

Syllabus Hooray! Let's play! B

Unit	Aims	Vocabulary and phrases	Activities and skills
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 DVD 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 	Key Words / Word Revision Level A <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 Productive Language <ul style="list-style-type: none"> I'm (Laura). Hello, (Rosie). How are you? I'm fine, thanks. And you? 	Chant: <i>Welcome back chant</i> <ul style="list-style-type: none"> Finding and circling items which appear in the chant. DVD story: <i>Where's Connie?</i> <ul style="list-style-type: none"> Value: friendship Colouring activity. Song: <i>Hello and welcome back</i> <ul style="list-style-type: none"> Adding stickers, colouring and finding the correct number of vehicles. Thinking Skills: <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 DVD story and follow the story line 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 	Key Words <ul style="list-style-type: none"> cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak Word Revision <ul style="list-style-type: none"> one, two, three, four, five, six big, small Productive Language <ul style="list-style-type: none"> I like / I don't like (plums). Do you like (plums)? Yes. / No. 	Chant: <i>Food chant</i> <ul style="list-style-type: none"> Colouring and adding stickers. Action story: <i>Food action story</i> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. Song: <i>I like cornflakes</i> <ul style="list-style-type: none"> Colouring activity. Following the maze. Listening comprehension: <ul style="list-style-type: none"> Following instructions to find food characters like / don't like. Colouring food the children like. DVD story: <i>Hungry Peter</i> <ul style="list-style-type: none"> Value: Coming up with creative solutions to a problem Counting and matching activity. Thinking Skills: <ul style="list-style-type: none"> Matching big and small food items.
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 DVD 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 	Key Words <ul style="list-style-type: none"> seven, eight, nine, ten basket, rocket, plane, kite Word Revision <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 Productive Language <ul style="list-style-type: none"> Can I help you? (One) (rocket), please. Here you are. / Here you go (AmE). Thank you. 	Chant: <i>Shopping chant</i> <ul style="list-style-type: none"> Drawing lines from one to ten and colouring. Action story: <i>Shopping action story</i> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. Song: <i>The rocket</i> <ul style="list-style-type: none"> Counting and colouring activity. Tracing numbers. Listening comprehension: <ul style="list-style-type: none"> Following instructions to match pictures. Colouring activity. DVD story: <i>Going shopping</i> <ul style="list-style-type: none"> Values: saving money and being polite Colouring and adding stickers. Counting and tracing. Thinking Skills: <ul style="list-style-type: none"> Counting and drawing activity. Tracing numbers.

Unit 3 Feelings	<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 DVD story 	<p>Key Words</p> <ul style="list-style-type: none"> happy, sad, angry, scared, sleepy ice cream 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 different 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>DVD 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.
Unit 4 Animals	<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 DVD story 	<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. <p>DVD 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. Colouring activity.
Unit 5 Family	<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 DVD story 	<p>Key Words</p> <ul style="list-style-type: none"> family, dad, mum/mom (AmE), brother, sister, father, mother cheese, socks, cap, shoes 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 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 / Do you have (AmE) a brother/sister? Yes, I have. / Yes, I do (AmE). No, I haven't. / No, I don't (AmE). 	<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. <p>DVD story: <i>The picnic</i></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. Colouring the pictures.

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 DVD story 	<p>Key Words</p> <ul style="list-style-type: none"> rainy/raining, windy, cloudy, sunny, cold, hot 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: <i>Weather chant</i></p> <ul style="list-style-type: none"> Tracing and colouring activity. <p>Action story: <i>Weather action story</i></p> <ul style="list-style-type: none"> Putting the story in order and drawing dots / writing numbers. <p>Song: <i>The weather song</i></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>DVD story: <i>Let's go swimming</i></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.
Extra Unit Christmas	<ul style="list-style-type: none"> to be able to identify and name some Christmas items in English to listen to and join in with a Christmas song to watch and listen to a DVD story about Christmas to be able to play some Christmas games to learn about English and American Christmas traditions 	<p>Key Words</p> <ul style="list-style-type: none"> Father Christmas / Santa Claus (AmE), sleigh, Rudolph, bell, Christmas tree, present <p>Word Revision</p> <ul style="list-style-type: none"> scooter, bike, car, robot, boat, ball, rocket, plane, kite <p>Productive Language</p> <ul style="list-style-type: none"> Happy/Merry (AmE) Christmas! 	<p>Song: <i>Listen to the bells</i></p> <ul style="list-style-type: none"> Using a colour code and making a Christmas card. <p>DVD story: <i>A present for Peter</i></p> <ul style="list-style-type: none"> Value: helping a friend in need Finding and circling activity.
Extra Unit Birthday	<ul style="list-style-type: none"> to be able to identify and name some birthday items to listen to and join in with a birthday song 	<p>Key Words</p> <ul style="list-style-type: none"> balloon, candle, cake, present, birthday card <p>Word Revision</p> <ul style="list-style-type: none"> red, green, blue, yellow, orange, pink, purple one, two, three, four, five, six, seven, eight, nine, ten scooter, bike, car, robot, boat, ball, rocket, plane, kite <p>Productive Language</p> <ul style="list-style-type: none"> Happy birthday! 	<p>Song: <i>Rosie's birthday</i></p> <ul style="list-style-type: none"> Colouring, counting and drawing/writing the correct number.
Extra Unit Mother's Day	<ul style="list-style-type: none"> to appreciate the importance of mothers to learn about how children celebrate Mother's Day in the US or the UK to listen to and join in with a Mother's Day rhyme 	<p>Key Words</p> <ul style="list-style-type: none"> dad, mum/mom (AmE), mother, brother, sister <p>Word Revision</p> <ul style="list-style-type: none"> red, green, blue, yellow, orange, pink, purple <p>Productive Language:</p> <ul style="list-style-type: none"> I love you, Mum/Mom (AmE). Yes, I do. Happy Mother's Day to you! 	<p>Rhyme: <i>Mother's Day rhyme</i></p> <ul style="list-style-type: none"> Colouring, drawing and making a Mother's Day card.