

Cheeky Monkey 2 Syllabus Guide

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
Cheeky Monkey 2 Pupil's Book			Introductory unit Cheeky's friends		
<ul style="list-style-type: none"> Getting to know the characters' names Discriminating between 'Hello' and 'Bye-bye' Singing and acting out a song Counting to five 	<i>Hello</i> <i>Bye-bye</i> <i>Cheeky</i> <i>Rory</i> <i>Tom</i> <i>Ellie</i>		<i>girls</i> <i>boys</i> <i>How are you today?</i> <i>I'm fine, thank you</i> <i>See you later</i> <i>lion</i> <i>monkey</i> <i>hand</i> <i>clap</i> <i>one-five</i>	<i>Let's sing ...</i> <i>What's/Who's this?</i> <i>Look!</i> <i>This is ...</i> <i>Shh! Be very quiet</i> <i>Sit down quietly</i> <i>That's right!</i> <i>Well done!</i> <i>What's in the bag?</i> <i>Show me ...</i> <i>Draw ...</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in the characters Develop an awareness of 'Hello' and 'Bye-bye' Respond appropriately to instructions Participate in games and songs Start to develop physical co-ordination and fine motor skills

Cheeky Monkey 2 Pupil's Book			Unit 1 What's the matter?		
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'up' and 'down' Recognising the colours red, yellow and blue Counting to five 	<i>hands</i> <i>arms</i> <i>feet</i> <i>legs</i> <i>fingers</i> <i>toes</i> <i>up/down</i>	<i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>one-five</i>	<i>What's the matter?</i> <i>doctor</i> <i>Can you move your (arms)?</i> <i>My (hands) hurt me!</i> <i>spots</i> <i>Put your hands up/down</i> <i>ill</i> <i>dirty</i> <i>tickle</i> <i>cherry trees</i> <i>swing</i> <i>That's better!</i>	<i>Stand up</i> <i>Turn around</i> <i>Clap your hands</i> <i>Tap</i> <i>Wave</i> <i>Touch ...</i> <i>Make a circle</i> <i>Sit down</i> <i>Sleep</i> <i>It's story time</i> <i>Point to ...</i> <i>Count ...</i> <i>Stick on</i> <i>Match ...</i> <i>Colour</i> <i>Can you draw ...?</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different body parts Start to identify the colours red, yellow and blue Develop an awareness of 'up' and 'down' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills

Cheeky Monkey 2 Pupil's Book			Unit 2 The snowman		
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Recognising different types of weather Recognising the colour pink Counting to five 	<i>coat</i> <i>hat</i> <i>scarf</i> <i>boots</i> <i>T-shirt</i> <i>trainers</i> <i>pink</i> <i>weather</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i>	<i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>one-five</i> <i>eyes</i> <i>arms</i> <i>toes</i> <i>hands</i>	<i>I'm cold!</i> <i>clothes</i> <i>Put (your coat) on</i> <i>school</i> <i>This is a (hat)</i> <i>play time</i> <i>What's the weather like today?</i> <i>snowman</i> <i>rainbow</i> <i>Is it (windy)?</i>	Language used so far plus: <i>Very good!</i> <i>What is it?</i> <i>Listen</i> <i>Stick on ...</i> <i>Touch ...</i> <i>Find ...</i> <i>How many?</i> <i>Excellent!</i> <i>What colour is this?</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different animals and their sounds Start to identify the colour pink Develop an awareness of the weather Respond appropriately to instructions Participate in games, songs and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills

Cheeky Monkey 2 Pupil's Book			Unit 3 The noisy bird		
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'noisy' and 'quiet' Recognising the colours orange and green Counting to five 	<i>tiger</i> <i>elephant</i> <i>crocodile</i> <i>bird</i> <i>lion</i> <i>snake</i> <i>orange</i> <i>green</i> <i>noisy/quiet</i>	<i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>pink</i> <i>monkey</i> <i>one-five</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i>	<i>animal(s)</i> <i>What's that noise?</i> <i>Where's the (elephant)?</i> <i>I can hear (a tiger)</i> <i>Toot</i> <i>Roar</i> <i>Squawk</i> <i>Snap</i> <i>Mummy/Baby bird</i> <i>Be careful!</i> <i>Watch out!</i> <i>Fly</i> <i>Walk</i> <i>Run</i> <i>Jump</i> <i>Swing</i> <i>Wriggle</i> <i>big</i> <i>zoo train</i> <i>clock</i>	Language used so far plus: <i>Please</i> <i>Thank you</i> <i>Close</i> <i>Open your eyes</i> <i>What's missing?</i> <i>It's time to stop!</i> <i>Make the animal noise</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different animals and their sounds Start to identify the colours orange and green Develop an awareness of 'noisy' and 'quiet' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
Cheeky Monkey 2 Pupil's Book				Unit 4 I like bananas	
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'like' and 'don't like' Recognising the colour brown Counting to ten 	<i>sausages</i> <i>eggs</i> <i>tomatoes</i> <i>milkshakes</i> <i>bananas</i> <i>cake</i> <i>ice-cream</i> <i>apples</i> <i>brown</i> <i>six-ten</i> <i>like/don't like</i>	<i>Hello</i> <i>Bye-bye</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>green</i> <i>pink</i> <i>orange</i> <i>one-five</i> <i>red</i> <i>yellow</i> <i>blue</i>	<i>Are you hungry?</i> <i>I'm hungry</i> <i>likes/doesn't like</i> <i>Can I have (sausages), please?</i> <i>eat</i> <i>drink</i> <i>picnic</i> <i>lake</i> <i>hot</i> <i>Do you want (a sausage)?</i> <i>Do you like (ice-cream)?</i> <i>I like (bananas)</i> <i>I don't like (eggs)</i> <i>(Tomatoes) are good for you</i>	Language used so far plus: <i>Where does the (sausage) go?</i> <i>What are these?</i> <i>Circle the ...</i> <i>What can you see?</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different foods Start to identify the colour brown Develop an awareness of 'like' and 'don't like' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills

Cheeky Monkey 2 Pupil's Book				Unit 5 What a surprise!	
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'in' and 'out' Recognising the colour purple Counting to ten 	<i>bedroom</i> <i>bathroom</i> <i>kitchen</i> <i>living room</i> <i>garden</i> <i>door</i> <i>purple</i> <i>in/out</i>	<i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>pink</i> <i>orange</i> <i>green</i> <i>brown</i> <i>one-ten</i> <i>tiger</i> <i>It's sunny</i>	<i>Good morning!</i> <i>Let's go out and play</i> <i>I'm scared!</i> <i>I'm hungry</i> <i>I'm dirty</i> <i>Come with me!</i> <i>Knock on the door</i> <i>Close the door</i> <i>surprise</i>	Language used so far plus: <i>Hands down</i> <i>Trace</i> <i>Point to something ...</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different rooms in a house Develop an awareness of 'in' and 'out' Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills

Cheeky Monkey 2 Pupil's Book				Unit 6 Little Red Riding Hood	
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Listening to the story Acting out the story Singing and acting out a song Discriminating between 'like' and 'don't like' Recognising all the colours Counting to ten 	<i>ears</i> <i>eyes</i> <i>teeth</i> <i>hands</i> <i>legs</i> <i>arms</i> <i>like/don't like</i>	<i>Hello</i> <i>Bye-bye</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>pink</i> <i>green</i> <i>orange</i> <i>brown</i> <i>purple</i> <i>Granny</i> <i>big</i> <i>sausages</i> <i>eggs</i> <i>tomatoes</i> <i>milkshakes</i> <i>apples</i> <i>cake</i> <i>elephant</i> <i>tiger</i> <i>crocodile</i> <i>lion</i> <i>monkey</i> <i>snake</i> <i>one-ten</i>	<i>wolf</i> <i>wood</i> <i>What a surprise!</i> <i>What a lovely day!</i> <i>Where are you going?</i> <i>What big (eyes) you've got!</i> <i>I'm hungry</i>	Language used so far plus: <i>Where do the ... go?</i> <i>What am I?</i>	Children should: <ul style="list-style-type: none"> Demonstrate an interest in what happens in the story Recognise characters in the story Start to discriminate between different body parts Recognise all the colours Respond appropriately to instructions Participate in games, songs, and TPR activities Start to develop spatial orientation, physical co-ordination and fine motor skills

Cheeky Monkey 2 Pupil's Book				Halloween	
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Revising vocabulary, phrases and classroom language from earlier units Singing and acting out a song Using a Press out to practise new vocabulary 	<i>witch</i> <i>owl</i> <i>monster</i>	<i>Hello</i> <i>Bye-bye</i> <i>two</i> <i>eyes</i> <i>mummy</i> <i>daddy</i> <i>sister</i> <i>brother</i>	<i>It's Halloween</i> <i>open/close</i> <i>growl</i> <i>wake up</i> <i>scream</i> <i>moon</i> <i>sun</i> <i>night</i> <i>fly in the sky</i>	<i>What's this?</i> <i>Who's this?</i> <i>That's right!</i> <i>Point to ...</i> <i>Match the ...</i> <i>Let's sing ...</i>	Children should: <ul style="list-style-type: none"> Start to identify the new Halloween vocabulary Recognise with more confidence the revised vocabulary and expressions Respond appropriately to instructions Participate in games and songs

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
Cheeky Monkey 2 Pupil's Book					Christmas
<ul style="list-style-type: none"> Responding to new items of vocabulary via mime, visual recognition, gesture, etc Revising vocabulary, phrases and classroom language from earlier units Singing and acting out a song Using a Press out to practise new vocabulary 	<i>hat</i> <i>coat</i> <i>boots</i> <i>sack</i>	<i>Hello</i> <i>Bye-bye</i> <i>Father Christmas</i> <i>red</i> <i>brown</i> <i>big</i> <i>head</i> <i>feet</i> <i>hands</i> <i>scarf</i> <i>trainers</i> <i>T-shirt</i>	<i>Merry Christmas!</i> <i>down the chimney</i> <i>He's got a ...</i> <i>body</i> <i>Reindeer</i> <i>Happy New Year!</i> <i>friends</i>	<i>What's in the bag?</i> <i>What colour is it?</i> <i>Colour</i> <i>Draw</i>	Children should: <ul style="list-style-type: none"> Start to identify the new Christmas vocabulary Recognise with more confidence the revised vocabulary and expressions Respond appropriately to instructions Participate in games and songs

Cheeky Monkey 2 Busy Book				Unit 1 What's the matter?	
See Key language learning aims for Pupil's Book Unit 1.	<i>head</i> <i>shoulders</i> <i>elbows</i> <i>knees</i>	<i>Hello</i> <i>Bye-bye</i> <i>eyes</i> <i>ears</i> <i>mouth</i> <i>nose</i> <i>arms</i> <i>hands</i> <i>legs</i> <i>feet</i> <i>up</i> <i>down</i> <i>one-five</i>	<i>Look at me!</i> <i>Where are ...?</i> <i>What's this?</i> <i>Who's this?</i> <i>What's missing?</i> <i>Well done!</i> <i>Very good!</i> <i>spots</i>	Language used so far plus: <i>Pass</i> <i>Knee up/down</i>	See Main evaluation criteria for Pupil's Book Unit 1.

Cheeky Monkey 2 Busy Book				Unit 2 The snowman	
See Key language learning aims for Pupil's Book Unit 2.	<i>socks</i> <i>shorts</i> <i>cap</i> <i>dress</i>	<i>Hello</i> <i>Bye-bye</i> <i>coat</i> <i>hat</i> <i>scarf</i> <i>boots</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i> <i>red</i> <i>yellow</i> <i>blue</i> <i>pink</i>	<i>Where are the (socks)?</i> <i>I've got my (shorts)</i> <i>on</i> <i>I'm going out to play</i> <i>What's she wearing?</i> <i>Is there a (yellow scarf)?</i> <i>What can you wear when it's (sunny)?</i>	Language used so far plus: <i>Put (your shorts) on</i>	See Main evaluation criteria for Pupil's Book Unit 2.

Cheeky Monkey 2 Busy Book				Unit 3 The noisy bird	
See Key language learning aims for Pupil's Book Unit 3.	<i>giraffe</i> <i>hippo</i> <i>zebra</i> <i>monkey</i>	<i>Hello</i> <i>Bye-bye</i> <i>tiger</i> <i>elephant</i> <i>crocodile</i> <i>bird</i> <i>lion</i> <i>snake</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i> <i>noisy/quiet</i> <i>one-five</i>	<i>What's the weather like today?</i> <i>Where's the (hippo)?</i> <i>It's the (giraffe).</i> <i>Let's be (monkeys).</i> <i>What animals can you see?</i> <i>Who's the winner?</i> <i>The (giraffe) is the winner!</i>	Language used so far plus: <i>What's different?</i> <i>Put the (hippo) in the noisy box.</i>	See Main evaluation criteria for Pupil's Book Unit 3.

Cheeky Monkey 2 Busy Book				Unit 4 I like bananas	
See Key language learning aims for Pupil's Book Unit 4.	<i>fish</i> <i>bread</i> <i>salad</i> <i>juice</i>	<i>Hello</i> <i>Bye-bye</i> <i>sausages</i> <i>eggs</i> <i>tomatoes</i> <i>milkshakes</i> <i>bananas</i> <i>cake</i> <i>ice-cream</i> <i>apples</i> <i>It's raining</i> <i>It's snowing</i> <i>It's windy</i> <i>It's sunny</i> <i>red</i> <i>yellow</i> <i>green</i> <i>pink</i> <i>orange</i> <i>brown</i>	<i>What's the weather like today?</i> <i>lunchtime</i> <i>I'm hungry</i> <i>I want some (fish)</i> <i>What's for lunch?</i> <i>Do you like (salad)?</i> <i>eat</i> <i>drink</i> <i>Where's the (salad)?</i> <i>Here's the (bread)</i>	Language used so far plus: <i>Stand up if you like (salad)</i> <i>I spy something (green)</i> <i>pass</i>	See Main evaluation criteria for Pupil's Book Unit 4.

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
Cheeky Monkey 2 Busy Book			Unit 5 What a surprise!		
See Key language learning aims for Pupil's Book Unit 5.	<i>sofa table TV chair</i>	<i>Hello Bye-bye bedroom bathroom kitchen living room bed door in bananas six-ten</i>	<i>What a sunny day! Here's the ... In my house there's a ... Where's Cheeky? He's under/on/behind the ... Sit down Eat ... Hurry up!</i>	Language used so far plus: <i>Can you see the ...? Watch ...</i>	See Main evaluation criteria for Pupil's Book Unit 5.

Cheeky Monkey 2 Busy Book			Unit 6 Little Red Riding Hood		
See Key language learning aims for Pupil's Book Unit 6.	<i>tree picnic wolf house</i>	<i>Hello Bye-bye big ears eyes teeth hands legs arms table sofa TV chair fish bread salad juice bananas sausages apples eggs Granny one-ten</i>	<i>Look at the wolf! Please go away He's very hungry Eat</i>	Language used so far plus: <i>Is he ...? Find the ... Show me the ...? Can you see the ...? Show your teeth</i>	See Main evaluation criteria for Pupil's Book Unit 6.

Cheeky Monkey 2 Busy Book			Spring		
<ul style="list-style-type: none"> Introducing new items of vocabulary Revising vocabulary from earlier units Singing and acting out a song 	<i>sun sky butterfly flower</i>	<i>Hello Bye-bye pink yellow red orange blue one-ten</i>	<i>It's spring! It's (blue) like the (sky)</i>	Language used so far.	Children should: <ul style="list-style-type: none"> Start to identify the new vocabulary Recognise the revised vocabulary Respond appropriately to instructions Participate in games and songs

Cheeky Monkey 2 Busy Book			Halloween		
See Key language learning aims for Pupil's Book Halloween.	<i>witch owl monster</i>	<i>Hello Bye-bye big nose red</i>	<i>It's Halloween! Walk/fly like a ...</i>	Language used so far plus: <i>You're a ...</i>	See Main evaluation criteria for Pupil's Book Halloween.

Cheeky Monkey 2 Busy Book			Christmas		
See Key language learning aims for Pupil's Book Christmas.	<i>hat coat boots sack</i>	<i>Hello Bye-bye Father Christmas red brown blue one-two head feet hands tree</i>	<i>It's Christmas! Put your (coat) on Merry Christmas ... down the chimney</i>	Language used so far.	See Main evaluation criteria for Pupil's Book Christmas.

Cheeky Monkey 2 Busy Book			Carnival		
See Key language learning aims for Spring.	<i>cowboy clown policeman</i>	<i>Hello Bye-bye hat coat trainers boots nose big brown red blue</i>	<i>It's Carnival! I'm a ... I've got a ... Let's dance and sing</i>	Language used so far.	See Main evaluation criteria for Spring.