

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"> Feel happy about being in school and in an English class. (C5) Get to know the new characters' names. (C1) Discriminate between <i>Hello</i> and <i>Bye-bye</i>. (C1) (C5) Listen to and join in with a song. (C1) 	<p><i>Hello, bye-bye Jack, Danny, Katie, Fluffy</i></p>		<p><i>What's your name? It's ...</i></p>	<p><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></p>	<p>Children should:</p> <ul style="list-style-type: none"> begin to identify the course characters. use appropriate actions to accompany a song. begin to follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.
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1 Jack's classroom

<ul style="list-style-type: none"> Feel happy about being in school and in an English class. (C5) Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Identify and respond to the concepts of <i>good</i> and <i>bad behaviour</i>. (C1) Recognise the colour <i>red</i>. (C1) Recognise the number 1. (C1) (C2) Emotional intelligence: understand the importance of good behaviour in the classroom. (C1) (C5) (C8) My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7) 	<p><i>Teacher, table, crayon, chair Good boy, bad boy Red Number 1</i></p>	<p><i>Hello / bye-bye Jack, Danny, Katie, Fluffy</i></p>	<p><i>Hooray! It's school today! In the classroom. This is our / my ... Please be quiet! My ... He's lost a feather. Look! Wow! Well done to ...</i></p>	<p><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></p>	<p>Children should:</p> <ul style="list-style-type: none"> begin to identify some classroom words. recognise the colour <i>red</i>. understand the concept of the number 1. listen attentively to the story and respond non-verbally when invited. use appropriate actions to accompany a song. begin to follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.
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2 The face puzzle

<ul style="list-style-type: none"> Feel happy about being in school and in an English class. (C5) Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Identify and respond to the concepts of <i>big</i> and <i>small</i>. (C1) Recognise the colour <i>blue</i>. (C1) Recognise the number 2. (C1) (C2) Emotional intelligence: understand the importance of playing together. (C1) (C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7) 	<p><i>Ears, mouth, nose, eyes Big, small, Blue Number 2</i></p>	<p><i>Hello / bye-bye Jack, Danny, Katie, Fluffy Number 1 Good / bad</i></p>	<p><i>Face ... are making Come and see! It's a puzzle. Let's count! Where's / Where are ...? Well done to ... He's lost a feather. Look!</i></p>	<p><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></p>	<p>Children should:</p> <ul style="list-style-type: none"> begin to identify some face words. recognise the colour <i>blue</i>. understand the concept of the number 2. listen attentively to the story and respond non-verbally when invited. use appropriate actions to accompany a song. begin to follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
3 Where's teddy?					
<ul style="list-style-type: none"> Feel happy about being in school and in an English class. (C5) Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Identify and respond to the concepts of <i>tidy</i> and <i>untidy</i>. (C1) Recognise the colour <i>yellow</i>. (C1) Recognise the number 3. (C1) (C2) Emotional intelligence: understand the importance of tidying up. (C1) (C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7) 	<i>Doll, car, ball, teddy</i> <i>Tidy, untidy</i> <i>Yellow</i> Number 3	<i>Hello / bye-bye</i> <i>Jack, Danny, Katie, Fluffy</i> Numbers 1, 2	<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>	<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>	Children should: <ul style="list-style-type: none"> begin to identify some toy words. recognise the colour <i>yellow</i>. understand the concept of the number 3. listen attentively to the story and respond non-verbally when invited. use appropriate actions to accompany a song. begin to follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.

4 Let's dress up!					
<ul style="list-style-type: none"> Feel happy about being in school and in an English class. (C5) Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Identify and respond to the concepts of <i>boy</i> and <i>girl</i>. (C1) Recognise the colour <i>green</i>. (C1) Recognise the number 4. (C1) (C2) Emotional intelligence: understand the importance of sharing. (C1) (C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7) 	<i>Hat, trousers, skirt, boots</i> <i>Boy, girl</i> <i>Green</i> Number 4	<i>Hello / bye-bye</i> <i>Jack, Danny, Katie, Fluffy</i> <i>Big, small</i> <i>Good / bad</i> Numbers 1, 2, 3	<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>	<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>	Children should: <ul style="list-style-type: none"> begin to identify some clothes words. recognise the colour <i>green</i>. understand the concept of the number 4. listen attentively to the story and respond non-verbally when invited. use appropriate actions to accompany a song. begin to follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.

5 Where's baby?					
<ul style="list-style-type: none"> Feel happy about being in school and in an English class. (C5) Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Identify and respond to the concepts of <i>happy</i> and <i>sad</i>. (C1) Recognise four colours. (C1) Recognise the numbers 1-4. (C1) (C2) Emotional intelligence: recognise when someone is happy or sad. (C1) (C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7) 	<i>Mummy, daddy, grandma, baby</i> <i>Happy, sad</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>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>	<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>	Children should: <ul style="list-style-type: none"> begin to identify some family words. recognise and use the colours. understand and use the numbers 1-4. listen attentively to the story and respond verbally or non-verbally when invited. use appropriate actions to accompany a song and be able to sing along. follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
6 Jack's picnic					
<ul style="list-style-type: none"> Feel happy about being in school and in an English class. (C5) Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Identify and respond to the concepts of <i>hungry</i> and <i>thirsty</i>. (C1) Recognise four colours. (C1) Recognise the numbers 1-4. (C1) (C2) Emotional intelligence: recognise how to eat well. (C1) (C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7) 	<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"> begin to identify some food words. recognise and use the colours. understand and use the numbers 1-4. listen attentively to the story and respond verbally or non-verbally when invited. use appropriate actions to accompany a song and be able to sing along. follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.

Plus Book

7 Look after your pet!					
<ul style="list-style-type: none"> Feel happy about being in school and in an English class. (C5) Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Identify and respond to the concepts of <i>swimming</i>, <i>running</i>, <i>playing</i> and <i>hiding</i>. (C1) Recognise four colours. (C1) Recognise the numbers 1-4. (C1) (C2) Emotional intelligence: recognise how to look after animals. (C1) (C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7) 	<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"> begin to identify some pet words and noises. recognise and use the colours. understand and use the numbers 1-4. listen attentively to the story and respond verbally or non-verbally when invited. use appropriate actions to accompany a song and be able to sing along. follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.

8 Let's go on a bike!					
<ul style="list-style-type: none"> Feel happy about being in school and in an English class. (C5) Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Identify and respond to the concepts of <i>noisy</i> and <i>quiet</i>. (C1) Recognise four colours. (C1) Recognise the numbers 1-4. (C1) (C2) Emotional intelligence: recognise how to ride a bike well. (C1) (C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1) (C7) 	<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! Vruum! 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"> begin to identify some transport words. recognise and use the colours. understand and use the numbers 1-4. listen attentively to the story and respond verbally or non-verbally when invited. use appropriate actions to accompany a song and be able to sing along. follow instructions appropriately. participate in games. respect classroom rules. be able to handle a pencil / crayon.

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"> • Feel happy about being in school and in an English class. (C5) • Identify and respond to new vocabulary. (C1) • Listen to and join in with a song. (C1) • Listen to a song using the Press out. (C1) 	<i>Witch, cat, broom, moon</i>	<i>Hello / Bye-bye Jack Yellow</i>	<i>I'm a ... Here's a ...</i>	<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>	Children should: <ul style="list-style-type: none"> • begin to identify some Halloween words. • use appropriate actions to accompany a song. • begin to follow instructions appropriately. • participate in games. • respect classroom rules. • be able to handle a pencil / crayon.
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Christmas

<ul style="list-style-type: none"> • Feel happy about being in school and in an English class. (C5) • Identify and respond to new vocabulary. (C1) • Listen to and join in with a song. (C1) • Listen to a song using the Press out. (C1) 	<i>Christmas tree, present, light, star</i>	<i>Hello / Bye-bye Jack Yellow</i>	<i>Listen to me! Point with ...</i>	<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>	Children should: <ul style="list-style-type: none"> • begin to identify some Christmas words. • use appropriate actions to accompany a song. • begin to follow instructions appropriately. • participate in games. • respect classroom rules. • be able to handle a pencil / crayon.
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Easter

<ul style="list-style-type: none"> • Feel happy about being in school and in an English class. (C5) • Identify and respond to new vocabulary. (C1) • Listen to and join in with a song. (C1) 	<i>Flower, egg, bunny, cake</i>	<i>Hello / Bye-bye Jack Red, blue, yellow, green</i>	<i>Look! Hooray! It's Easter! ... Sniff, yum, munch, hooray</i>	<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>	Children should: <ul style="list-style-type: none"> • begin to identify some Easter words. • use appropriate actions to accompany a song and be able to sing along. • follow instructions appropriately. • participate in games. • respect classroom rules. • be able to handle a pencil / crayon.
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Captain Jack 1 Syllabus Guide

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
Pupil's Book					
Introductory Unit: Hello, Captain Jack!					
<ul style="list-style-type: none"> Get to know the new characters' names. (C1) Discriminate between Hello and Bye-bye. (C1) Recognise colours. (C1) Count to four. (C1) (C2) Listen to a song using the Press out. (C1) 	<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>	<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"> demonstrate an interest in the characters. develop an awareness of Hello and Bye-bye. identify colours. understand the concept of numbers. respond appropriately to activity instructions.
1 Captain Jack's game					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /t/ sound. (C1) Identify and respond to the concepts of <i>big</i> and <i>small</i>. (C1) My world: how to wash your hands. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand the importance of listening to others. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /t/ sound correctly while saying the tongue twister. attempt to show personal autonomy when washing their hands. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>big</i> and <i>small</i>. show confidence in the face of activities which require concentration.
2 The pirate ship					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /h/ sound. (C1) Identify and respond to the concepts of <i>hot</i> and <i>cold</i>. (C1) My world: personal autonomy – how to get dressed. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand which clothes are required in different weather. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /h/ sound correctly while saying the tongue twister. attempt to show personal autonomy when getting dressed. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>hot</i> and <i>cold</i>, and the clothes associated with each state. show confidence in the face of activities which require concentration.

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

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
6 Fun on the farm!					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /d/ sound. (C1) Identify and respond to the concepts of <i>up</i> and <i>down</i>. (C1) My world: understand where food comes from. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand how to behave on a farm. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /d/ sound correctly while saying the tongue twister. attempt to show understanding of where food come from. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>up</i> and <i>down</i>. show confidence in the face of activities which require concentration.

Plus Book

7 Fly butterfly!					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /c/ sound. (C1) Identify and respond to the concepts of <i>outside</i> and <i>inside</i>. (C1) My world: natural environment – the life cycle of a butterfly. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand the importance of friendship. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /c/ sound correctly while saying the tongue twister. attempt to show understanding of the life cycle of a butterfly. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>outside</i> and <i>inside</i>. show confidence in the face of activities which require concentration.

8 The sea! Yipee!

<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /s/ sound. (C1) Identify and respond to the concepts of <i>dangerous</i> and <i>safe</i>. (C1) My world: recycling paper, glass and plastic. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand how to keep yourself safe at the beach. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /s/ sound correctly while saying the tongue twister. attempt to show an awareness of how to recycle. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>dangerous</i> and <i>safe</i>. show confidence in the face of activities which require concentration.
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
Festivals					
Halloween					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Use a Press out to practise new vocabulary. (C1) 	<i>Pumpkin, bat, cat, spider, ghost</i>	<i>Hello / bye-bye Up, down</i>	<i>Listen! Abracadabra! What's that sound? Flap! Miaow! Hee! Tickle me! Woo! Happy Halloween to you!</i>	<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>	Children should: <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. respond appropriately to activity instructions. show confidence in the face of activities which require concentration.
Christmas					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Recognise colours. (C1) Use a Press out to practise new vocabulary. (C1) 	<i>Father Christmas, snow, Christmas tree, bell, present</i>	<i>Hello / bye-bye Hat Hot, cold</i>	<i>Jingle bells! Ho, Ho! Put on your ...</i>	<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>	Children should: <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. respond appropriately to activity instructions. show confidence in the face of activities which require concentration.
Easter					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) 	<i>Egg, eyes, beak, chick</i>	<i>Hello, bye-bye Head</i>	<i>It's a / an ... Cheep! Happy Easter!</i>	<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>	Children should: <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. respond appropriately to activity instructions. show confidence in the face of activities which require concentration.

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"> Remember the characters' names. (C1) Discriminate between <i>Hello</i> and <i>Bye-bye</i>. (C1) Recognise colours. (C1) Count to six. (C1) (C2) Listen to and join in with a song. (C1) 	<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"> demonstrate an interest in the characters. develop an awareness of <i>Hello</i> and <i>Bye-bye</i>. identify colours. understand the concept of numbers. respond appropriately to activity instructions. participate in games and songs. start to develop physical coordination and fine motor skills.
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1 The dragon

<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /f/ sound. (C1) Identify and respond to the concepts of <i>big</i> and <i>small</i>. (C1) My world: personal hygiene. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: appreciate that we are all special and unique. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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 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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /f/ sound correctly while saying the tongue twister. attempt to show personal autonomy when getting washed and brushing their hair and teeth. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>big</i> and <i>small</i>. show confidence in the face of activities which require concentration.
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2 The classroom

<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /p/ sound. (C1) Identify and respond to the concepts of <i>good</i> and <i>bad behaviour</i>. (C1) My world: good and bad behaviour at school. C1, C3, C5, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand how to help in the classroom. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<i>Table, chair, crayon, pencil, rubber, book</i> <i>Good / bad 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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /p/ sound correctly while saying the tongue twister. attempt to show understanding of the difference between good and bad behaviour at school. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>good</i> and <i>bad behaviour</i> at school. show confidence in the face of activities which require concentration.
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Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
3 Let's clean up!					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /b/ sound. (C1) Identify and respond to the concepts of <i>clean</i> and <i>dirty</i>. (C1) My world: good behaviour – being tidy. (C1, C5, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Recognise shapes. (C1, C2) Emotional intelligence: understand how to keep clean. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /b/ sound correctly while saying the tongue twister. attempt to show understanding of the importance of keeping your immediate surroundings and the environment clean. identify colours. understand the concept of numbers. identify shapes. respond appropriately to activity instructions. understand the concepts of <i>clean</i> and <i>dirty</i>. show confidence in the face of activities which require concentration.

4 Peter's birthday					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /k/ sound. (C1) Identify and respond to the concepts of <i>light</i> and <i>dark</i>. (C1) My world: daily routines around the home. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Recognise shapes. (C1, C2) Emotional intelligence: understand how other people feel. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /k/ sound correctly while saying the tongue twister. attempt to identify how other people feel. identify colours. understand the concept of numbers. identify shapes. respond appropriately to activity instructions. understand the concepts of <i>light</i> and <i>dark</i>. show confidence in the face of activities which require concentration.

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
5 London weather!					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /w/ sound. (C1) Identify and respond to the concepts of <i>wet</i> and <i>dry</i>. (C1) My world: natural environment – the seasons (C1, C3) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Recognise shapes (C1, C2) Emotional intelligence: understand how to dress and behave in bad weather. (C1, C3, C5, C8) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /w/ sound correctly while saying the tongue twister. attempt to describe the weather in different seasons. identify colours. understand the concept of numbers. identify shapes. respond appropriately to activity instructions. understand the concepts of <i>wet</i> and <i>dry</i>. show confidence in the face of activities which require concentration.

6 The house of sweets					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /s/ sound. (C1) Identify and respond to the concepts of <i>hungry</i> and <i>thirsty</i>. (C1) My world: healthy and unhealthy food (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Recognise shapes (C1, C2) Emotional intelligence: understand how to eat healthily. (C1, C3, C8) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /s/ sound correctly while saying the tongue twister. attempt to classify healthy and unhealthy food. identify colours. understand the concept of numbers. identify shapes. respond appropriately to activity instructions. understand the concepts of <i>hungry</i> and <i>thirsty</i>. show confidence in the face of activities which require concentration.

Plus Book

7 The pram					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /h/ sound. (C1) Identify and respond to the concepts of <i>up</i> and <i>down</i>. (C1) My world: road safety (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand what you want to grow up to be (C1, C5, C8) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<i>Policeman, cook, hairdresser, doctor, teacher, footballer</i> <i>Up, down</i> <i>Safe, dangerous</i>	Colours Numbers Clothes <i>Hungry</i> <i>Doll</i> <i>Square</i>	<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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /h/ sound correctly while saying the tongue twister. attempt to show understanding of road safety. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>up</i> and <i>down</i>. show confidence in the face of activities which require concentration.

Unit objectives	Key language	Recycled language	Receptive language	Classroom language	Main evaluation criteria
8 Fluffy is fast!					
<ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /n/ sound. (C1) Identify and respond to the concepts of <i>fast</i> and <i>slow</i>. (C1) My world: how people travel. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Recognise shapes. (C1), (C2) Emotional intelligence: understand how to win and lose. (C1, C5, C8) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) 	<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, brrm, 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"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /n/ sound correctly while saying the tongue twister. attempt to show an awareness of people travelling in different ways identify colours. understand the concept of numbers. identify shapes. respond appropriately to activity instructions. understand the concepts of <i>fast</i> and <i>slow</i>. show confidence in the face of activities which require concentration.

Festivals

Halloween

<ul style="list-style-type: none"> Identify and respond to Halloween vocabulary. (C1) Listen to and join in with a song. (C1) Recognise and respond to the concept of numbers. (C1, C2) 	<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"> recognise and respond to Halloween vocabulary via mime, gesture, etc. understand the concept of numbers. respond appropriately to activity instructions. show confidence in the face of activities which require concentration.
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Christmas

<ul style="list-style-type: none"> Identify and respond to Christmas vocabulary. (C1) Listen to and join in with a song. (C1) Recognise and respond to the concept of numbers. (C1, C2) Use a Press out to practise Christmas vocabulary. (C1, C8) 	<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, grr, whee</i>	(As above)	Children should: <ul style="list-style-type: none"> recognise and respond to Christmas vocabulary via mime, gesture, etc. understand the concept of numbers. respond appropriately to activity instructions. show confidence in the face of activities which require concentration.
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Easter

<ul style="list-style-type: none"> Identify and respond to Easter vocabulary. (C1) Recognise colours. (C1) Listen to and join in with a song. (C1, C6) Recognise and respond to the concept of numbers. (C1, C2) Use a Press out to practise Easter vocabulary. (C1) (C8) 	<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"> recognise and respond to Easter vocabulary via mime, gesture, etc. identify colours. understand the concept of numbers. respond appropriately to activity instructions. show confidence in the face of activities which require concentration.
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