

## Hello Jack Syllabus Guide

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
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### Pupil's Book

#### Introductory Unit: Hello, friends!

<ul style="list-style-type: none"> <li>Feel happy about being in school and in an English class. (C5)</li> <li>Get to know the new characters' names. (C1)</li> <li>Discriminate between <i>Hello</i> and <i>Bye-bye</i>. (C1) (C5)</li> <li>Listen to and join in with a song. (C1)</li> </ul>	<i>Hello, bye-bye</i> <i>Jack, Danny,</i> <i>Katie, Fluffy</i>	<i>What's your name?</i> <i>It's ...</i>	<i>Let's sing / stop / listen / put ...</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Listen carefully!</i> <i>Yes! / No!</i> <i>Point to ...</i> <i>Colour ...</i> <i>Where's ...?</i> <i>What's in ...?</i>	Children should: <ul style="list-style-type: none"> <li>begin to identify the course characters.</li> <li>use appropriate actions to accompany a song.</li> <li>begin to follow instructions appropriately.</li> <li>participate in games.</li> <li>respect classroom rules.</li> <li>be able to handle a pencil / crayon.</li> </ul>
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#### 1 Jack's classroom

<ul style="list-style-type: none"> <li>Feel happy about being in school and in an English class. (C5)</li> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Identify and respond to the concepts of <i>good</i> and <i>bad</i> behaviour. (C1)</li> <li>Recognise the colour <i>red</i>. (C1)</li> <li>Recognise the number 1. (C1) (C2)</li> <li>Emotional intelligence: understand the importance of good behaviour in the classroom. (C1) (C5) (C8)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)</li> </ul>	<i>Teacher, table, crayon, chair</i> <i>Good boy, bad boy</i> <i>Red</i> Number 1	<i>Hello / bye-bye</i> <i>Jack, Danny,</i> <i>Katie, Fluffy</i>  <i>Hooray!</i> <i>It's school today!</i> <i>In the classroom.</i> <i>This is our / my ...</i> <i>Please be quiet!</i> <i>My ...</i> <i>He's lost a feather.</i> <i>Look! Wow!</i> <i>Well done to ...</i>	<i>Let's sing / stop / listen put / find ...!</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Listen carefully!</i> <i>Yes! / No!</i> <i>Point to ...</i> <i>Colour ...</i> <i>Touch your ...</i> <i>Help me ...</i> <i>Trace ...</i> <i>Stick the stickers ...</i> <i>Show me / Find the ...</i> <i>Where's ...?</i> <i>What's ...?</i> <i>Who's this? ...</i> <i>What colour is it / this?</i> <i>How many ...?</i> <i>If you are wearing ...</i> <i>They are the same / different.</i> <i>It's story time!</i>	Children should: <ul style="list-style-type: none"> <li>begin to identify some classroom words.</li> <li>recognise the colour <i>red</i>.</li> <li>understand the concept of the number 1.</li> <li>listen attentively to the story and respond non-verbally when invited.</li> <li>use appropriate actions to accompany a song.</li> <li>begin to follow instructions appropriately.</li> <li>participate in games.</li> <li>respect classroom rules.</li> <li>be able to handle a pencil / crayon.</li> </ul>
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#### 2 The face puzzle

<ul style="list-style-type: none"> <li>Feel happy about being in school and in an English class. (C5)</li> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Identify and respond to the concepts of <i>big</i> and <i>small</i>. (C1)</li> <li>Recognise the colour <i>blue</i>. (C1)</li> <li>Recognise the number 2. (C1) (C2)</li> <li>Emotional intelligence: understand the importance of playing together. (C1) (C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)</li> </ul>	<i>Ears, mouth, nose, eyes</i> <i>Big, small, Blue</i> Number 2	<i>Hello / bye-bye</i> <i>Jack, Danny,</i> <i>Katie, Fluffy</i> Number 1 <i>Good / bad</i>  <i>Face</i> <i>... are making</i> <i>Come and see!</i> <i>It's a puzzle.</i> <i>Let's count!</i> <i>Where's / Where are ...?</i> <i>Well done to ...</i> <i>He's lost a feather.</i> <i>Look!</i>	<i>Let's sing / stop / listen / point / put / say ...!</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Yes! / No!</i> <i>Point to / with ...</i> <i>Colour ...</i> <i>Touch your ...</i> <i>Help me ...</i> <i>Trace ...</i> <i>Stick the stickers ...</i> <i>Show me / Find the ...</i> <i>Where's ...?</i> <i>What's ...?</i> <i>Who's this?</i> <i>What colour is it / this?</i> <i>If you are wearing ...</i> <i>They are the same / different.</i> <i>It's story time!</i>	Children should: <ul style="list-style-type: none"> <li>begin to identify some face words.</li> <li>recognise the colour <i>blue</i>.</li> <li>understand the concept of the number 2.</li> <li>listen attentively to the story and respond non-verbally when invited.</li> <li>use appropriate actions to accompany a song.</li> <li>begin to follow instructions appropriately.</li> <li>participate in games.</li> <li>respect classroom rules.</li> <li>be able to handle a pencil / crayon.</li> </ul>
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>3 Where's teddy?</b>					
<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1)</li> <li>• Listen to and join in with a song. (C1)</li> <li>• Listen and respond to a story. (C1)</li> <li>• Identify and respond to the concepts of <i>tidy</i> and <i>untidy</i>. (C1)</li> <li>• Recognise the colour <i>yellow</i>. (C1)</li> <li>• Recognise the number 3. (C1) (C2)</li> <li>• Emotional intelligence: understand the importance of tidying up. (C1) (C5)</li> <li>• My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)</li> </ul>	<p><i>Doll, car, ball, teddy</i> <i>Tidy, untidy</i> <i>Yellow</i> Number 3</p>	<p><i>Hello / bye-bye</i> <i>Jack, Danny, Katie, Fluffy</i> Numbers 1, 2</p>	<p><i>Toys</i> <i>I like my ...</i> <i>Hee, brm, bounce, grr!</i> <i>... is playing with / tidying up.</i> <i>I like ...</i> <i>Where is ...?</i> <i>Here's ...</i> <i>What a tidy bedroom!</i> <i>He's lost a feather.</i> <i>Stop!</i></p>	<p><i>Let's sing / stop / listen / point / put / count ...!</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Yes! / No!</i> <i>Point to ...</i> <i>Colour ...</i> <i>Help me ...</i> <i>Trace ...</i> <i>Stick the stickers ...</i> <i>Show me / find the feather.</i> <i>Draw ...</i> <i>Look!</i> <i>Where's ...?</i> <i>What's ...?</i> <i>What colour is it / this?</i> <i>How many ...?</i> <i>If you are wearing ...</i> <i>They are the same / different.</i> <i>It's story time!</i> <i>Let's tidy up!</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>• begin to identify some toy words.</li> <li>• recognise the colour <i>yellow</i>.</li> <li>• understand the concept of the number 3.</li> <li>• listen attentively to the story and respond non-verbally when invited.</li> <li>• use appropriate actions to accompany a song.</li> <li>• begin to follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>
<b>4 Let's dress up!</b>					
<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1)</li> <li>• Listen to and join in with a song. (C1)</li> <li>• Listen and respond to a story. (C1)</li> <li>• Identify and respond to the concepts of <i>boy</i> and <i>girl</i>. (C1)</li> <li>• Recognise the colour <i>green</i>. (C1)</li> <li>• Recognise the number 4. (C1) (C2)</li> <li>• Emotional intelligence: understand the importance of sharing. (C1) (C5)</li> <li>• My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)</li> </ul>	<p><i>Hat, trousers, skirt, boots</i> <i>Boy, girl</i> <i>Green</i> Number 4</p>	<p><i>Hello / bye-bye</i> <i>Jack, Danny, Katie, Fluffy</i> <i>Big, small</i> <i>Good / bad</i> Numbers 1, 2, 3</p>	<p><i>Clothes</i> <i>Let's dress up!</i> <i>Look at the ...</i> <i>... are looking for ...</i> <i>I've got a ...</i> <i>Cowboy/cowgirl</i> <i>... are happy.</i> <i>Put on your ...</i> <i>He's lost a feather.</i></p>	<p><i>Let's sing / stop / listen / point / put / count ...!</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Yes! / No!</i> <i>Point to ...</i> <i>Colour ...</i> <i>Help me ...</i> <i>Stick the stickers ...</i> <i>Show me / find the feather.</i> <i>Draw ...</i> <i>Look!</i> <i>Circle</i> <i>Match...</i> <i>Where's ...?</i> <i>What's ...?</i> <i>What colour is it/ this?</i> <i>How many?</i> <i>If you are wearing ...</i> <i>They are the same / different.</i> <i>It's story time!</i> <i>Let's tidy up!</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>• begin to identify some clothes words.</li> <li>• recognise the colour <i>green</i>.</li> <li>• understand the concept of the number 4.</li> <li>• listen attentively to the story and respond non-verbally when invited.</li> <li>• use appropriate actions to accompany a song.</li> <li>• begin to follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>
<b>5 Where's baby?</b>					
<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1)</li> <li>• Listen to and join in with a song. (C1)</li> <li>• Listen and respond to a story. (C1)</li> <li>• Identify and respond to the concepts of <i>happy</i> and <i>sad</i>. (C1)</li> <li>• Recognise four colours. (C1)</li> <li>• Recognise the numbers 1-4. (C1) (C2)</li> <li>• Emotional intelligence: recognise when someone is happy or sad. (C1) (C5)</li> <li>• My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)</li> </ul>	<p><i>Mummy, daddy, grandma, baby</i> <i>Happy, sad</i></p>	<p><i>Hello / bye-bye</i> <i>Jack, Danny, Katie, Fluffy</i> <i>Red, blue, yellow, green</i> Numbers 1-4 <i>Good</i></p>	<p><i>I love ...</i> <i>... loves me too!</i> <i>Where's ...?</i> <i>... is / are looking for ...</i> <i>I don't know.</i> <i>Here's ...</i> <i>(Sleeping) on a chair / chairs.</i> <i>Sit down there!</i> <i>He's lost a feather.</i></p>	<p><i>Let's sing / stop / listen / point / put / find ...!</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Yes! / No!</i> <i>Point to ...</i> <i>Colour ...</i> <i>Help me ...</i> <i>Trace ...</i> <i>Stick the stickers ...</i> <i>Show me / find the feather.</i> <i>Draw</i> <i>Look!</i> <i>Circle ...</i> <i>Where's ...?</i> <i>What's ...?</i> <i>What colour is it / this?</i> <i>How many?</i> <i>They are the same / different.</i> <i>It's story time!</i> <i>Let's tidy up!</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>• begin to identify some family words.</li> <li>• recognise and use the colours.</li> <li>• understand and use the numbers 1-4.</li> <li>• listen attentively to the story and respond verbally or non-verbally when invited.</li> <li>• use appropriate actions to accompany a song and be able to sing along.</li> <li>• follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>5 Jack's picnic</b>					
<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1)</li> <li>• Listen to and join in with a song. (C1)</li> <li>• Listen and respond to a story. (C1)</li> <li>• Identify and respond to the concepts of <i>hungry</i> and <i>thirsty</i>. (C1)</li> <li>• Recognise four colours. (C1)</li> <li>• Recognise the numbers 1-4. (C1) (C2)</li> <li>• Emotional intelligence: recognise how to eat well. (C1) (C5)</li> <li>• My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)</li> </ul>	<i>Sandwiches, biscuits, juice, apples</i> <i>Hungry, thirsty</i>	<i>Hello / bye-bye</i> <i>Jack, Danny, Katie, Fluffy</i> <i>Red, blue, yellow, green</i> Numbers 1-4 <i>Good</i>	<i>Food</i> <i>It's a / our picnic</i> <i>I like ...</i> <i>I'm full.</i> <i>In the park.</i> <i>Pick up the ...</i> <i>Where's / Here's the ...</i> <i>Let's eat!</i> <i>What's your favourite colour?</i> <i>Eat ...</i> <i>Drink some ...</i> <i>He's lost a feather.</i> <i>Stop!</i> <i>What does Jack need?</i>	<i>Let's sing / stop / listen / point / put / find ...!</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Yes! / No!</i> <i>Point to ...</i> <i>Colour ...</i> <i>Help me ...</i> <i>Stick the stickers ...</i> <i>Show me / find the feather.</i> <i>Look!</i> <i>Circle ...</i> <i>Where's ...?</i> <i>What's ...?</i> <i>What colour is this?</i> <i>How many ...?</i> <i>If you like ...</i> <i>They are the same / different.</i> <i>It's story time!</i> <i>Let's tidy up!</i>	Children should: <ul style="list-style-type: none"> <li>• begin to identify some food words.</li> <li>• recognise and use the colours.</li> <li>• understand and use the numbers 1-4.</li> <li>• listen attentively to the story and respond verbally or non-verbally when invited.</li> <li>• use appropriate actions to accompany a song and be able to sing along.</li> <li>• follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>

## Plus Book

### 7 Look after your pet!

<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1)</li> <li>• Listen to and join in with a song. (C1)</li> <li>• Listen and respond to a story. (C1)</li> <li>• Identify and respond to the concepts of <i>swimming</i>, <i>running</i>, <i>playing</i> and <i>hiding</i>. (C1)</li> <li>• Recognise four colours. (C1)</li> <li>• Recognise the numbers 1-4. (C1) (C2)</li> <li>• Emotional intelligence: recognise how to look after animals. (C1) (C5)</li> <li>• My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)</li> </ul>	<i>Cat, dog, fish, mouse</i> <i>Swimming, running, playing, hiding</i>	<i>Hello / bye-bye</i> <i>Jack, Danny, Katie, Fluffy</i> <i>Red, blue, yellow, green</i> Numbers 1-4 <i>Happy, sad</i> <i>Good</i>	<i>Pet</i> <i>Meow, woof, splash, squeak</i> <i>I've got a ...</i> <i>My ... likes playing / running / swimming / hiding.</i> <i>Where's my pet?</i> <i>Stop!</i> <i>Look after your ...</i> <i>Let's count!</i> <i>Be a ...</i> <i>He's lost a feather.</i>	<i>Let's sing / stop / listen / point / put ...!</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Yes! / No!</i> <i>Point to ...</i> <i>Colour ...</i> <i>Help me!</i> <i>Stick on the ...</i> <i>Show me / find the feather.</i> <i>Draw ...</i> <i>Look!</i> <i>Circle ...</i> <i>Where's ...?</i> <i>What's ...?</i> <i>What colour is it?</i> <i>How many ...?</i> <i>If you like ...</i> <i>They are the same / different.</i> <i>It's story time!</i> <i>Let's tidy up!</i>	Children should: <ul style="list-style-type: none"> <li>• begin to identify some pet words and noises.</li> <li>• recognise and use the colours.</li> <li>• understand and use the numbers 1-4.</li> <li>• listen attentively to the story and respond verbally or non-verbally when invited.</li> <li>• use appropriate actions to accompany a song and be able to sing along.</li> <li>• follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>
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### 8 Let's go on a bike!

<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1)</li> <li>• Listen to and join in with a song. (C1)</li> <li>• Listen and respond to a story. (C1)</li> <li>• Identify and respond to the concepts of <i>noisy</i> and <i>quiet</i>. (C1)</li> <li>• Recognise four colours. (C1)</li> <li>• Recognise the numbers 1-4. (C1) (C2)</li> <li>• Emotional intelligence: recognise how to ride a bike well. (C1) (C5)</li> <li>• My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7)</li> </ul>	<i>Bus, train, car, bike</i> <i>Noisy, quiet</i>	<i>Hello / bye-bye</i> <i>Jack, Danny, Katie, Fluffy</i> <i>Red, blue, yellow, green</i> Numbers 1-4 <i>Good / bad</i>	<i>Transport</i> <i>Going on holiday.</i> <i>Let's go on / in a ...</i> <i>It's too noisy! It's quiet!</i> <i>Happy summer holiday!</i> <i>Here comes ...</i> <i>Whoo, hoo! Vroom! Beep!</i> <i>Ting a ling!</i> <i>Be a ...</i> <i>He's lost a feather.</i> <i>Stop!</i>	<i>Let's sing / stop / listen / point / put / count ...!</i> <i>Very good! Well done!</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Listen carefully!</i> <i>Yes! / No!</i> <i>Point to ...</i> <i>Colour ...</i> <i>Help me!</i> <i>Trace ...</i> <i>Stick on the ...</i> <i>Show me / find the feather.</i> <i>Draw ...</i> <i>Look!</i> <i>Where's ...?</i> <i>What's ...?</i> <i>What colour is it?</i> <i>How many?</i> <i>They are the same / different.</i> <i>It's story time!</i> <i>Let's tidy up!</i>	Children should: <ul style="list-style-type: none"> <li>• begin to identify some transport words.</li> <li>• recognise and use the colours.</li> <li>• understand and use the numbers 1-4.</li> <li>• listen attentively to the story and respond verbally or non-verbally when invited.</li> <li>• use appropriate actions to accompany a song and be able to sing along.</li> <li>• follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>Festivals</b>					
<b>Halloween</b>					
<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1)</li> <li>• Listen to a song using the Press out. (C1)</li> </ul>	<p><i>Witch, cat, broom, moon</i></p>	<p><i>Hello / Bye-bye Jack Yellow</i></p>	<p><i>I'm a ... Here's a ...</i></p>	<p><i>Let's sing / stop / listen / point / put ... Very good! Sit down! Stand up! Be quiet! Yes! No! Point to ... Colour ... Help me! Look! Where's ...? What's in ...?</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>• begin to identify some Halloween words.</li> <li>• use appropriate actions to accompany a song.</li> <li>• begin to follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>
<b>Christmas</b>					
<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1)</li> <li>• Listen to and join in with a song. (C1)</li> <li>• Listen to a song using the Press out. (C1)</li> </ul>	<p><i>Christmas tree, present, light, star</i></p>	<p><i>Hello / Bye-bye Jack Yellow</i></p>	<p><i>Listen to me! Point with ...</i></p>	<p><i>Let's sing / stop / listen / point / put ... Very good! Sit down! Stand up! Be quiet! Yes! No! Point to ... Colour ... Help me! Look! Where's ...? What's in ...?</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>• begin to identify some Christmas words.</li> <li>• use appropriate actions to accompany a song.</li> <li>• begin to follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>
<b>Easter</b>					
<ul style="list-style-type: none"> <li>• Feel happy about being in school and in an English class. (C5)</li> <li>• Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1)</li> </ul>	<p><i>Flower, egg, bunny, cake</i></p>	<p><i>Hello / Bye-bye Jack Red, blue, yellow, green</i></p>	<p><i>Look! Hooray! It's Easter! ... Sniff, yum, munch, hooray</i></p>	<p><i>Let's sing / stop / listen / point / put ... Very good! Sit down! Stand up! Be quiet! Listen carefully! Yes! No! Point to ... Colour ... Help me! Look! Where's ...? What's in ...?</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>• begin to identify some Easter words.</li> <li>• use appropriate actions to accompany a song and be able to sing along.</li> <li>• follow instructions appropriately.</li> <li>• participate in games.</li> <li>• respect classroom rules.</li> <li>• be able to handle a pencil / crayon.</li> </ul>

## Captain Jack 1 Syllabus Guide

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>Pupil's Book</b>					
<b>Introductory Unit: Hello, Captain Jack!</b>					
<ul style="list-style-type: none"> <li>Get to know the new characters' names. (C1)</li> <li>Discriminate between Hello and Bye-bye. (C1)</li> <li>Recognise colours. (C1)</li> <li>Count to four. (C1) (C2)</li> <li>Listen to a song using the Press out. (C1)</li> </ul>	<i>Captain Jack, Danny, Katie, Fluffy</i> <i>Hello, bye-bye</i> <i>Pink, brown</i> Numbers 1-4	<i>Red, yellow, blue, green</i>   Numbers 1-4	<i>I'm ...</i> <i>Let's play!</i> <i>Play with me!</i> <i>Pirate hats</i>	<i>Yes! / No!</i> <i>Be quiet!</i> <i>Who's got ...?</i> <i>Point to ...</i> <i>Trace ...</i> <i>Colour ...</i> <i>Let's ...</i> <i>Sit down!</i> <i>Tidy up!</i> <i>Listen!</i> <i>Look!</i> <i>What's in ...?</i> <i>Who's this?</i> <i>How many ...?</i>	Children should: <ul style="list-style-type: none"> <li>demonstrate an interest in the characters.</li> <li>develop an awareness of Hello and Bye-bye.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> </ul>
<b>1 Captain Jack's game</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /t/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>big</i> and <i>small</i>. (C1)</li> <li>My world: how to wash your hands. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand the importance of listening to others. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Head, arms, hands, legs, toes, tummy</i> <i>Big, small</i> <i>Water, soap, towel</i> Numbers 5-6	<i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-4	<i>Look at my ...</i> <i>Wave / Clap / Touch / Tickle / Shake your ...</i> <i>Spider</i> <i>On your ...</i> <i>Do you want to play?</i> <i>Listen to me.</i> <i>How many ...?</i>	<i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...? / It's</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Listen! / Look!</i> <i>Very good! / Well done!</i> <i>What's this?</i> <i>Hands up!</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /t/ sound correctly while saying the tongue twister.</li> <li>attempt to show personal autonomy when washing their hands.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>big</i> and <i>small</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
<b>2 The pirate ship</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /h/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>hot</i> and <i>cold</i>. (C1)</li> <li>My world: personal autonomy – how to get dressed. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand which clothes are required in different weather. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Trousers, jumper, coat, hat, shorts, t-shirt</i> <i>Shoes, socks</i> <i>Hot, cold</i>	<i>Yellow, red, green, blue, pink, brown</i> Numbers 1-6 <i>Hello /bye-bye</i> <i>Legs, tummy, head</i>	<i>Put on your ...</i> <i>Take off your ...</i> <i>It's very ...</i> <i>Put your ... on your ...</i> <i>Can you ...?</i> <i>What colour is it?</i> <i>How many ...?</i> <i>Jump up and down!</i> <i>Turn around!</i>	<i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What's this?</i> <i>What is it?</i> <i>Where is ...?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Hop</i> <i>Put on your ... when it's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Tidy up!</i> <i>Listen!</i> <i>Very good! / Well done!</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /h/ sound correctly while saying the tongue twister.</li> <li>attempt to show personal autonomy when getting dressed.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>hot</i> and <i>cold</i>, and the clothes associated with each state.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>3 Save water!</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /g/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>happy</i> and <i>sad</i>. (C1)</li> <li>My world: helping at home. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand the importance of good behaviour. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Mummy, baby brother, daddy, grandma, grandpa, sister</i> <i>Happy, sad</i> <i>Cook, tidy up, lay the table</i>	<i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6	<i>I love you!</i> <i>Here's a hug for you!</i> <i>Stop that!</i> <i>Turn off ...</i> <i>When ...</i> <i>I shout hurray!</i> <i>Let's play!</i> <i>I cry boo hoo!</i>	<i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Tidy up!</i> <i>Listen!</i> <i>Very good! / Well done!</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /g/ sound correctly while saying the tongue twister.</li> <li>attempt to show willingness to help at home.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>happy</i> and <i>sad</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
<b>4 Let's play!</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /b/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>noisy</i> and <i>quiet</i>. (C1)</li> <li>My world: emotional intelligence – how to play together. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand other people's feelings. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Ball, teddy, balloon, scooter, car, doll</i> <i>Noisy, quiet, angry</i>	<i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6	<i>Let's play with ...</i> <i>Grr, brrr, bounce, hee, whee, pop</i> <i>Stop!</i> <i>Be quiet!</i> <i>What a good idea!</i>	<i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up!</i> <i>Sit down!</i> <i>Listen!</i> <i>Very good! / Well done!</i> <i>What is it?</i> <i>How many?</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /b/ sound correctly while saying the tongue twister.</li> <li>attempt to identify how people feel.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>noisy</i> and <i>quiet</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
<b>5 The melon seed</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /m/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>dirty</i> and <i>clean</i>. (C1)</li> <li>My world: natural environment – the life cycle of a plant. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand how you feel. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Apple, orange, pear, lemon, cherry, melon</i> <i>Dirty, clean</i> <i>Seed, plant, eating</i> Colour: <i>orange</i>	<i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6 <i>Big, small</i> <i>Hands</i>	<i>Yummy</i> <i>... in the ground</i> <i>Water the seed</i> <i>Here comes the sun</i> <i>Grows</i> <i>Show me your ...</i> <i>I like / We love ...</i> <i>Enough for everyone!</i> <i>... for you and me!</i> <i>Wash your ...</i>	<i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Tidy up!</i> <i>Listen!</i> <i>Very good! / Well done!</i> <i>Give out the ...</i> <i>How many?</i> <i>Where's ...?</i> <i>Who's this?</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /m/ sound correctly while saying the tongue twister.</li> <li>attempt to describe the life cycle of a plant.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>dirty</i> and <i>clean</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>6 Fun on the farm!</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /d/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>up</i> and <i>down</i>. (C1)</li> <li>My world: understand where food comes from. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand how to behave on a farm. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Pig, hen, cow, horse, dog, rabbit</i> <i>Up, down</i> <i>Eggs, milk, ham</i>	<i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6	<i>On the farm there is a ...</i> <i>Cluck, woof, boing, oink, moo, neigh</i> <i>Come down the hill with me</i> <i>I'm a ...</i> <i>I hop, jump, fly</i> <i>Quickly!</i> <i>Can I jump on?</i> <i>Into the tree</i> <i>Thank you</i> <i>Don't forget!</i> <i>Wear your helmets</i> <i>Be careful!</i>	<i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>How many?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Listen!</i> <i>Very good! / Well done!</i> <i>Who's / What's this?</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /d/ sound correctly while saying the tongue twister.</li> <li>attempt to show understanding of where food come from.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>up</i> and <i>down</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>

## Plus Book

### 7 Fly butterfly!

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /c/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>outside</i> and <i>inside</i>. (C1)</li> <li>My world: natural environment – the life cycle of a butterfly. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand the importance of friendship. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Bee, bird, butterfly, duck, ant, caterpillar</i> <i>Outside, inside</i> <i>Eggs, chrysalis</i>	<i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6	<i>I can ...</i> <i>Fly, buzz, walk, wriggle</i> <i>I'm a ...</i> <i>... like me!</i> <i>Can I play with you?</i> <i>You can't ...</i> <i>Why?</i> <i>Me, too!</i> <i>Where are you?</i> <i>Peek a boo!</i> <i>How many ...?</i> <i>Yes, please!</i> <i>Fantastic!</i> <i>I'm so...</i>	<i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour ...</i> <i>Who's got ...?</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Listen!</i> <i>Very good! / Well done!</i> <i>What's this?</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /c/ sound correctly while saying the tongue twister.</li> <li>attempt to show understanding of the life cycle of a butterfly.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>outside</i> and <i>inside</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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### 8 The sea! Yipee!

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /s/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>dangerous</i> and <i>safe</i>. (C1)</li> <li>My world: recycling paper, glass and plastic. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand how to keep yourself safe at the beach. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Sea, sunglasses, sun hat, armbands, rubber ring, sun cream</i> <i>Safe, dangerous, very dangerous</i> <i>Blue bin, green bin, yellow bin</i>	<i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6	<i>Put on ...</i> <i>We're ...</i> <i>Can we go swimming?</i> <i>Look!</i> <i>The flag is ...</i> <i>Remember!</i> <i>For you and me!</i>	<i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Listen!</i> <i>Very good! / Well done!</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /s/ sound correctly while saying the tongue twister.</li> <li>attempt to show an awareness of how to recycle.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>dangerous</i> and <i>safe</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
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## Festivals

### Halloween

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Use a Press out to practise new vocabulary. (C1)</li> </ul>	<p><i>Pumpkin, bat, cat, spider, ghost</i></p>	<p><i>Hello / bye-bye Up, down</i></p>	<p><i>Listen! Abracadabra! What's that sound? Flap! Miaow! Hee! Tickle me! Woo! Happy Halloween to you!</i></p>	<p><i>Do you want to ...? Is this the ...? Yes! / No! Be quiet! Point to ... Draw ... Let's ... Listen! Find ... Match Very good! Well done!</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>respond appropriately to activity instructions.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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### Christmas

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Recognise colours. (C1)</li> <li>Use a Press out to practise new vocabulary. (C1)</li> </ul>	<p><i>Father Christmas, snow, Christmas tree, bell, present</i></p>	<p><i>Hello / bye-bye Hat Hot, cold</i></p>	<p><i>Jingle bells! Ho, Ho! Put on your ...</i></p>	<p><i>Do you want to ...? Yes! / No! Be quiet! Point to ... Draw ... Let's ... Listen! Colour! What's this / missing? Very good! Well done!</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>respond appropriately to activity instructions.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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### Easter

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> </ul>	<p><i>Egg, eyes, beak, chick</i></p>	<p><i>Hello, bye-bye Head</i></p>	<p><i>It's a / an ... Cheep! Happy Easter!</i></p>	<p><i>Do you want to ...? Is this the ...? Yes! / No! Be quiet! Point to ... Let's ... Listen! Look! Find Match Colour! What's this / missing? Very good! Well done!</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>respond appropriately to activity instructions.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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## Captain Jack 2 Syllabus Guide

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
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### Pupil's Book

#### Introductory Unit: Abracadabra!

<ul style="list-style-type: none"> <li>Remember the characters' names. (C1)</li> <li>Discriminate between <i>Hello</i> and <i>Bye-bye</i>. (C1)</li> <li>Recognise colours. (C1)</li> <li>Count to six. (C1) (C2)</li> <li>Listen to and join in with a song. (C1)</li> </ul>	<i>Captain Jack, Danny, Katie, Fluffy</i> <i>Black, white, orange, purple</i>	<i>Hello, bye-bye</i> <i>Red, yellow, blue, green, brown, pink</i> Numbers 1-3	<i>Characters</i> <i>Abracadabra!</i> <i>How are you?</i> <i>I'm fine, thank you!</i> <i>Who is it?</i> <i>Who's this?</i> <i>I'm ...</i> <i>All aboard with me!</i> <i>Pirate ship</i> <i>What's in the treasure chest?</i> <i>Wand</i> <i>Star</i>	<i>Let's see / sing / listen / get ready / play / go...</i> <i>Sit down! Stand up!</i> <i>Be quiet!</i> <i>Tiptoe</i> <i>Trace ...</i> <i>Colour ...</i> <i>Point to ...</i> <i>Yes!</i> <i>No!</i> <i>What colour is ...?</i> <i>Is it...?</i> <i>Very good / Well done!</i> <i>Look!</i>	Children should: <ul style="list-style-type: none"> <li>demonstrate an interest in the characters.</li> <li>develop an awareness of <i>Hello</i> and <i>Bye-bye</i>.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>participate in games and songs.</li> <li>start to develop physical coordination and fine motor skills.</li> </ul>
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#### 1 The dragon

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /f/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>big</i> and <i>small</i>. (C1)</li> <li>My world: personal hygiene. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: appreciate that we are all special and unique. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Face, eyes, ears, nose, mouth, hair</i> <i>Big, small</i> <i>Wash your face, brush your hair, brush your teeth, wash your hands</i> Numbers 7-10	<i>Hello / bye-bye</i> Colours Body Numbers 1-6 <i>Happy, sad</i>	<i>Dragon</i> <i>Telescope</i> <i>This is (my) ...</i> <i>I've / You've / It's got ...</i> <i>Look, listen, sniff, munch, swish</i> <i>Here's ...</i> <i>I can see / fly ...</i> <i>Where are we?</i> <i>Over there!</i> <i>I'm / We're scared!</i> <i>We're safe!</i> <i>Do your magic!</i> <i>Is it body or face?</i> <i>Can you ...?</i> <i>... jumps on board like this.</i>	(As above, plus:) <i>Let's</i> <i>follow / count</i> <i>Show me ...</i> <i>Touch your ...</i> <i>Trace ...</i> <i>Match ...</i> <i>Find ...</i> <i>Draw ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Run</i> <i>Stop!</i> <i>Hands up!</i> <i>Close your eyes</i> <i>Arms out! Turn around</i> <i>Stick on the ...</i> <i>What's this? / What are these?</i> <i>How many ... can you see?</i> <i>That's right!</i> <i>Is that right?</i> <i>Who's got ...?</i> <i>Where's ...?</i> <i>Do you want to ...?</i> <i>It's story time!</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /f/ sound correctly while saying the tongue twister.</li> <li>attempt to show personal autonomy when getting washed and brushing their hair and teeth.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>big</i> and <i>small</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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#### 2 The classroom

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /p/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>good</i> and <i>bad</i> behaviour. (C1)</li> <li>My world: good and bad behaviour at school. C1, C3, C5, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand how to help in the classroom. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Table, chair, crayon, pencil, rubber, book</i> <i>Good / bad</i> <i>behaviour</i> <i>Line up, sit up, hands up</i>	<i>Hello /bye-bye</i> Colours Numbers 1-10 <i>Please, thank you</i>	<i>Who's got the (book)?</i> <i>In my classroom there's a ...</i> <i>Ben can't find ...</i> <i>Can I have a ... please?</i> <i>Here you are.</i> <i>What do you say?</i> <i>Remember</i> <i>Pick up your (book)!</i> <i>This is the way we ...</i> <i>Look after ...</i> <i>Put away your ..., please!</i> <i>Put it away.</i> <i>Is (Anna) looking after her pencil?</i> <i>Do you (put your hands up)?</i> <i>Is this ...?</i>	(As above, plus:) <i>What is it?</i> <i>Where are the ...?</i> <i>What's missing?</i> <i>Open, close, rub out, put, sit</i> <i>Is this a (pencil) or a (rubber)?</i> <i>What's Captain Jack hiding?</i> <i>I spy with my little eye</i> <i>What has Captain Jack got?</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /p/ sound correctly while saying the tongue twister.</li> <li>attempt to show understanding of the difference between good and bad behaviour at school.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>good</i> and <i>bad</i> behaviour at school.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>3 Let's clean up!</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /b/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>clean</i> and <i>dirty</i>. (C1)</li> <li>My world: good behaviour – being tidy. (C1, C5, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Recognise shapes. (C1, C2)</li> <li>Emotional intelligence: understand how to keep clean. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Polar bear, penguin, seal, whale, fish, bird</i> <i>Clean, dirty</i> <i>Bedroom, playground, classroom</i> <i>Tidy, untidy</i> <i>Circle, triangle, star, square, rectangle</i>	<i>Hello / bye-bye</i> Colours Numbers 1-10 <i>Happy, sad</i> <i>It's cold!</i>	<i>Come in</i> <i>Let's begin</i> <i>Sail in the pirate ship.</i> <i>What can you see?</i> <i>A (seal) is looking at me.</i> <i>I like ...</i> <i>What's the matter?</i> <i>Today</i> <i>Why?</i> <i>The water's dirty / clean!</i> <i>Let's swim</i> <i>We can / can't (play)</i> <i>Up in the air</i> <i>Everywhere</i> <i>Be a ...</i>	(As above, plus:) <i>Can the (animals) (play)?</i> <i>Is the water dirty or clean?</i> <i>Is the (polar bear) happy or sad?</i> <i>Is the (classroom) tidy or untidy?</i> <i>What shape is it?</i> <i>Let's tidy up</i> <i>What animal can you see?</i> <i>Is the boy / girl being clean in the classroom?</i> <i>Don't make a noise.</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /b/ sound correctly while saying the tongue twister.</li> <li>attempt to show understanding of the importance of keeping your immediate surroundings and the environment clean.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>identify shapes.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>clean</i> and <i>dirty</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>

#### 4 Peter's birthday

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /k/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>light</i> and <i>dark</i>. (C1)</li> <li>My world: daily routines around the home. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Recognise shapes. (C1, C2)</li> <li>Emotional intelligence: understand how other people feel. (C1, C3, C5)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Bedroom, living room, bathroom, kitchen, garage, garden</i> <i>Light, dark</i> <i>Sleep, cook, wash</i> <i>Angry</i>	<i>Hello / bye-bye</i> Colours Numbers Family Toys Shapes <i>Happy / sad</i>	<i>Where is she?</i> <i>Is she / are you in the ...?</i> <i>No, he / she isn't here.</i> <i>It's his house!</i> <i>I love you! Here's a hug.</i> <i>It's Peter's / my birthday.</i> <i>Come on ...</i> <i>The light is on / off.</i> <i>Let's turn off the light.</i> <i>Peter turns on the light.</i> <i>Surprise!</i> <i>Happy birthday!</i> <i>Cake, hat, candle, balloon</i> <i>He's six today.</i> <i>Let's blow out the candles!</i> <i>I can / can't see.</i> <i>Is teddy there on the chair?</i> <i>Teddy is there.</i> <i>Lamp</i> <i>We cook / sleep / wash in the kitchen / bedroom / bathroom.</i> <i>Do you (sleep) in ...?</i> <i>Where do you (sleep)?</i> <i>He's (wash)ing ...</i> <i>You're in the (bedroom).</i> <i>Mummy is in the (kitchen).</i>	(As above, plus:) <i>Very good work!</i> <i>Where does the ... go?</i> <i>Can you see?</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /k/ sound correctly while saying the tongue twister.</li> <li>attempt to identify how other people feel.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>identify shapes.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>light</i> and <i>dark</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>5 London weather!</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /w/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>wet</i> and <i>dry</i>. (C1)</li> <li>My world: natural environment – the seasons (C1, C3)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Recognise shapes (C1, C2)</li> <li>Emotional intelligence: understand how to dress and behave in bad weather. (C1, C3, C5, C8)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Sunny, windy, snowing, foggy, cloudy, raining</i> <i>Wet, dry</i> <i>Spring, summer, autumn, winter</i>	<i>Hello / bye-bye</i> Colours Numbers 1-10 Clothes <i>Bedroom, living room, bathroom, kitchen</i> Parts of the body Shapes <i>Good / bad behaviour</i> <i>Sit up!</i> <i>Line up!</i> <i>Happy / sad</i>	<i>How are you?</i> <i>I'm fine, thank you!</i> <i>What's the weather like?</i> <i>Is it (snowing)?</i> <i>It's ...</i> <i>I can't / can see</i> <i>What a horrible / lovely day!</i> <i>Bus</i> <i>We're in London.</i> <i>Let's see London.</i> <i>Put on your ...</i> <i>Dry your (arms).</i> <i>How many seasons are there?</i> <i>There are ...</i> <i>Umbrella, towel</i>	(As above, plus:) <i>Try again!</i> <i>Stand in order</i> <i>How many ... are there?</i> <i>Is the boy / girl correctly dressed?</i> <i>Let's clap a flashcard!</i> <i>What's number one?</i> <i>Is that right?</i> <i>Shall we see ...?</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /w/ sound correctly while saying the tongue twister.</li> <li>attempt to describe the weather in different seasons.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>identify shapes.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>wet</i> and <i>dry</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>

## 6 The house of sweets

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /s/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>hungry</i> and <i>thirsty</i>. (C1)</li> <li>My world: healthy and unhealthy food (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Recognise shapes (C1, C2)</li> <li>Emotional intelligence: understand how to eat healthily. (C1, C3, C8)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Chocolate, sweets, lemonade, salad, orange juice, sandwiches</i> <i>Hungry, thirsty</i> <i>Biscuits, cereal, cake</i>	Fruit <i>Ham, milk, eggs</i> Colours Numbers Shapes	<i>Captain Jack is eating / drinking ...</i> <i>I like / don't like ...</i> <i>Yum!</i> <i>... having a picnic.</i> <i>A house of sweets / fruit</i> <i>Me too.</i> <i>Let's have a picnic.</i> <i>There's ...</i> <i>Do you want (some) ...?</i> <i>Yes, please. / No, thank you.</i> <i>She's a witch.</i> <i>I want (more).</i> <i>Delicious</i> <i>What does Jack want?</i> <i>He wants ...</i> <i>Is (cereal) healthy?</i> <i>Who likes ...?</i> <i>Do you like?</i> <i>We get (milk) from the (cow).</i> <i>It's healthy.</i> <i>If you like (sandwiches) ...</i> <i>Eat ... / Drink ...</i>	(As above, plus:) <i>Clap, jump, tap ...</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /s/ sound correctly while saying the tongue twister.</li> <li>attempt to classify healthy and unhealthy food.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>identify shapes.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>hungry</i> and <i>thirsty</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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## Plus Book

### 7 The pram

<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /h/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>up</i> and <i>down</i>. (C1)</li> <li>My world: road safety (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Emotional intelligence: understand what you want to grow up to be (C1, C5, C8)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Policeman, cook, hairdresser, doctor, teacher, footballer</i> <i>Up, down</i> <i>Safe, dangerous</i>	Colours Numbers Clothes Hungry Doll Square	<i>I'm a (teacher).</i> <i>Bounce, brush, stir</i> <i>Pram</i> <i>Oh, no!</i> <i>Run up / down the hill</i> <i>Can you help me, please?</i> <i>Yes, I / we can.</i> <i>Let's run as fast as we can.</i> <i>Let's stop the pram.</i> <i>Safe</i> <i>Thank you, everyone.</i> <i>He's got a ...</i> <i>Whistle, ball, spoon</i> <i>Is it safe or dangerous?</i> <i>I'm wearing ...</i> <i>Who wants to be a teacher?</i> <i>If you want to be a ...</i> <i>I want to be a ...</i> <i>What do you want to be?</i>	(As above, plus:) <i>Who am I?</i> <i>Who is behind ...?</i> <i>Run, hop, shake, jump, wiggle your nose, fly, walk</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /h/ sound correctly while saying the tongue twister.</li> <li>attempt to show understanding of road safety.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>up</i> and <i>down</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
<b>8 Fluffy is fast!</b>					
<ul style="list-style-type: none"> <li>Identify and respond to new vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Listen and respond to a story. (C1)</li> <li>Phonics: practise and respond to the /n/ sound. (C1)</li> <li>Identify and respond to the concepts of <i>fast</i> and <i>slow</i>. (C1)</li> <li>My world: how people travel. (C1, C3, C8)</li> <li>Recognise colours. (C1)</li> <li>Recognise and understand the concept of numbers. (C1, C2)</li> <li>Recognise shapes. (C1), (C2)</li> <li>Emotional intelligence: understand how to win and lose. (C1, C5, C8)</li> <li>My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7)</li> </ul>	<i>Bike, helicopter, train, car, ship, plane</i> <i>Fast, slow</i> <i>On land, in the air, on the sea</i>	Colours Numbers Shapes <i>Good / bad behaviour</i>	<i>The (helicopter) goes ...</i> <i>Woosh, zoom, splash, choo, brm, ring</i> <i>It's sunny.</i> <i>Let's play.</i> <i>Let's have a race!</i> <i>Ready, steady, go.</i> <i>Captain Jack flies past ...</i> <i>The bike is fast.</i> <i>I'm fast, too.</i> <i>Fluffy is slow.</i> <i>I'm tired. I want a rest!</i> <i>He's sleeping.</i> <i>Noisy</i> <i>You are slow / fast.</i> <i>(Planes) go fast / slow.</i> <i>The / A (train) goes on ...</i> <i>Up in the air</i> <i>Everywhere</i> <i>Let's go on holiday.</i>	(As above, plus:) <i>Change places.</i> <i>Is ... fast or slow?</i> <i>Yes! It's a ...</i> <i>No! It isn't a ...</i>	Children should: <ul style="list-style-type: none"> <li>recognise and respond to new vocabulary via mime, gesture, etc.</li> <li>demonstrate an understanding of the story.</li> <li>attempt to produce the /n/ sound correctly while saying the tongue twister.</li> <li>attempt to show an awareness of people travelling in different ways</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>identify shapes.</li> <li>respond appropriately to activity instructions.</li> <li>understand the concepts of <i>fast</i> and <i>slow</i>.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
<b>Festivals</b>					
<b>Halloween</b>					
<ul style="list-style-type: none"> <li>Identify and respond to Halloween vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Recognise and respond to the concept of numbers. (C1, C2)</li> </ul>	<i>Witch</i>	<i>Eyes, ears, nose, mouth</i> Numbers 1-5	<i>Far, far away</i> <i>... go flying</i>	(As above)	Children should: <ul style="list-style-type: none"> <li>recognise and respond to Halloween vocabulary via mime, gesture, etc.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
<b>Christmas</b>					
<ul style="list-style-type: none"> <li>Identify and respond to Christmas vocabulary. (C1)</li> <li>Listen to and join in with a song. (C1)</li> <li>Recognise and respond to the concept of numbers. (C1, C2)</li> <li>Use a Press out to practise Christmas vocabulary. (C1, C8)</li> </ul>	<i>Christmas tree, present, car, ball, teddy, scooter</i>	Numbers 1-10	<i>Merry Christmas!</i> <i>Look under ...</i> <i>Lots of presents</i> <i>Brrm, bounce, gr, whee</i>	(As above)	Children should: <ul style="list-style-type: none"> <li>recognise and respond to Christmas vocabulary via mime, gesture, etc.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>
<b>Easter</b>					
<ul style="list-style-type: none"> <li>Identify and respond to Easter vocabulary. (C1)</li> <li>Recognise colours. (C1)</li> <li>Listen to and join in with a song. (C1, C6)</li> <li>Recognise and respond to the concept of numbers. (C1, C2)</li> <li>Use a Press out to practise Easter vocabulary. (C1) (C8)</li> </ul>	<i>Easter bunny</i> <i>Easter eggs</i>	Colours Numbers 1-10	<i>Happy Easter!</i> <i>Jump up and down!</i> <i>The Easter bunny's got ...</i> <i>... in his basket.</i>	(As above)	Children should: <ul style="list-style-type: none"> <li>recognise and respond to Easter vocabulary via mime, gesture, etc.</li> <li>identify colours.</li> <li>understand the concept of numbers.</li> <li>respond appropriately to activity instructions.</li> <li>show confidence in the face of activities which require concentration.</li> </ul>