

My body

I can dance!



Vocabulary and language

- **Main vocabulary:** arms, feet, fingers, hands, head, legs, toes, tummy
- **Key language:** I can/can't move my (head). [Can you move your (head)?] Yes. / No.
- **Other language:** coat, pasta, scissors, shoes, thumb; Move your (head). I can/can't put on my shoes/coat. I can/can't cut with scissors; stand up, sit down, turn round, keep moving; Our pictures are (great)!

Unit objectives

- Identify and name parts of the body
- Sing the language song *I can move my head*
- Say what you can do
- Understand and act out the story *I can dance!*
- Sing and act out the story song *I can dance. You can dance too!*
- Sing the values song *I can do it if I try*
- Recognise the value of making an effort
- Sing and act out the traditional song *One finger, one thumb, keep moving*
- Review your learning and progress

Story



CD1 Track 36

Picture 1

- Narrator:** Mummy and Daddy are learning to dance.
- Monkey:** Move your arms like this. Move your legs like this. Move your head like this. Move your feet like this.
- Mummy:** This is great!
- Daddy:** I can dance!

Picture 2

- Narrator:** Mimi and Dylan want to learn to dance too.
- Daddy:** Come on, Mimi.
- Mummy:** Come on, Dylan.
- Daddy:** Can you move your arms like this?
- Dylan:** Yes, I can. Hurray!
- Mimi:** No, I can't.
- Mummy:** Can you move your legs like this?
- Dylan:** Yes, I can. Hurray!
- Mimi:** No, I can't.

Picture 3

- Narrator:** Dylan is happy.
- Dylan:** Look at me! I can move my arms like this. I can move my legs like this. I can move my head like this. I can move my feet like this. I can dance!
- Narrator:** But Mimi is sad.
- Mimi:** Oh dear. I can't dance.

Picture 4

- Narrator:** Two little birds are watching.
- Bird 1:** Don't be sad, Mimi. Listen to the music.
- Bird 2:** You can dance if you try, Mimi!
- Mimi:** But I can't!

Picture 5

- Bird 1:** Listen to the music!
- Bird 2:** Dance to the beat!
- Bird 1:** You can dance if you try, try, try!
- Bird 2:** Come on, Mimi. That's it!

Picture 6

- Mimi:** Look at me! I can dance! I can move my arms like this. I can move my legs like this.
- Dylan:** Fantastic, Mimi!
- Daddy:** Brilliant, Mimi!
- Mummy:** Well done, Mimi!
- Mimi:** I can dance now! Thank you, little birds!

Songs



Language song

I can move my head CD1 Track 34

I can move my head (Move head slowly from side to side)
I can move my hands, too (Move hands slowly up and down)
But I can't move my tummy (Touch tummy and wave index finger to say 'no')
Can you? Can you? (Hold out arms questioningly)
Yes, I can! Look! (Nod and wiggle your tummy)

I can move my arms (Wave arms about slowly)
I can move my legs, too (Move legs alternately)
But I can't move my tummy (Touch tummy and wave index finger to say 'no')
Can you? Can you? (Hold out arms questioningly)
Yes, I can! Look! (Nod and wiggle your tummy)

I can move my fingers (Wiggle fingers)
I can move my toes, too (Wiggle toes around)
But I can't move my tummy (Touch tummy and wave index finger to say 'no')
Can you? Can you? (Hold out arms questioningly)
Yes, I can! Look! (Nod and wiggle your tummy)
Yes, I can! Look! (Nod and wiggle your tummy)

Story song

I can dance. You can dance too! CD1 Track 37

I can dance (Point to self)
You can dance too (Point to children)
Listen to the music (Cup your ear)
Here's what we do: (Arms wide)
Move your arms, Move your arms (Move arms)
Move your legs, Move your legs (Move legs)
Listen to the music (Cup your ear)
Dance to the beat (Dance)
Move your head, Move your head (Move head)
Move your feet, Move your feet (Move feet)
Listen to the music (Cup your ear)
Dance to the beat (Dance)
(Chorus)

Values song

I can do it if I try CD1 Track 41

I can do it if I try, try, try (Thumbs up and strong arm action)
Yes, yes, yes! Ay, ay, ay! (Nod and punch arms in air)

I can put on my coat (Mime putting coat on)
I can learn and play (Clap twice)
I can put on my coat (Mime putting coat on)
Every day (Turn around)
(Chorus)

I can put on my shoes (Mime putting shoes on)
I can learn and play (Clap twice)
I can put on my shoes (Mime putting shoes on)
Every day (Turn around)
(Chorus)

I can cut with scissors (Mime cutting with two fingers)
I can learn and play (Clap twice)
I can cut with scissors (Mime cutting with two fingers)
Every day (Turn around)
(Chorus)

Culture song

One finger, one thumb, keep moving CD1 Track 42

One finger, one thumb, keep moving (Show one finger, then one thumb, swing your arms)
One finger, one thumb, keep moving (repeat)
One finger, one thumb, keep moving (repeat)
We're all happy today! (Point to your wide smile with two fingers)
One finger, one thumb, one arm, keep moving (etc) (...and raise one arm)
One finger, one thumb, one arm, one leg, keep moving (etc) (...and put one leg forward)
One finger, one thumb, one arm, one leg, stand up, sit down, keep moving (etc) (...stand straight then mime sitting down)
One finger, one thumb, one arm, one leg, stand up, sit down, turn round, keep moving (etc) (...and turn around)





My body I can dance!



Listen, point and repeat. Listen and play. Stick the body stickers. Circle the parts of the body Mimi and Dylan are moving. Say. **Language:** arms, feet, hands, head, legs, tummy; blue, green, orange, pink, red, yellow

Learning objectives

- Identify and name parts of the body
- Listen and point to parts of the body
- Identify the parts of the body Mimi and Dylan are moving

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- arms, feet, hands, head, legs, tummy; blue, green, orange, pink, red, yellow

Teacher's tip: Encouraging less confident children



Encourage less confident children to participate and identify parts of the body by pairing them with a more confident partner and playing *Mirror pairs*. Children face each other so they can clearly see the actions their partner is doing and mirror them.

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Lesson aims (see TB p 18)

Introduce parts of the body.

- Children stand up. Say e.g. *Touch your head!* Do the actions with the children and encourage them to repeat the words with you. Repeat for all the words.
- Big Wheel mat on floor with the body flashcards face down (one on each colour). Use puppet to turn over and name. Children repeat the words.

Game: Touch your head!

- Point to the flashcards in turn. Use the puppet to give instructions. Children respond. As they gain confidence, go faster and/or combine instructions, e.g. *Touch your tummy and ... your feet!*

Game: Say the colour!

- Name the parts of the body on the Big Wheel and children name the colour. Then the reverse.

Table time

Pupil's Book p 13



Listen, point and repeat.

- Play the audio. The children listen, point to each part of the body as they hear it, and repeat the words.

CD1 Track 31

Mimi: Look, Dylan! Head ... arms ... legs ... tummy ... hands ... feet. Repeat, Dylan!

Dylan: Yes, Mimi. Head ... arms ... legs ... tummy ... hands ... feet.

Mimi: Very good, Dylan. Let's name the parts of the body together!

Both: Head ... arms ... legs ... tummy ... hands ... feet.

Listen and play.

- Use finger in air to pretend to spin wheel. Children spin their fingers, point to the colour when they hear it on the audio and say the word.

CD1 Track 32

Mimi: Spin the wheel
One, two, three
Point and name
The parts of the body with me!

Blue ... arms!
Red ... head!
Yellow ... tummy!
Green ... feet!
Pink ... hands!
Orange ... legs!

- Play the game with you and/or individual children naming colours and others responding with the words.

Stick the body stickers.

- Children stick the parts of the body stickers in the correct places.

Circle the parts of the body Mimi and Dylan are moving.

- Children circle the parts of the body Mimi and Dylan are moving.

Say.

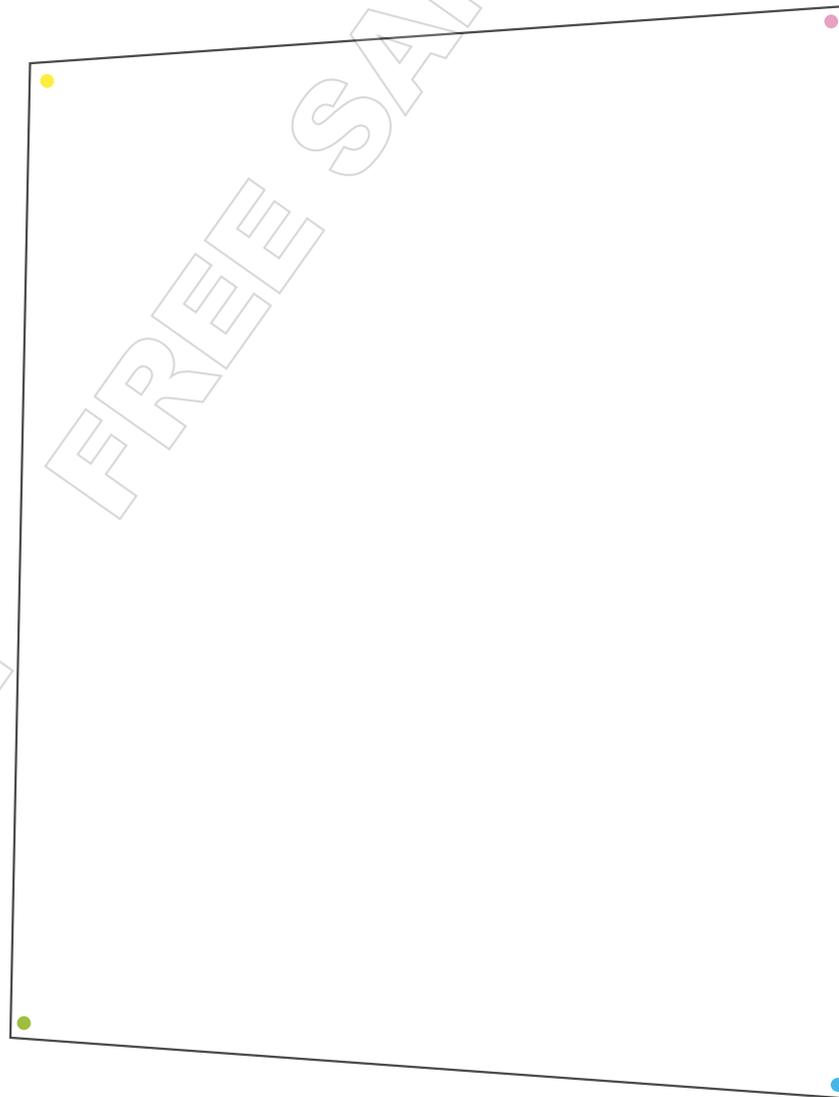
- Children name the parts of the body Mimi and Dylan are moving.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



1:33 1:34 hello

Listen and find the new parts of the body. Listen, point and sing *I can move my head*. Draw a picture of you. Say what you can do.

Language: arms, feet, fingers, hands, head, legs, toes, tummy; I can/can't move my (head).

Learning objectives

- Talk about parts of the body
- Identify and name two new parts of the body
- Sing the language song *I can move my head*
- Say what you can do

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- arms, feet, fingers, hands, head, legs, toes, tummy

Key language

- I can/can't move my (head).

Teacher's tip: Singing in groups



Once the children are familiar with the actions for the song, divide them into three groups. Each group sings and does the actions for one of the verses. Make sure that the groups who are not singing are paying attention in order to check the actions and to begin when it's their turn. Encourage the groups to prompt each other to join in.

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (six body words from Lesson 1) (see TB p 19)

Lesson aims (see TB p 18)

Introduce the new parts of the body.

- All eight flashcards of parts of the body on the floor.
- Children identify the two new parts of the body.
- Uses the puppet to point to and say the words in turn. Children repeat in chorus.
- Turn the two new flashcards face down. Mix them up. Point to one and ask *Fingers or toes?* Children guess. Repeat several times.
- Say *Let's count our fingers!* Children hold up one hand and count to five. If appropriate, get one child to take off a shoe and sock and repeat with toes.

Introduce *I can ... / I can't ...*

- Children stand up. Say e.g. *I can shake my head* and demonstrate this. Ask *Can you? Show me!* and children respond.

- Repeat with other actions and parts of the body (*shake my arms/legs, wave my hands, stamp my feet, wiggle my fingers/toes*).
- Point to your tummy and say *I can't wave my tummy*. Use gesture to show you can't do this. Ask *Can you?*
- Repeat with other actions for tummy, e.g. *I can't shake / stamp / wiggle my tummy. Can you?*

Game: Repeat if it's true!

- Say e.g. *I can stamp my feet* and demonstrate this. Children repeat the sentence and do the action if they can.
- Say e.g. *I can't stamp my tummy*. Children cross their arms and stay silent.

Table time

Pupil's Book p 19



Listen and find the new parts of the body.

- Play the audio. Children listen and find the two new words.
- Play the audio again. The children listen and say the words.

CD1 Track 33

One, two,

Which words are new?

Fingers! Fingers!

Toes! Toes!

Listen, point and sing *I can move my head*.



CD1 Track 34

- Play the song. The children listen and point to each part of the body as they hear it.
- Play the song again. Children sing the song and do the actions (see TB p 51).
- Remember that you can use the karaoke version of the song when children are confident.

Draw a picture of you.

- Play the song again. Pause after each part of the body and ask the children if they can move it, e.g. *Can you move your head? Can you move your arms?* Elicit *Yes*. Demonstrate that children should draw a picture of themselves doing one or more of the actions in the song.

Say what you can do.

- Encourage children to show their pictures and say what they can do, e.g. *I can move my hands*.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Watch. Listen to the story *I can dance!* Circle who helps Mimi learn to dance. Stick the story sticker. **Language:** arms, feet, head, legs; Can you move your (head)? Yes. / No. I can/can't dance. I can/can't move my (arms).

Learning objectives

- Watch, understand and enjoy the story *I can dance!*
- Make a prediction about the story
- Say a chant and do actions
- Identify and name the characters who can dance

Materials

- Class CDs, story cards, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- arms, feet, head, legs

Key language

- [Can you move your (head)?] Yes. / No. I can/can't dance. I can/can't move my (arms).

Teacher's tip: Saying the frame number

Encourage children to call out the numbers each time the frame changes. This way you can be sure the class is focusing on the correct picture.



Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)
 Opening routines (see TB p 16)
 Recycling activity (*I can/can't ...* and parts of the body) (see TB p 19)
 Lesson aims (see TB p 18)

Introduce the story *I can dance!*

- Say *It's story time!* Play the Story rhyme (CD1 Track 4; see TB p 17).
- Say *Anna and Sam are listening to a story about Mummy, Daddy, Mimi and Dylan. Who can dance? Who can't dance?* Demonstrate what you mean and encourage children to guess. Respond e.g. *Yes, maybe. Let's listen and find out!*

Watch or listen to the story.



CD1 Track 36

- Watch the video, play the audio, or read the story using the story cards. Pause, repeat words, point to the pictures, ask questions.
- Ask children *Who can dance in the story? (Mummy, Daddy, Dylan and Mimi) Who can't dance at first? (Mimi) Who helps Mimi? The little (bird).*
- Repeat the story. Encourage children to join in with the words and phrases in the story.

Do a dance chant

- Ask: *Do you like the story? Do you want to learn to dance?*
- Lay out the flashcards in the order of the dance movements in the story (arms, legs, head, feet).
- Use percussion, e.g. drum, tambourine. Do actions and say in a rhythmic way *Move your arms like this. Move your legs like this. Move your head like this. Move your feet like this.*
- Children join in saying the chant and doing the actions.

Table time

Pupil's Book p 15



Watch. Listen to the story *I can dance!*



- Read or play the story again. Children listen and follow the story by pointing to the pictures in their books.

Story questions

Picture 1

Are Mummy and Daddy learning to sing? (*No*)
 Can Daddy dance? (*Yes*)

Picture 2

Can Dylan move his arms? (*Yes*)
 Can Mimi move her legs? (*No*)

Picture 3

What can Dylan move? (*His arms/legs/head/feet*)
 Can Dylan dance? (*Yes*)

Circle who helps Mimi learn to dance.

- Children look at the pictures of the characters under the story and circle who helps Mimi learn to dance (the two birds).

Stick the story sticker.

- Children stick on the story sticker.
- Ask *Who can dance at the end of the story?* Children name all the characters.

Closing time

Learning review (see TB p 18)
 Closing routines (see TB p 16)
 Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Picture 4

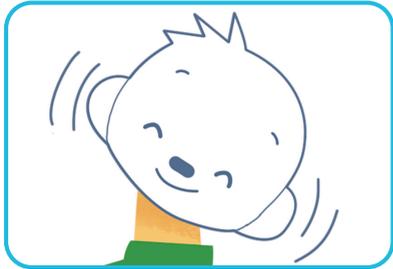
Who is watching Mimi dance? (*Two birds*)
 Is Mimi happy? (*No*)

Picture 5

Do the birds help Mimi to dance? (*Yes*)
 Does Mimi try? (*Yes*)

Picture 6

What can Mimi move? (*Her arms/legs*)
 Can Mimi dance? (*Yes*)



Watch. Listen, point and sing *I can dance. You can dance too.*
Match and colour. Say. **Language:** arms, feet, head, legs; I can (dance).

Learning objectives

- Watch, sing and act out the story song *I can dance. You can dance too!*
- Listen to the story again and identify body parts
- Name parts of the body
- Ask and answer about which parts of the body you can move

Materials

- Class CDs, story cards, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- arms, feet, head, legs

Key language

- Move your (head). I can (dance).

Teacher's tip: Calming technique



Introduce a calming technique to regain children's attention after the lively activity of the story song, e.g. ask the children to sit down very slowly while you count down from six. By the time you reach *one* the children should be seated and calm enough to move on to the next activity.

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (parts of the body) (see TB p 19)

Lesson aims (see TB p 18)

Re-tell the story *I can dance!*

- Play the audio, video or read the story using the story cards.
- Demonstrate that children should wave their arms in the air every time they hear a body word in the story.

Dance chant

- Say *Move your ...* and move your arms. Children supply the word.
- Repeat with other parts of the body from the dance chant in lesson 3 (arms, legs, head, feet).
- Children stand in a circle, say the chant and do the actions.

I can dance. You can dance too! song



CD1 Track 37

- Play the video or audio of the story song. Children watch/listen and move their arms, legs, head and feet as per the song.
- Play the song again. Children listen, watch, sing and dance.
- Ask questions, e.g. *Can you move your feet? Can you dance?* and children respond *Yes, I can / No, I can't.*

Ask Mimi and Dylan.

- Hold up the puppet. Ask Mimi questions and encourage children to join in, e.g. *Can you dance / move your (arms), Mimi? / Yes, I can.*
- Repeat using the flashcard of Dylan.

Match and colour.

- Children match the body parts to the characters. They colour them to match.

Say.

- Children point and name the body parts.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Table time

Pupil's Book p 16

Watch. Listen, point and sing *I can dance. You can dance too!*



CD1 Track 37

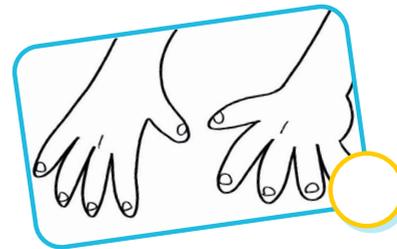
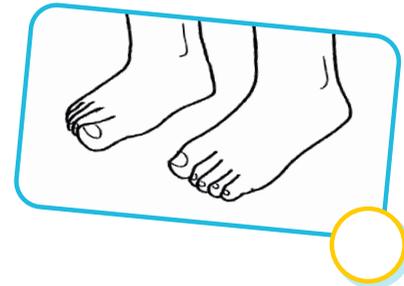
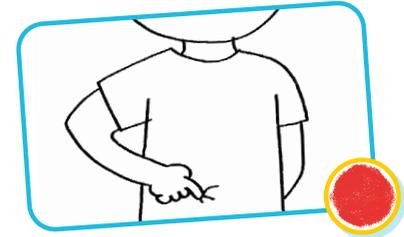
- Play the audio of the song. Children listen, sing and point to the parts of the body on the pictures of Mummy, Daddy, Mimi and Dylan dancing.
- Remember that you can use the karaoke version of the song when children are confident.

Lesson
5

Speaking



My body



Watch. Listen and point. Colour the circles green to show what Uncle Dan can do. Colour the circles red to show what Uncle Dan can't do. Colour the pictures to show what you can do. Answer the questions.
Language: arms, feet, hands, head, legs, tummy; Can you move your (head)? Yes. / No.

17

Learning objectives

- Talk about what you can do
- Watch, understand and enjoy a video
- Identify parts of the body you can move

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- arms, feet, hands, head, legs, tummy

Key language

- Can you move your (head)? Yes. / No.

Teacher's tip: Building confidence in asking questions



Use the Mimi puppet to build children's confidence in asking questions. Point to parts of the puppet's body in turn and get children to ask with you in chorus e.g. *Can you move your head, Mimi?* By asking questions with others, children's confidence will increase, and they will naturally develop appropriate intonation.

Watch the video.



- Explain that Sam and Anna are talking to Uncle Dan. Uncle Dan is learning to dance.
- Play the video of Anna, Sam and Uncle Dan.
- Ask *Can Uncle Dan move his ... (head, hands, arms legs, tummy, feet)?* Children respond *Yes* or *No*.
- Watch again. Pause and children repeat the questions and what Uncle Dan says.
- Ask *Can Uncle Dan dance? Yes!*

Table time

Pupil's Book p 17



Watch. Listen and point.



- Children point to Anna, Sam and Uncle Dan in the photo. Play the audio or video. Children point to the parts of the body as they hear them in the dialogue.

Colour the circles green to show what Uncle Dan can do. Colour the circles red to show what Uncle Dan can't do.

- Play the audio again. Pause it after the first question and answer. Ask *Can Uncle Dan move his head?* Elicit *Yes*. Elicit that the children should colour the spot green and draw attention to the example. Continue with the other questions and answers. In the case of *tummy*, which Uncle Dan can't move, elicit that children should colour the spot red, not green and draw attention to the example. Children colour the spots.
- Play the audio again to check children have coloured the spots correctly. (Green: head, arms; Red: tummy, feet)

CD1 Track 39

Uncle Dan: Look at me, Sam and Anna. I can dance!

Sam: Can you move your head?

Uncle Dan: Yes, I can.

Anna: Can you move your arms?

Uncle Dan: Yes, I can.

Sam: Can you move your tummy?

Uncle Dan: Oh dear. No, I can't.

Anna: Can you move your feet?

Uncle Dan: Oops! No, I can't. Oh dear, I can't dance!

Anna: Try again.

Uncle Dan: Oh alright. Here we go!

Colour the pictures to show what you can do. Answer the questions.

- Children colour the pictures of the parts of the body they can move.
- Ask *Can you move your (head)?* Children answer questions about all the parts of the body.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

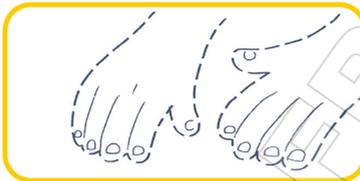
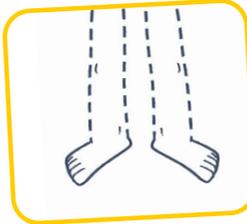
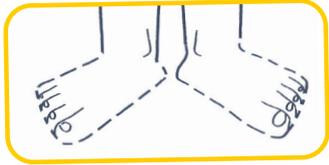
Opening routines (see TB p 16)

Recycling activity (story song) (CD1 Track 37; see TB p 19)

Lesson aims (see TB p 18)

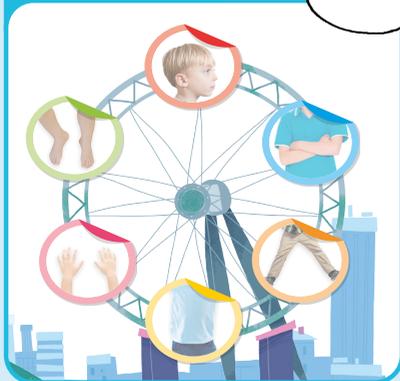
Game: Guess the flashcard.

- Give out the body flashcards to individual children without others seeing.
- Children take turns to move the part of the body depicted on their flashcard. Other children guess.



I can ...

Vocabulary



Story



Speaking



Trace and colour the parts of the body you know. Listen, point and say. Say what you can do. Complete the faces to show what you can do. **Language:** arms, feet, fingers, hands, head, legs, toes, tummy; Can you move your (head)? Yes. / No. I can/can't move my (legs).

Learning objectives

- Review what you have learned in this unit
- Complete a self-evaluation
- Talk about what you can do

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- arms, feet, fingers, hands, head, legs, toes, tummy

Key language

- Can you move your (head)? Yes. / No. I can/can't move my (legs).

Teacher's tip: Trying harder



Get children to say the words they know out loud before they trace and colour them. Remind them of lines from the story and songs and use gesture to prompt their memories as needed. Encourage children to use the same strategy for remembering the words themselves, Sing the line from the Values song (lesson 6) and encourage them to believe that they can do it if they try.

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Recycling activity (see TB p 19)
Lesson aims (see TB p 18)

Parts of the body flashcard games

- Choose one or two flashcard games with the Big Wheel mat and/or the puppet to review main vocabulary (see TB p 20 & 21).

Sing *I can move my head.*



CD1 Track 34

- Play the audio. Children sing and do the actions.
- Children say and show actions they can do.

Game: Thumb to thumb

- Choose a child to be your partner in the game. Say *Thumb to thumb!* and demonstrate touching your thumb to the child's thumb.

- Put the children in pairs.
- Use the puppet to give instructions using all the parts of the body (finger to finger, arm to arm, etc.)

Game: Can you jump?

- Put the children into pairs. Show one of the action flashcards and use the puppet to demonstrate asking the question, e.g. *Can you jump?* One of the pair repeats the question and the other does the actions and says *Yes, I can.*
- Change roles and repeat for all the actions.

Watch the story video.



- Children watch the story video. Ask *Who can dance in the story? Who helps Mimi?*

Table time

Pupil's Book p 18



Trace and colour the parts of the body you know.

- Explain and demonstrate the activity.

Listen, point and say.

- Play the audio. Children listen, point to the parts of the body, and say the words.

CD1 Track 40

Mimi: I'm the teacher! Can you remember the parts of the body, Dylan?

Dylan: Yes, I can. Head.

Mimi: Head.

Dylan: Arms.

Mimi: Arms.

Dylan: Legs.

Mimi: Legs.

Dylan: Tummy.

Mimi: Tummy.

Dylan: Hands.

Mimi: Hands.

Dylan: Feet.

Mimi: Feet.

Dylan: Fingers.

Mimi: Fingers.

Dylan: Toes.

Mimi: Toes. Well done, Dylan! Very good!

Say what you can do.

- Ask children questions about what they can do. Encourage the children to answer the questions.

Complete the faces to show what you can do.

- Explain the three pictures: *I can name parts of the body; I can understand the story; I can talk about what I can do.*
- Demonstrate that children should complete the face with a smile or downturned mouth depending on how well they think they have done in the unit.
- Monitor and encourage children to think positively about their progress.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen, point and sing *I can do it if I try*. Match. Colour what you can do if you try. Say. **Language:** coat, scissors, shoes; I can/can't put on my shoes/coat. I can/can't cut with scissors.



Learning objectives

- Understand the value of making an effort
- Act out the story
- Sing the values song *I can do it if I try*
- Identify what you can do if you try

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- coat, scissors, shoes

Key language

- I can/can't put on my shoes/coat. I can/can't cut with scissors.

Teacher's tip: Encouraging children's belief in their ability to learn



It's important that children believe in their ability to learn and master different skills. For some children, this comes naturally, but others need to be coached. Use positive reinforcement and praise so that children can see the value of their efforts. If children are having difficulty with something, encourage them to persevere by singing the line from the song: *I can do it if I try*.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

I can do it if I try song



CD1 Track 41

- Use the Mimi puppet to say *Listen and find out. What can Mimi and Dylan do if they try?*
- Play the audio. Do actions to support children's understanding of the song (see TB p 51).
- Repeat the actions and words. Children join in.
- Play the audio again. Children sing the song and do the actions.

Table time



Pupil's Book p 19

Listen, point and sing I can do it if I try.



CD1 Track 41

- Focus children on the pictures. Point to them one by one and ask *What's Mimi doing? Can she do it?* Play the song. Children listen, point to the pictures of Mimi succeeding in the activities, and sing.

Match.

- Children match the pictures of Mimi making an effort with the picture of her succeeding at each activity.

Colour what you can do if you try. Say.

- Children colour the pictures of the things they can do if they try.
- Children say what they can do, e.g. *I can (put on my shoes).*

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

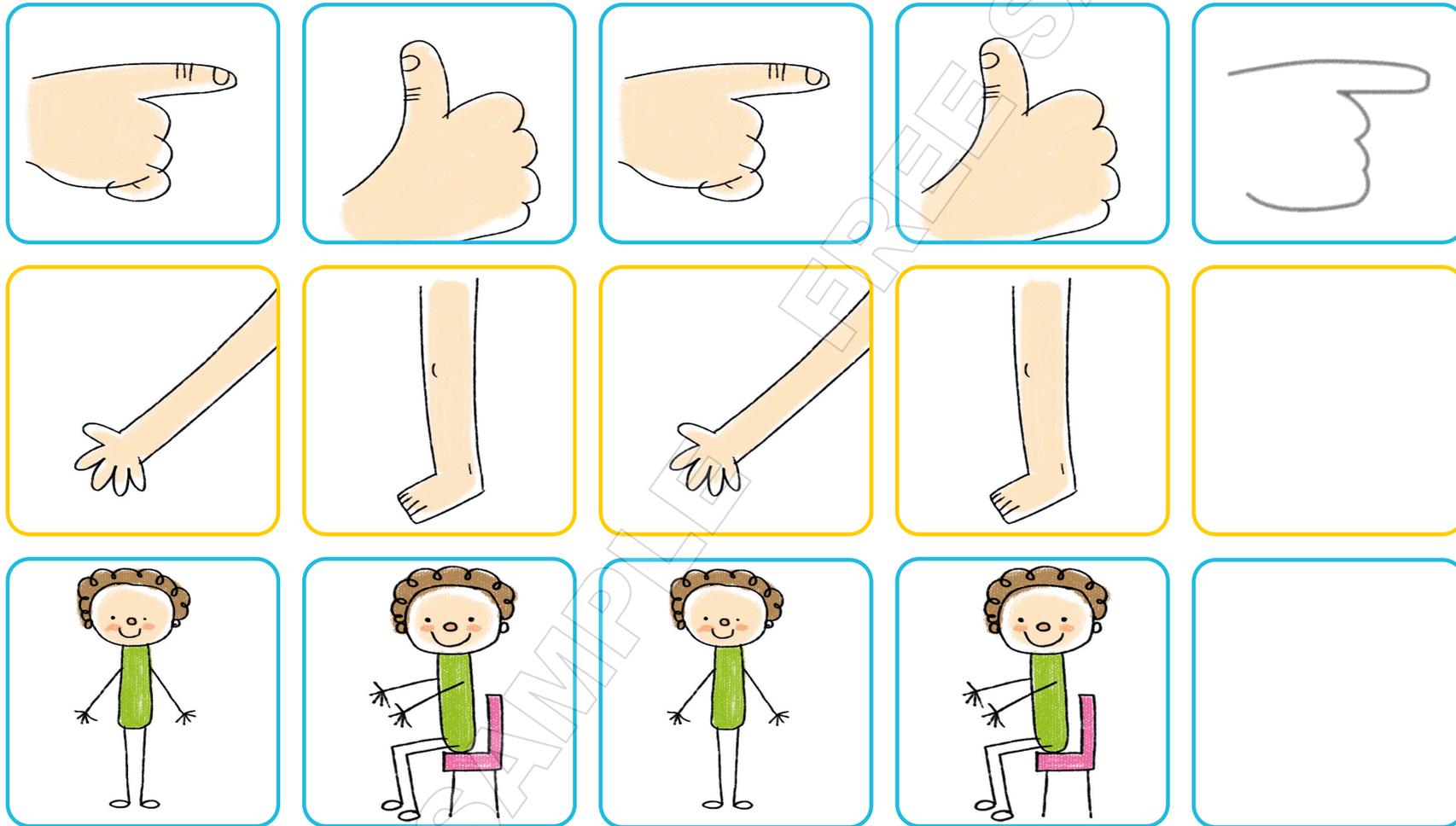
Lesson aims (see TB p 18)

Watch the *I can dance!* story video.



- Play the story video.
- Take the parts of the narrator, monkey, Mummy, Daddy and the birds yourself. Encourage children to join in acting out the story in two groups (Mimi, Dylan).
- Ask e.g. *Can Mimi dance (at first)? (No). Can Dylan dance? (Yes). What does the little bird say to Mimi? (You can dance if you try.)*
- Explain or children guess the meaning of 'try'. Ask e.g. *Do you try when you can't do something? Is it important to try? Why?*

Use the Navio App to listen to the song, and encourage children to do the same at home.



Watch. Listen, point and sing *One finger, one thumb, keep moving*. Draw the next picture in the sequence. Say.
Language: arm, finger, leg, thumb; stand up, sit down, turn round, keep moving

Learning objectives

- Watch, sing and act out the traditional song *One finger, one thumb, keep moving*
- Play an action game
- Identify and say parts of the body and actions

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- arm, finger, leg, thumb

Key language

- stand up, sit down, turn around, keep moving

Teacher's tip: Using actions from the song in a game



To reinforce the new actions from the song, include them in the game *Mimi says*. Have the puppet give different instructions to the children mixing body parts with actions, e.g. *Mimi says turn around. Mimi says show me your thumb.* etc.

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)
 Opening routines (see TB p 16)
 Recycling activity (see TB p 19)
 Lesson aims (see TB p 18)

Game: Mimi says (show me your thumb).

- Say *Show me your thumb!* and demonstrate what you mean.
- Repeat with other parts of the body in the song (finger, arm, leg, head).
- Use the puppet to give instructions in random order. Speed up as children get more confident in responding.

One finger, one thumb, keep moving song



CD1 Track 42

- Say *Stand up. Let's learn the song 'One finger, one thumb, keep moving'.*
- Pre-teach actions for the song (see TB p 51).
- Play the audio. Children listen and do the actions for the song with you.
- Repeat. Children join in singing and doing the actions for the song.

Watch the One finger, one thumb, keep moving song video.



- Children watch the video and join in singing the song and doing the actions with Anna and Sam.

Table time

Pupil's Book p 20

Watch. Listen, point and sing One finger, one thumb, keep moving.



CD1 Track 42

- Play the audio of the song. Children listen, sing and point to the pictures in the sequences as they hear them in the song.

Draw the next picture in the sequence. Say.

- Focus on the first row of pictures. Point to them one by one, saying the word each time. Point to the empty box at the end and ask *What is here?* Elicit *finger*, and demonstrate that children should draw a finger in the box.
- Repeat for the other sequences. Children draw pictures to complete the three sequences (Row 2: arm; Row 3: stand up).
- Children point to the pictures and say the words and actions.

Closing time

Learning review (see TB p 18)
 Closing routines (see TB p 16)
 Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)