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Unit	Big Question & Answers	Objectives	Language Focus	Vocabulary	Social emotional Competence	Workbook
Welcome – p. 6	<i>What do children do?</i>	<ul style="list-style-type: none"> Greetings Identify characters: Emma, Daniel, Ben, Alice, Brownie 	<i>Hi / Hello, I'm... What's your name?</i>	<i>Hi, Hello</i>		
1 I Love My Family! p. 8	<i>Children have got families.</i>	<ul style="list-style-type: none"> Introduce family members. Describe a small and a big family. 	<i>This is my... Oh, and this is me! Oh, and this is my (brother) too! I love my family!</i>	<i>brother, dad, grandma, grandpa, mum, sister big / small family</i>	<ul style="list-style-type: none"> Respect for the elderly 	<ul style="list-style-type: none"> pp. 89-91
2 Playing with Colours p. 16	<i>Children play.</i>	<ul style="list-style-type: none"> Talk about playground items. Describe the colours of playground items. Ask about someone's favourite colour and say what your favourite colour is. 	<i>The (slide) is (orange). What colour is it? It's... What's your favourite colour? My favourite colour is...</i>	<i>ball pit, seesaw, slide, swing blue, green, orange, pink, purple, red, yellow</i>	<ul style="list-style-type: none"> Cooperation and self-confidence 	<ul style="list-style-type: none"> pp. 92-94
Review 1 & 2 – p. 24						
3 Cute Pets p. 26	<i>Children have got pets.</i>	<ul style="list-style-type: none"> Ask and answer about pets. 	<i>What's this? It's a... It's cute! How many (dogs)? (Three.)</i>	<i>cat, dog, ferret, hamster, rabbit, turtle numbers 1-10</i>	<ul style="list-style-type: none"> Responsibility and autonomy 	<ul style="list-style-type: none"> pp. 95-97 Hands On p. 82
4 Move Your Body p. 34	<i>Children dance.</i>	<ul style="list-style-type: none"> Talk about parts of the body. Use simple commands related to the use of the parts of the body in a dance. 	<i>I have got (one mouth) and (two eyes). Clap your hands! Move your (arms)! Stamp your feet! Touch your (head)!</i>	<i>arms, ears, eyes, feet, hands, head, legs, mouth, nose</i>	<ul style="list-style-type: none"> Openness to new experiences 	<ul style="list-style-type: none"> pp. 98-100
Review 3 & 4 – p. 42						

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5 Time to Play! p. 44	Children have got toys.	<ul style="list-style-type: none"> • Talk about toys. • Ask about someone's favourite toy and say which your favourite toy is. 	<p>What's this? It's a / an...</p> <p>What's your favourite toy? My favourite toy is a / an...</p>	an art set, a ball, a bike, a car, a doll, a kite, a yo-yo, a zoom ball	• Initiative and cooperation	<ul style="list-style-type: none"> • pp. 101-103 • Hands On p. 83
6 Let's Study! p. 52	Children study.	<ul style="list-style-type: none"> • Talk about school objects and describe their colours. • Borrow and lend school objects. 	<p>I need (an eraser), please. Here you are. Thank you.</p>	a backpack, a book, a crayon, an eraser, a notebook, a pencil	• Solidarity and resilience	• pp. 104-106
Review 5 & 6 – p. 60						
7 Home Sweet Home p. 62	Children live at homes.	<ul style="list-style-type: none"> • Talk about parts of the house. • Recognise shapes. • Talk about the location of people and objects in a house. 	<p>Where's (Mum)? In the (living room). Look, a (square)!</p>	bathroom, bedroom, kitchen, living room circle, rectangle, square, triangle	• Curiosity	• pp. 107-109
8 Picnic Day p. 70	Children eat food.	<ul style="list-style-type: none"> • Talk about food. • Ask and answer about the food you like / love. 	<p>I don't like, I like, I love I (don't) like (milk). And you? I (don't) like (orange juice).</p>	apples, bananas, biscuits, cake, milk, orange juice, toast	• Respect for differences	• pp. 110-112
Review 7 & 8 – p. 78						
Goodbye – p. 80						