange, pink, purple</li> </ul> <p><b>Productive Language:</b></p> <ul style="list-style-type: none"> <li>• I love you, Mum/Mom (AmE). Yes, I do.</li> <li>• Happy Mother's Day to you!</li> </ul>	<p><b>Rhyme:</b> <i>Mother's Day rhyme</i></p> <ul style="list-style-type: none"> <li>• Colouring, drawing and making a Mother's Day card.</li> </ul>