

# Unit 1 Look at me!

## Key language

### Focus language

fingers  
nose  
tummy  
toes  
eyes  
ears  
one-three  
blue  
Concept: big/small

### Recycled language

Hello  
Bye-bye

### Main receptive language

We love you!  
A kiss for you  
What's this?  
Time to sleep  
Close your eyes  
Who's this?  
Where's ...?  
Come here  
It's enormous!  
What a great day!  
Look at me!  
What a big ...!  
Let's go  
They're going to the funfair  
Come on!  
Is this Cheeky's house?  
This is Cheeky's town!

### Classroom language

Yes!/No!  
That's right!  
Look!  
Here's a ...  
Point to your ...  
Touch your ...  
Very good!  
Come with me  
Sit down quietly  
Stand up  
Turn around  
Clap your hands  
Make a circle  
Let's sing  
Who is it?  
Hands up  
Draw ...  
Colour ...

## Key language learning aims

- Responding to new items of vocabulary via mime, visual recognition, gesture, etc
- Listening to the story
- Acting out the story
- Singing and acting out a song
- Discriminating between 'big' and 'small'
- Recognising the colour blue
- Counting to three

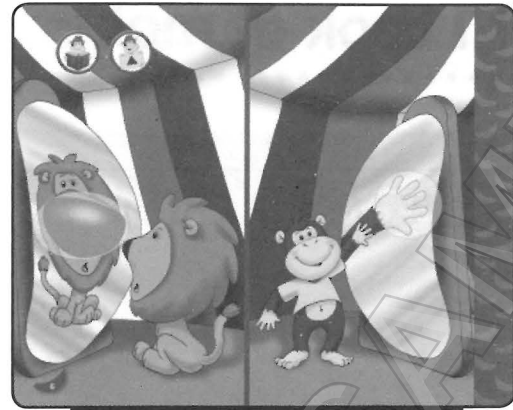
## Main criteria for evaluation

Children should:

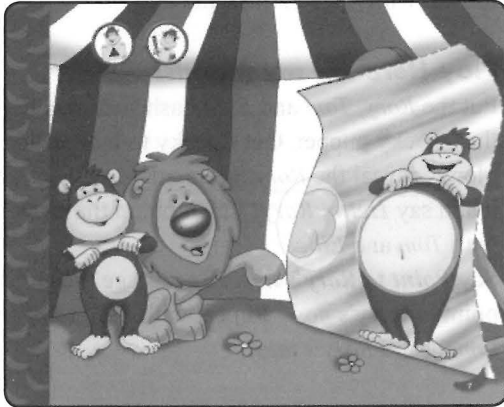
- Demonstrate an interest in what happens in the story
- Recognise characters in the story
- Start to discriminate between different body parts
- Start to identify the colour blue
- Develop an awareness of 'big' and 'small'
- Respond appropriately to instructions
- Participate in games, songs and TPR activities
- Start to develop spatial orientation, physical co-ordination and fine motor skills



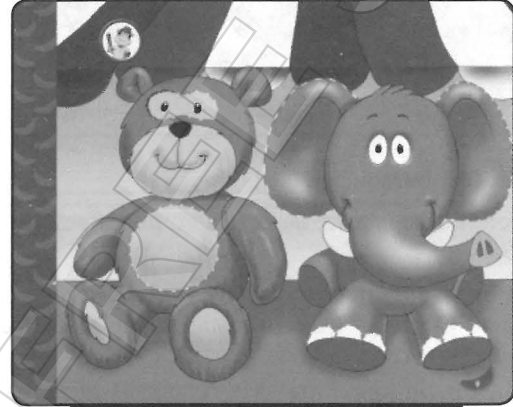
**Lesson 1**



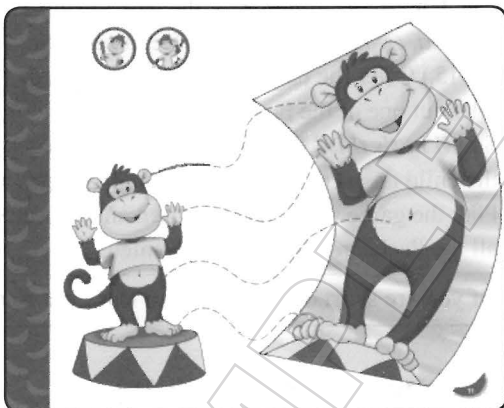
**Lesson 2**



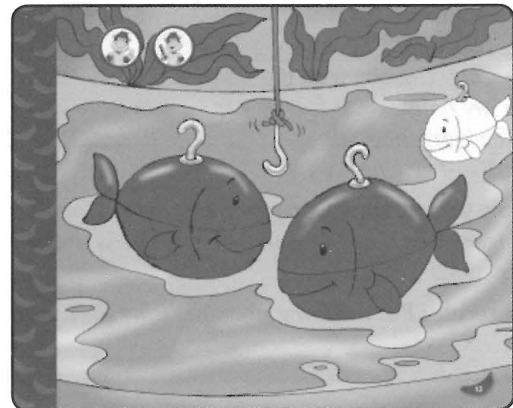
**Lesson 2**



**Lesson 3**



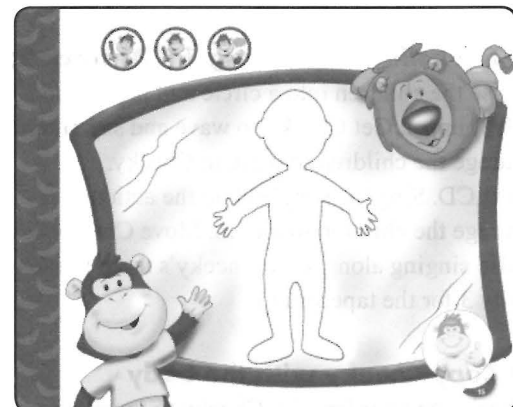
**Lesson 4**



**Lesson 5**

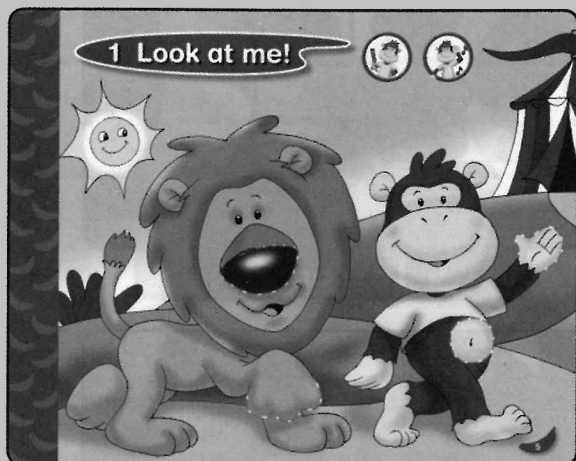


**Lesson 6**



**Lesson 7**





**Lesson focus:** Introducing the body

**Focus language:** *fingers, nose, tummy, toes* **Recycled:** *Hello, Bye-bye*

**Main receptive language:** *We love you! A kiss for you, Where's Cheeky? Come with me, Sit down quietly, Time to sleep, Close your eyes*

**Classroom language:** *Point to ..., What's this? That's right! Look! Well done! Shh! Be very quiet! It's ..., ... are going to... Let's sing ..., Draw ...*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Play *Copy Cheeky* with the body
- Sing *My body*
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, bag, *Rory, Tom, Ellie, fingers, nose, tummy and toes* flashcards, Pupil's Books, pencils

**Getting ready:** Put the *Rory, Tom* and *Ellie* flashcards in a bag.

Alternate between *fingers, nose, tummy* and *toes*.

When the children are confident, speed up the activity.

### 3 Play *No, Cheeky!* with the body

- Put on the Cheeky puppet. Get Cheeky to point to your *tummy* and say *toes*. Encourage the children to say *No, Cheeky!* Point to your *tummy* again and say *fingers* and *nose*.
- Then get Cheeky to point to your *tummy* and say *tummy*. Nod your head and say *Well done! Tummy!* Repeat with *fingers, nose* and *toes*.

### 4 Play *Here are my friends!*

- Put the *Rory, Tom* and *Ellie* flashcards in a bag. Put on the Cheeky puppet. Get Cheeky to look inside the bag. Slowly reveal the *Rory* flashcard. Get Cheeky to kiss it and say *Hello, Rory!* Lay it out in the circle. Repeat with *Tom* and *Ellie*.
- Say *Point to Rory's nose*. Encourage the children to point to *Rory's nose*. Repeat with *Ellie's fingers, Tom's tummy* and *Rory's toes*.

### 5 Play *Lucky dip!* with the body

- Put the *fingers, nose, tummy* and *toes* flashcards in a bag. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Offer the bag to the child. Encourage them to take out one of the flashcards and show it to the class. Say *What's this?* Encourage the child to say (*toes*). If the child answers correctly, say *That's right! (Toes)!* Play the game with other children and continue until all the flashcards have been revealed.

If you are short of time, you can leave out Activity 5.

### 6 Sing *My body* (CD1 track 10)

- Say *Let's sing My body!* Play the CD. Sing the song and point to your *fingers, nose, tummy* and *toes*. Encourage the children to join in.



#### *My body*

(*Heads, shoulders, knees and toes tune*)

*Fingers, nose, tummy, toes,*

*Tummy, toes.*

*Fingers, nose, tummy, toes,*

*Tummy, toes.*

*And fingers and nose,*

*And tummy and toes.*

*Fingers, nose, tummy, toes,*

*Tummy, toes.*

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Play *Copy Cheeky* with the body

- Sit Cheeky on your lap. Get Cheeky to touch his nose and say *nose*. Encourage the children to touch their own noses. Repeat with *fingers, tummy* and *toes*.

## Transition time

### 7 Say the *Transition chant 1* (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in.

## Table time

### 8 Trace the body (Pupil's Book p5)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Say *Look! It's Cheeky and Rory! Point to Cheeky* and encourage the children to point to Cheeky. Repeat with Rory. Say *Cheeky and Rory are going to the funfair.*
- Point to Rory's *nose* and say *nose*. Repeat with Rory's *toes* and Cheeky's *tummy* and *fingers*.
- Hold up a pencil and say *Draw Rory's nose.* Demonstrate this by tracing it with your finger. Say *Draw the nose, toes, tummy and fingers.* Encourage the children to trace the body.

### 9 Sing *My body* and point to the body on the worksheet (CD1 track 10, Pupil's Book p5)

- Say *Let's sing My body.* Play the CD. Sing the song and point to the *fingers, nose, tummy* and *toes*. Encourage the children to join in. (See Activity 6 for the tapescript.)

### 10 Sing *Bye-bye Cheeky 1* (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Play *Find the banana* with *Yes!* and *No!*

- Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell them to face the wall and cover their eyes. Show the *banana* flashcard and say Cheeky eats *bananas*. Hide the *banana* flashcard in the classroom. Put on the Cheeky puppet. Tell the child they must help Cheeky find the *banana*. When they get closer shout *Yes!* and when they get further away shout *No!* Encourage the other children to join in. Continue until they find the *banana*. When the child finds the *banana* flashcard, show it and say *Look! A banana! Here it is!*

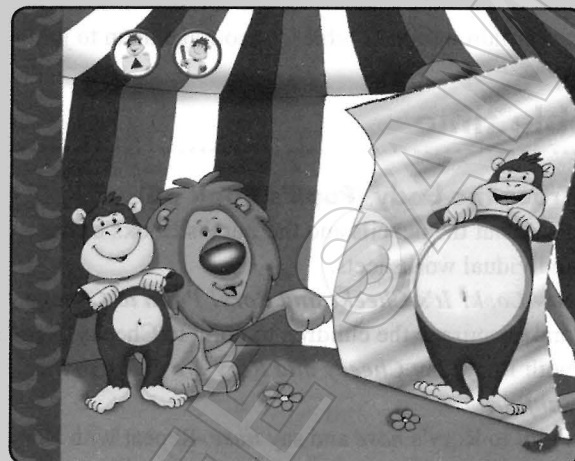
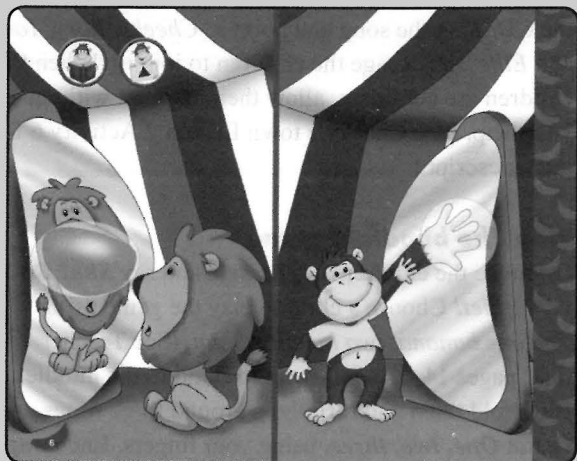
### 2 Sing *Cheeky's town* using flashcards (CD1 track 9)

- Organise the children into a circle. Stick the *Cheeky, Rory, Tom* and *Ellie* flashcards on different walls of the classroom. Say *Let's sing Cheeky's town.* Play the CD. Sing the song and point to *Cheeky, Rory, Tom* and *Ellie*. Encourage the children to join in. When the children are confident, allow them to point without your help. (See Cheeky's town Lesson 2 Activity 6 for the tapescript.)

### 3 Play *The blindfold game*

- Organise the children into a circle and say *Shh! Be very quiet!* Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell them to stand in the middle. Blindfold them and turn them around three times. Count *One, two, three*, using your fingers. Encourage the children to join in. Lead the child to another child in the class. Say *Touch (his) nose* and encourage them to touch the other child's *nose*. Say *Who is it?* and encourage them to guess the name of the child. If they guess correctly, say *Yes! It's (Jaime)!* If they guess incorrectly, let them guess again. Play the game with other children and repeat with *fingers* and *tummy*.





**Lesson focus:** Listening to the story for the first time

**Focus language:** *fingers, nose, tummy, toes* **Recycled:** *Hello, Bye-bye*

**Main receptive language:** *One–three, Stand up, Turn around, Clap your hands, Touch your... Make a circle, Sit down, Sleep, Let's go, Come on! Come here, It's enormous! What a great day! Look at me! What a big ...*

**Classroom language:** *Who's this? Where's ...? This is Cheeky's town, They're going to the funfair, Let's listen to ..., Let's sing ..., That's right! Very good! Show me ..., Where does the ... go? Stick on the ..., Draw the ...*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Do *Cheeky's jungle gym*
- Listen to the *Look at me!* story
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, play mat, *fingers, nose, tummy, toes*, *Cheeky* and *Rory* flashcards, Unit 1 Story cards, Pupil's Books, pencils, Unit 1 stickers

**Getting ready:** Lay out the play mat in the circle time area.

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Do *Cheeky's jungle gym* (CD1 track 11)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Do the actions and encourage the children to join in.



### *Cheeky's jungle gym*

**Stand up.** 1, 2, 3.

**Turn around.** 1, 2, 3.

**Clap your hand.** 1, 2, 3.

**Touch your fingers.**

**Touch your nose.**

**Touch your tummy.**

**Touch your toes.**

**Make a circle.**

**Sit down.** 1, 2, 3.

**Sleep.** 1, 2, 3.

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher Talk, pages 14–15).

### 3 Play *Abracadabra!* with the body

- Put on the Cheeky puppet. Explain that Cheeky is going to do some magic. With one hand hide the *fingers*, *nose*, *tummy* and *toes* flashcards behind your back.
- Say *Abracadabra! 1, 2, 3!* and move your other hand as if chanting a spell. Encourage the children to join in.
- Slowly reveal the *nose* flashcard. Encourage the children to say *nose*. If the children answer correctly, say *That's right! A nose!* Repeat with *fingers*, *tummy* and *toes*.

### 4 Play *Where's Cheeky's ...?* with the body

- Put on the Cheeky puppet. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say *Where's Cheeky's nose?* Encourage the child to point to Cheeky's *nose*.
- If they respond correctly, say *Very good! There's Cheeky's nose!* Play the game with other children and repeat with *fingers*, *toes* and *tummy*.

If you are short of time, you can leave out Activity 4.

### 5 Play *Going to the funfair on the play mat*

- Point to the play mat and say *Look! It's Cheeky's town!* Get Cheeky to say *Hello!* and wave to the children.
- Raise your arms questioningly and say *Where's Cheeky going today?* Get him to walk around the town and stop at the house. Say *Is Cheeky going to the house?* Pause, shake your head and say *No!* If children answer *Yes!* shake your head and say *No! Not today.* Repeat with the park, the farm and the restaurant. Finally get Cheeky to walk to the funfair.
- Ask the children questions about funfairs. Ask them what rides they like and when they last went to the funfair, etc.
- Show the *Cheeky* and *Rory* flashcards and say *Cheeky and Rory are going to the funfair.*

### 6 Say *The let's go chant* (CD1 track 12)

- Hand out the *Cheeky* and *Rory* flashcards. Tell the children to pass the flashcards around the circle. Say the chant and encourage the children to join in. (See Teacher talk, pages 14–15.) (You may choose to make marching movements with your arms. Encourage the children to join in.)



#### *The let's go chant*

*Let's go, let's go.*

*Ho, ho, ho!*

*To the funfair, to the funfair.*

*Let's go, let's go.*

*Ho, ho, ho!*

- Say *Point to the funfair* and encourage the children to point to the funfair. Then tell the child holding the *Cheeky* flashcard to put it on the funfair. Repeat with *Rory*.

## Story time

### 7 Say *The story time chant* (CD1 track 13)

- Say *It's story time* and open the palms of your hands as if opening a book. Say the chant and do the actions. (See Teacher talk, pages 14–15.) Encourage the children to join in.



#### *The story time chant*

*Shh! Shh!* (Put your finger to your lips.)

*It's story time. It's story time.* (Open your hands like a book.)

*Shh! Shh!* (Put your finger to your lips.)

*It's story time today.* (Open your hands like a book.)

*Shh! Shh!* (Put your finger to your lips.)

*It's story time. It's story time.* (Open your hands like a book.)

*Shh! Shh!* (Put your finger to your lips.)

*It's story time today.* (Open your hands like a book.)

### 8 Listen to the *Look at me!* story (CD1 track 14, Unit 1 Story cards)

- Say *Let's listen to the story*. Read the story aloud or play the CD. Show the Story cards and do the actions. Encourage the children to listen and to look at the pictures.



#### *Look at me!*

##### Story card 1

**Narrator:** *This is Cheeky Monkey.* (Point to Cheeky.) *This is Rory.* (Point to Rory.) *They're going to the funfair.* (Point to the funfair.)

**Cheeky:** *Come on, Rory! Let's go in!* (Gesture 'come on'.)

**Rory:** *Okay!*

##### Story card 2

**Rory:** *Oh! Look at me!* (Point to your eye. / Point to yourself.) *What a big nose!* (Point to Rory's *big nose* in the mirror.)

##### Story card 3

**Cheeky:** *Hee, hee! Look!* (Point to your eye.) *It's a funny mirror!* (Point to the mirror.) *Hee, hee! Look at me!* (Point to your eye. / Point to yourself.) *What big fingers!* (Point to Cheeky's *big fingers* in the mirror.)



#### Story card 4

- Rory:** *Ho, hoo! Come here, Cheeky.* (Gesture 'come here'.) *Look at me!* (Point to your eye. / Point to yourself.) *What big toes!* (Point to Rory's *big toes*.)
- Cheeky:** *Hee, hee! Look at me!* (Point to your eyes. / Point to yourself.) *What a big tummy!* (Point to Cheeky's *big tummy*.)
- Rory:** *It's enormous!* (Mime enormous.)  
*Ho, ho, hoo! He, he, hee!*  
*What a big nose!* (Point to your *nose* and gesture that it's growing.) *Look at me!* (Point to your eye. / Point to yourself.)
- Cheeky:** *Ho, ho, hoo! He, he, hee!*  
*What big fingers!* (Point to your *fingers* and gesture that they are growing.) *Look at me!* (Point to your eye. / Point to yourself.)
- Rory:** *Ho, ho, hoo! He, he, hee!*  
*What big toes!* (Point to your *toes* and gesture that they are growing.) *Look at me!* (Point to your eye. / Point to yourself.)
- Cheeky:** *Ho, ho, hoo! He, he, hee!*  
*What a big tummy!* (Point to your *tummy* and gesture that it's growing.)  
*Look at me!* (Point to your eye. / Point to yourself.)  
*What a great day!*

### Transition time

#### 9 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

### Table time

#### 10 Stick on the body and complete the mirror (Pupil's Book p6 & p7, Unit 1 stickers)

- Hand out the stickers, pencils and the Pupil's Books or the individual worksheets.
- Point to Cheeky and Rory and say *Look! Cheeky and Rory are at the funfair!*
- Hold up the stickers and say *Show me the nose.* Encourage the children to peel off the *nose* sticker and hold it up in the air. Say *Where does the nose go?* and encourage them to point to Rory's missing *nose*. Say *Stick on the nose* and encourage them to put the *nose* sticker in place.
- Say *Stick on the fingers, toes and tummy.* Encourage the children to stick on the body.
- Hold up a pencil and say *Draw the mirror.* Demonstrate this by tracing it with your finger. Encourage the children to complete the mirror.

#### 11 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

### Extra activities

#### 1 Sing My body with your favourite toy (CD1 track 10)

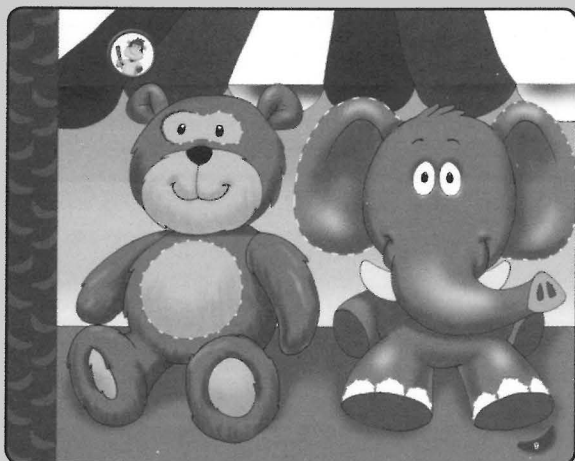
- In advance, tell the children to bring their favourite teddy bear or doll to class. Say *Let's sing My body.* Play the CD. Sing the song and do the actions, touching the teddy bear's *fingers, nose, tummy* and *toes* instead of your own. Encourage the children to join in. (See Lesson 1 Activity 6 for the tapescript.)

#### 2 Play Cheeky's echo with the body

- Put on the Cheeky puppet. Get Cheeky to shout *tummy*. Repeat *tummy* three times, reducing the volume each time to imitate an echo. Encourage the children to join in. Repeat with *fingers, nose* and *toes*.

#### 3 Play Flashcard fan with the body

- Shuffle the *fingers, nose, tummy* and *toes* flashcards. Hold the *nose* flashcard against your chest so the children can't see what it is. Fan it back and forth, giving the children a glimpse of the flashcard and say *What's this?* Encourage the children to say *nose*. Repeat with *fingers, tummy* and *toes*.



**Lesson focus:** Listening to the Story song again

**Focus language:** *eyes, ears* **Recycled:** *fingers, nose, tummy, toes, Hello, Bye-bye*

**Main receptive language:** *What a big nose! What big toes! What big fingers! What a big tummy! Look at me!*

**Classroom language:** *What's this? Whose is this? Very good! Touch your ..., Point to ..., That's right! Draw ..., Where's ...? What's in the bag?*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Sing *My Body*
- Introduce *eyes* and *ears*
- Sing the *Story song*
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, *fingers, nose, tummy, toes, eyes* and *ears* flashcards, bag, piece of paper, Pupil's Books, pencils, teddy bear

**Getting ready:** Put the *fingers, nose, tummy, toes, eyes* and *ears* flashcards in a bag. Bring a teddy bear to class.

- Say *Let's sing My body*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 1 Activity 6 for the tapescript.)

### 3 Introduce eyes and ears

- Put on the Cheeky puppet. Point to Cheeky's *eyes* and say *eyes*. Encourage the children to point to their own *eyes*. Repeat with *ears*. Alternate between *eyes* and *ears*. When the children are confident, speed up the activity. Repeat with *fingers, nose, tummy* and *toes*.

### 4 Play *Monkey, look!* with the body (CD1 track 8)

- Put the *fingers, nose, tummy, toes, eyes* and *ears* flashcards in a bag. Put on the Cheeky puppet. Get Cheeky to shake the bag. Say *What's in the bag?* and get Cheeky to look inside.
- Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)
- Get Cheeky to slowly reveal the *eyes* flashcard. Say *Look! What's this?* Encourage the children to say *eyes*. Play the game with other children and repeat with *fingers, nose, tummy, toes* and *ears*.

### 5 Play *Whose is this?* with the body

- Take a piece of paper. Cut a hole in it that is big enough to reveal the *tummy* on the *tummy* flashcard. Position the hole over the *tummy* without letting the children see the whole flashcard. Say *Whose is this?* Encourage the children to say *Cheeky's*. If the children answer correctly, say *That's right! It's Cheeky's tummy!*
- Repeat with Cheeky's *fingers* and *eyes* and Rory's *nose, toes* and *ears*, alternating between Cheeky and Rory.

If you are short of time, you can leave out Activity 5.

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Sing *My body* (CD1 track 10)

- Say *Touch your fingers* and encourage the children to touch their fingers. Repeat with *nose, tummy* and *toes*.

### 6 Sing the *Story song* (CD1 track 15)

- Show the children how to laugh like Rory. Say *Ho, ho, hoo! He, he, hee!* and encourage the children to join in. Say *Let's sing the Story song*. Play the CD. Sing the song and do the actions. Encourage the children to join in.



#### *Story song*

*Ho, ho, hoo! He, he, hee!*

*What a big nose!* (Point to your *nose* and gesture that it's growing.) *Look at me!* (Point to your eye. Point to yourself.)

*Ho, ho, hoo! He, he, hee!*

*What big fingers!* (Point to your *fingers* and gesture



that they are growing.) **Look at me!** (Point to your eye. Point to yourself.)

**Ho, ho, hoo! He, he, hee!**

**What big toes!** (Point to your *toes* and gesture that they are growing.) **Look at me!** (Point to your eye. Point to yourself.)

**Ho, ho, hoo! He, he, hee!**

**What a big tummy!** (Point to your *tummy* and gesture that it's growing.) **Look at me!** (Point to your eye. Point to yourself.)

## Transition time

### 7 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say **Shh! Be very quiet!** Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 8 Trace the teddy bear's and elephant's bodies (Pupil's Book p9)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Point to the teddy bear and say **Look! A teddy bear!** Repeat with the elephant. Say **Look! The teddy bear and the elephant are at the funfair.**
- Say **Point to the teddy bear's eyes** and encourage the children to point to the teddy bear's *eyes*. Repeat with the teddy bear's *tummy* and the elephant's *ears* and *toes*.
- Hold up a pencil and say **Draw the eyes.** Demonstrate this by tracing them with your finger. Say **Draw the eyes, tummy, ears and toes.** Encourage the children to trace the body.

### 9 Play Where's the teddy bear's ...? with the body

- Bring a teddy bear to class. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say **Where's the teddy bear's nose?** Encourage the child to point to the teddy bear's *nose*. Encourage the other children to point to the *nose* on their worksheets.
- If they respond correctly, get the teddy bear to give them a hug. Say **Very good! There's the teddy bear's nose.** Play the game with other children and repeat with *tummy, toes, eyes* and *ears*.

### 10 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say **Bye-bye!** Encourage the children to wave and say **Bye-bye!** to Cheeky.

- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Play Cheeky says please with the body

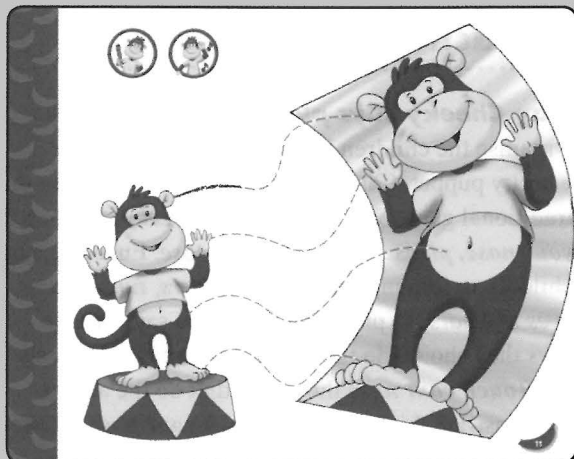
- Organise the children into a circle and put on the Cheeky puppet. (Play the game as you would play the traditional game *Simon says*.) Say **Cheeky says touch your nose, please** and touch your *nose*. Encourage the children to join in. Repeat with *fingers, tummy, toes, eyes* and *ears*. Explain that when you say **Cheeky says** they should do the action but that if you simply say **Touch your nose** they shouldn't do the action. Demonstrate this by saying **Touch your nose**. Shake your head at any children who are touching their *noses* but don't eliminate them. Repeat with *fingers, tummy, toes, eyes* and *ears*. Alternate between giving the instructions with and without **Cheeky says ...**, **please**.

### 2 Play Concentration with body mini cards (Photocopiable worksheet p208)

- In advance, photocopy and cut out a set of mini cards for every child. Hand them out. Point to the *fingers* and say **What are these?** Repeat with the *nose, tummy, toes, eyes* and *ears*. Lay out four sets of mini cards face down in the circle. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Explain that they must find a pair. Encourage them to point to two mini cards and guess the names. Reveal the mini cards. If they guess correctly, say **(Toes) and (toes). Well done!** and move the pair to the edge of the circle. If they guess incorrectly, say **(Toes) and (tummy). Oh well!** and turn the mini cards back over. Play the game with other children and continue until all the mini cards have been revealed. Then count the pairs with the children.

### 3 Sing My body using flashcards (CD1 track 10)

- Stick the *fingers, nose, tummy* and *toes* flashcards on different walls of the classroom. Say **Let's sing My body**. Play the CD. Sing the song and point to the flashcards. Encourage the children to join in. When the children are confident, allow them to point without your help. (See Lesson 1 Activity 6 for the tapescript.)



**Lesson focus:** Reviewing the core concept and story

**Focus language:** *big, small* **Recycled:** *fingers, nose, tummy, toes, eyes, ears, Hello, Bye-bye*

**Main receptive language:** *Look! Who's this? What's this? Is it big or small? Pointing at you! Listening to you! Looking at you! Walking to you!*

**Classroom language:** *Touch your ..., Point to ..., Show your ..., That's right! Let's listen to ..., Match ...*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Do *Cheeky's jungle gym*
- Introduce *big* and *small*
- Sing *The big and small song*
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, *big* and *small* flashcards, Unit 1 Story cards, Pupil's Books, pencils

*Turn around, 1, 2, 3.*

*Clap your hands, 1, 2, 3.*

*Touch your fingers.*

*Touch your nose.*

*Touch your tummy.*

*Touch your toes.*

*Point to your eyes.*

*Point to your ears.*

*Make a circle.*

*Sit down, 1, 2, 3.*

*Sleep, 1, 2, 3.*

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher Talk, pages 14–15.)

### 3 Play Cheeky says please with the body

- Organise the children into a circle and put on the Cheeky puppet. Play the game following the instructions in Lesson 3 Extra activity 1.

If you are short of time, you can leave out Activity 3.

### 4 Introduce *big* and *small*

- Show the *small* flashcard and say *small*. Repeat with the *big* flashcard.
- Choose a child to do the activity using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say *Show your fingers*. Encourage them to show their fingers. Say *Look! Fingers! Small fingers!* Put your hand to theirs. Point to your fingers and say *Look! Big fingers!* Do the activity with other children and repeat with *nose, tummy* and *ears*.

### 5 Sing *The big and small song* (CD1 track 17)

- Say *Let's sing The big and small song*. Play the CD. Sing the song and do the actions. Encourage the children to join in.



#### *The big and small song*

*Big tummy, big tummy* (Mime a *big tummy*.)  
*Pointing at you!* (Point to the child opposite.)  
*Big tummy, big tummy* (Mime a *big tummy*.)  
*Pointing at you!* (Point to the child opposite.)

*Small ears, small ears* (Mime *small ears*.)  
*Listening to you!* (Point to the child opposite.)  
*Small ears, small ears* (Mime *small ears*.)  
*Listening to you!* (Point to the child opposite.)

*Big eyes, big eyes* (Mime *big eyes*.)  
*Looking at you!* (Point to the child opposite.)  
*Big eyes, big eyes* (Mime *big eyes*.)  
*Looking at you!* (Point to the child opposite.)

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Do *Cheeky's jungle gym* (CD1 track 16)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Encourage the children to do the actions.



#### *Cheeky's jungle gym*

*Stand up, 1, 2, 3.*



*Small toes, small toes* (Mime *small toes*.)  
*Walking to you!* (Point to the child opposite.)  
*Small toes, small toes* (Mime *small toes*.)  
*Walking to you!* (Point to the child opposite.)

## Story time

### 6 Say The story time chant (CD1 track 13)

- Say *It's story time* and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)

### 7 Review the Look at me! story (Unit 1 Story cards)

- Show Story card 1. Point to Cheeky and say *Who's this?* Encourage the children to say *Cheeky*. Repeat with Rory. Say *Cheeky and Rory are going to the funfair*.
- Show Story card 2. Point to Rory's *big nose* and say *What's this?* Encourage the children to say *nose*. Say *Is it big or small?* Encourage the children to say *big*. Repeat with Rory's *small nose*.
- Show Story card 3. Point to Cheeky's *big fingers* and say *What are these?* Encourage the children to say *fingers*. Say *Are they big or small?* Encourage the children to say *big*. Repeat with Cheeky's *small fingers*.
- Show Story card 4. Point to Cheeky's *small tummy* and say *What's this?* Encourage the children to say *tummy*. Say *Is it big or small?* Encourage the children to say *small*. Repeat with Cheeky's *big tummy*. Then repeat with Rory's *big* and *small toes*.

### 8 Listen to the Look at me! story (CD1 track 14, Unit 1 Story cards, Pupil's Book p5, p6 & p7)

- Hand out the Pupil's Books or the individual worksheets.
- Say *Let's listen to the story*. Read the story aloud, pausing for the children to say *fingers*, *nose*, *tummy* and *toes*. Show the Story cards and do the actions. Encourage the children to follow the story on their worksheets.
- Sing the *Story song* and do the actions. Encourage the children to join in. (You may choose to play the CD instead of reading the story aloud.) (See Lesson 2 Activity 8 for the tapescript.)

## Transition time

### 9 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 10 Match Cheeky's big and small body (Pupil's Book p11)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Say *Point to Cheeky's small ears* and encourage the children to point to Cheeky's *small ears*. Say *Point to Cheeky's big ears* and encourage the children to point to Cheeky's *big ears*. Repeat with Cheeky's *fingers*, *tummy* and *toes*, alternating between *big* and *small*.
- Hold up a pencil and say *Match the ears*. Demonstrate this by drawing a line with your finger. Say *Match the ears, fingers, tummy and toes*. Encourage the children to match the body.

### 11 Sing The big and small song and point to the body on the worksheet (CD1 track 17)

- Say *Let's listen to The big and small song*. Play the CD. Sing the song and point to the *big* or *small tummy*, *ears* and *toes* on the worksheet. Encourage the children to join in. (See Activity 5 for the tapescript.)

### 12 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Play Big object, small object

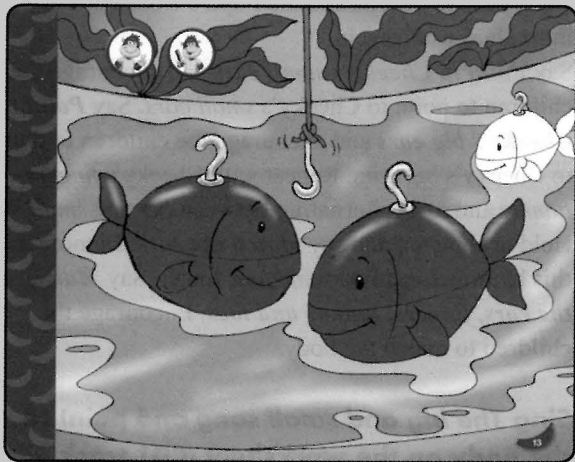
- Make a *big* circle and a *small* circle using string or chalk. Encourage the children to find *big* objects from the classroom and put them in the *big* circle. Repeat with *small* objects.

### 2 Play Touch your ... with body flashcards

- Show the *nose* flashcard and say *Touch your nose*. Encourage the children to touch their *noses*. Repeat with *fingers*, *tummy*, *toes*, *eyes* and *ears*.

### 3 Play What big fingers!

- Show your fingers and say *Look at my big fingers!* Put your hand on the board and draw around it. Say *Look! Big fingers!* Trace a child's *fingers* on the other side of the board. Say *Look! Small fingers!* Say *Point to small* and encourage the children to point to the *small* fingers. Repeat with *big*.



**Lesson focus:** Working with colours and numbers

**Focus language:** *blue, one–three* **Recycled:** *fingers, nose, tummy, toes, eyes, ears, Hello, Bye-bye*

**Main receptive language:** *Look at me! I can count to three, Hooray! Come on! Move your body, Hide, Point to ..., Pat ..., Touch ...*

**Classroom language:** *What's this? That's right! It's a ..., Good! It's a blue ...! Touch blue, How many fish are there? Is it big/small? Let's count, Colour ... Yes! No!*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Play *Pass and touch blue* on the play mat
- Sing *Move your body*
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, play mat, *blue*, 1, 2 and 3 flashcards, Pupil's Books, pencils, *blue* crayons

**Getting ready:** Lay out the play mat in the circle time area.

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Draw the body in the air

- Get Cheeky to draw a *tummy* in the air. Say *What's this?* Encourage the children to say *tummy*. Repeat with *fingers, nose, toes, eyes* and *ears*.

If you are short of time, you can leave out Activity 2.

### 3 Play *Pass and touch blue* on the play mat

- Point to the play mat and say *Look! It's Cheeky's town!* Encourage the children to explore the areas of the town they know.
- Show the *blue* flashcard and say *Look! Blue!* Hand out the *blue* flashcard.
- Play some music from the CD. Encourage the children to pass the *blue* flashcard around the circle. Stop the music. Say *Touch blue*. Encourage the child holding the flashcard to touch something *blue* on the play mat. If they respond correctly, say *That's right! It's a blue ...!*

### 4 Sing *The numbers song* (CD1 track 19)

- Show the 1 flashcard and say *One*. Show *one* finger. Encourage the children to join in. Repeat with *two* and *three*.
- Say *Let's sing the numbers song*. Sing the song and do the actions. Encourage the children to join in.



#### *The numbers song*

*Look at me!* (Point to yourself.)

*One, two, three.* (Count to *three* on your fingers.)

*I can count to three!* (Point to yourself. / Show *three* fingers.)

*One, two, three.* (Count to *three* on your fingers.)

*One, two, three.* (Count to *three* on your fingers.)

*Hooray! Hooray! Hooray!* (Clap three times.)

### 5 Sing *Move your body* (CD1 track 20)

- Show the children how to move their bodies as if they are made of jelly. Say *Come on! Move your body!*
- Say *Let's sing Move your body*. Play the CD. Sing the song and do the actions. Encourage the children to join in.



#### *Move your body*

*Move your body.* (Wiggle your body.)

*Move your body.* (Wiggle your body.)

*I look funny!* (Point to yourself. / Pull a funny face.)

*So do you.* (Point to the child opposite.)

*Hide your fingers.*

*Point to your nose.*

*Pat your tummy.*

*Touch your toes.*

*Point to your ears.*

*Point to your eyes.*



*Move your body.* (Wiggle your body.)  
*Move your body.* (Wiggle your body.)  
*I look funny!* (Point to yourself. / Pull a funny face.)  
*So do you.* (Point to the child opposite.)

## Transition time

### 6 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 7 Colour the small fish blue (Pupil's Book

- Hand out the pencils, *blue* crayons and the Pupil's Books or the individual worksheets.
- Say *Look! Fish! How many fish are there?* Point to each fish as you count them out loud with the children. Encourage the children to point to the fish on their worksheets. Say *How many?* Encourage the children to say *three*.
- Point to the *big* fish and say *Look! A fish! Is it small? Yes or No?* Encourage the children to say *No!* Then say *Is it big? Yes or No?* Encourage the children to say *Yes!* Repeat with the *small* fish.
- Hold up a *blue* crayon and say *Colour the small fish blue.* Demonstrate this by pretending to colour it in. Encourage the children to colour the *small* fish.

### 8 Sing The numbers song and point to the fish on the worksheet (CD1 track 19, Pupil's Book p13)

- Say *Let's sing The numbers song.* Sing the song and point to the fish on the worksheet as you count to *three*. Encourage the children to join in. (See Activity 4 for the tapescript.)

### 9 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Play Pass the tambourine and sing The numbers song (CD1 track 19)

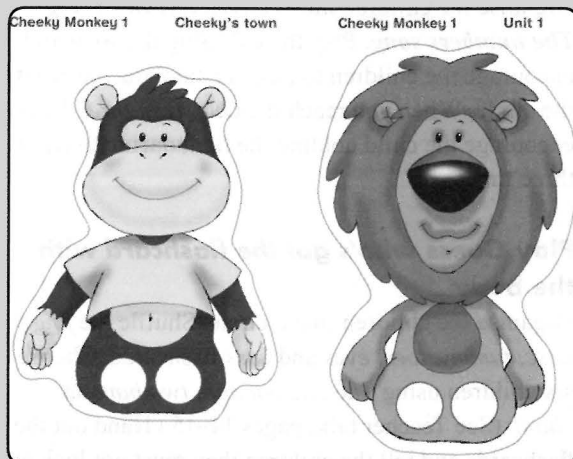
- Organise the children into a circle. Say *Let's sing The numbers song.* Play the CD. Sing the song and encourage the children to pass the tambourine around the circle. When you reach the *One, two, three* lines encourage the child holding the tambourine to tap it three times.

### 2 Play Guess who's got the flashcard with the body

- Organise the children into a circle. Shuffle the *fingers, nose, tummy, toes, eyes* and *ears* flashcards. Choose six children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Hand out the flashcards and tell the children they must not look at them. Tell them to stand at the front of the class and to hold the flashcards above their heads. Say *Nose, who's got the nose?* and encourage the other children to name the child holding the *nose* flashcard. Repeat with *fingers, tummy, toes, eyes* and *ears*.

### 3 Colour and find the teddy bear, ball and fish (Photocopiable worksheet p209)

- In advance, photocopy the worksheet for every child. Hand out the *blue* crayons and the photocopiable worksheets. Show the children how to colour the shapes to find the teddy bear, ball and fish. When the children have finished, point to the teddy bear and say *What's this?* Encourage the children to say *teddy bear*. Say *What colour's the teddy bear?* Encourage the children to say *blue*. Repeat with the ball and fish.



**Lesson focus:** Performing the story with the Press out

**Focus language:** *fingers, nose, tummy, toes, eyes, ears, big, small* **Recycled:** *Hello, Bye-bye*

**Main receptive language:** *This is Cheeky's town, Is this Cheeky's house? They're going to the funfair, Come on! Come here, It's enormous! What a great day! Look at me! What a big ...*

**Classroom language:** *What's this? Well done! Who's got ...? Yes! No! Give me ..., Point to ...*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Do *Cheeky's jungle gym*
- Make the Press out
- Listen to the *Look at me!* story
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, *fingers, nose, tummy, toes, eyes and ears* flashcards, Press out Unit 1, Unit 1 Story cards

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

### 3 Play *What's this?* with the body

- Shuffle the *fingers, nose, tummy, toes, eyes* and *ears* flashcards. Remove the *eyes* flashcard and hold it to your chest so the children can't see what it is. Flash it quickly to the children and say *What's this?* Encourage them to say *eyes*. Give the flashcard to a child who guesses correctly and say *Well done! Eyes!* Repeat with *fingers, nose, tummy, toes* and *ears*.

### 4 Play *Who's got ...?* with the body

- Tell the children holding the flashcards to stand up and hold their flashcards to their chests so the other children can't see what they are. Say *Who's got the tummy?* Encourage the other children to guess who has got the *tummy* flashcard by saying the child's name.
- Tell the child to reveal their flashcard. If a child guesses correctly, say *Yes! (Juan's) got the tummy!* and tell the child to sit down. If they guess incorrectly, say *No! (Juan) has got the (toes)!* Tell the child to turn their flashcard over and hold it to their chest again. Continue until all the flashcards have been revealed.
- Say *Give me the nose* and encourage the child holding the *nose* flashcard to give it to you. Repeat with *fingers, tummy, toes, eyes* and *ears*.

If you are short of time, you can leave out Activity 4.

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Do *Cheeky's jungle gym* (CD1 track 16)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Encourage the children to do the actions. (See Lesson 4 Activity 2 for the tapescript.)

## Transition time

### 5 Say the *Transition chant 1* (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 6 Make a Rory puppet (Press out Unit 1)

- Hand out the Press outs. Demonstrate how to remove the Press out and put your fingers through the holes to make a puppet. Encourage the children to copy.
- Say *Point to Rory's tummy* and encourage the children to point to the *tummy*. Repeat with *fingers, nose* and *toes*.



## Story time

### 7 Say *The story time chant* (CD1 track 13)

- Say *It's story time* and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)

### 8 Listen to the *Look at me! story* (CD1 track 14, Unit 1 Story cards, Press out Unit 1)

- Say *Let's listen to the story*. Read the story aloud or play the CD. Show the Story cards and do the actions. Encourage the children to listen and to look at the pictures.
- Encourage the children to point to the *nose, fingers, toes* and *tummy* on the Press out as they listen to the story.
- Sing the *Story song* and do the actions. Encourage the children to join in. (See Lesson 2 Activity 8 for the tapescript.)

### 9 Sing *Bye-bye Cheeky 1* (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Play *Pass the flashcards with the body*

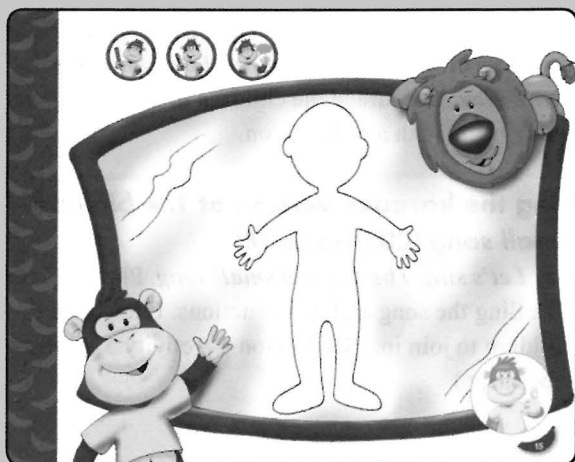
- Organise the children into a circle. Hand out the *nose* and the *eyes* flashcards face down. Tell the children they must not look at them. Play a song from the CD. Encourage the children to pass the flashcards around the circle. Stop the music. Encourage a child holding a flashcard to reveal it. Say *What's this?* Encourage the child to say (*nose*). If they respond correctly, lay out the flashcard in the circle and say *Very good! Nose!* Repeat with (*eyes*). Play the game with other children and repeat with *fingers, tummy, toes* and *ears*.

### 2 Colour the small teddy bears blue (Photocopiable worksheet p210)

- In advance, photocopy the worksheet for every child. Hand out the *blue* crayons and photocopiable worksheets. Say *Look! Teddy bears!* Point to the *big* teddy bears. Repeat with the *small* teddy bears. Hold up a *blue* crayon and say *Colour the small teddy bears blue*. Encourage the children to colour the *small* teddy bears with a *blue* crayon.

### 3 Sing the karaoke version of *The big and small song* (CD1 track 18)

- Say *Let's sing The big and small song*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 4 Activity 5 for the tapescript.)



**Lesson focus:** Consolidating unit songs and new language

**Focus language:** *fingers, nose, tummy, toes, eyes, ears, big, small, blue*

**Main receptive language:** *What's on the mat today? Put your hand up to play, Find a ..., Hip, hip, hooray!*

**Classroom language:** *That's right! Very good! Well done! Excellent! Let's be detectives, Do you remember ...? What's your favourite song? Our favourite song is ..., Look! Who's this? Is it the teacher? Oh yes it is! Point to ..., Draw yourself*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Play *What's on the mat today?*
- Sing our favourite song
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, play mat, *nose, tummy, toes* and *ears* flashcards, piece of paper, crayons, Pupil's Book, pencils, Cheeky award stickers

**Getting ready:** Lay out the play mat in the circle time area.

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Play *What's on the mat today?* (CD1 track 22)

- Put the *nose, tummy, toes* and *ears* flashcards in a pile face down in front of you. Say *Let's be detectives* and mime looking through a magnifying glass. Say the chant and do the actions. Encourage the children to join in.



#### *What's on the mat today?*

*What's on the mat today?* (Mime looking through a magnifying glass.)

*What's on the mat today?* (Mime looking through a magnifying glass.)

*Put up your hand to play.* (Put your hand up.)

*Find a nose.* (Show the *nose* flashcard.)

*Find a nose.* (Show the *nose* flashcard.)

*Find a nose on the mat today.* (Point to the play mat.)

*Point and say* (Point. / Mime speaking with your hand.)

*Hip, hip, hooray!* (Throw your arms into the air with excitement.)

- Pause the CD. Choose a child to point to the *nose* on the play mat. Encourage them to say *nose*. If they respond correctly, encourage the other children to clap. Do the activity with other children and repeat with *tummy, toes* and *ears*.

*Find a tummy.* (Show the *tummy* flashcard.)

*Find a tummy.* (Show the *tummy* flashcard.)

*Find a tummy on the mat today.* (Point to the play mat.)

*Point and say* (Point. / Mime speaking with your hand.)

*Hip, hip, hooray!* (Throw your arms into the air with excitement.)

*Find toes.* (Show the *toes* flashcard.)

*Find toes.* (Show the *toes* flashcard.)

*Find toes on the mat today.* (Point to the play mat.)

*Point and say* (Point. / Mime speaking with your hand.)

*Hip, hip, hooray!* (Throw your arms into the air with excitement.)

*Find ears.* (Show the *ears* flashcard.)

*Find ears.* (Show the *ears* flashcard.)

*Find ears on the mat today.* (Point to the play mat.)

*Point and say* (Point. / Mime speaking with your hand.)

*Hip, hip, hooray!* (Throw your arms into the air with excitement.)



### 3 Sing our favourite song

- Ask the children if they remember all the songs from Unit 1. Play the beginning of *My body*. Say **Do you remember My body?** Encourage the children to sing any words or phrases they remember. Repeat with *Story song*, *The big and small song* and *Move your body*.
- Say **What's your favourite song?** Tell the children they must decide what their favourite song from Unit 1 is. Say **Put your hands up for My body**. Count the number of votes. Repeat with *Story song*, *The big and small song* and *Move your body*.
- Say **Our favourite song is (Move your body). Let's sing (Move your body)**. Play the CD. Sing the song and do the actions. Encourage the children to join in.

## Transition time

### 4 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say **Shh! Be very quiet!** Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

### 5 Draw a self-portrait

- Draw a self-portrait on a large piece of paper. It doesn't matter if there's little resemblance. Show it to the children and say **Look! Who's this?** Encourage the children to guess. Say **Is it the teacher?** If the children say *no*, say **Oh yes, it is!**
- Choose a child to do the activity using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say **Point to the nose** and encourage them to point to the *nose* on the drawing. Do the activity with other children and repeat with *fingers*, *tummy*, *toes*, *eyes* and *ears*.

If you are short of time, you can leave out Activity 5.

## Table time

### 6 Draw yourself and say Look at me! (Pupil's Book p15)

- Hand out the pencils, crayons and Pupil's Books or the individual worksheets.
- Point to the mirror and say **Look! A mirror!** Hold up a pencil and your self-portrait and say **Draw yourself**. Demonstrate this by pretending to draw. Encourage the children to draw themselves and colour in their pictures.
- Circulate and ask the children questions about their work. Say **What a beautiful picture! Look at your big smile!** and **What colour is your hair?** etc.
- When they have finished, tell them to show their pictures to the class. Encourage them to say **Look at me!**

### 7 Hand out Cheeky award stickers

- Praise the children for their good work by saying **Well done! Very good! or Excellent!** and put a Cheeky award sticker on their worksheets. (You may choose to ask the children to stick on the award sticker themselves.)

### 8 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say **Bye-bye!** Encourage the children to wave and say **Bye-bye!** to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

See Multi-ROM for fun interactive activities on this topic.

## Extra activities

### 1 Play Abracadabra! with the body

- Put on the Cheeky puppet. Explain that Cheeky is going to do some magic. With one hand hide the *fingers*, *nose*, *tummy*, *toes*, *eyes* and *ears* flashcards behind your back. Say **Abracadabra! 1, 2, 3!** and move your other hand as if chanting a spell. Encourage the children to join in. Slowly reveal the *tummy* flashcard. Encourage the children to say *tummy*. If the children answer correctly, say **That's right! A tummy!** Repeat with *fingers*, *nose*, *toes*, *eyes* and *ears*.

### 2 Act out the Look at me! story (CD1 track 14)

- Choose two children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Give them each a role, either *Cheeky* or *Rory*. Play the CD. Encourage the children to act out the story. (Use story activity in Lesson 2 as a guide). Encourage the other children to join in with the *Story song*.

### 3 Sing the karaoke version of Move your body (CD1 track 21)

- Say **Let's sing Move your body**. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 5 Activity 5 for the tapescript.)

# Unit 2 Baby is sad

## Key language

### Focus language

mummy  
daddy  
sister  
brother  
baby  
granny  
Concept: happy/sad  
yellow

### Recycled language

fingers  
nose  
tummy  
toes  
eyes  
ears  
Hello  
Bye-bye  
blue  
one-three  
Concept: big/small

### Main receptive language

They're at their ...  
What's the matter, baby?  
Goodnight  
This is ...  
Close your eyes  
It's your ...  
Blow a kiss  
Stand up  
Sit down  
Clap your hands  
Shake hands  
Hug  
Wave  
Make a circle  
Go to sleep  
Baby is sleeping now  
Let's be happy!  
Jump  
Dance  
Let's have fun  
Come and play  
Point and say  
Hip, hip, hooray

### Classroom language

Yes!/No!  
Point to ...  
Look!  
Let's listen/sing  
Quiet!  
Colour ...  
Show me ...  
Stick on ...  
Match ...  
Who's this ...?  
Draw ...  
Count ...  
What colour is this?  
Find ...  
How many ...?  
There are ...  
Touch ...  
Let's be detectives  
What's your favourite song?  
Pick up ...  
Stop!

## Key language learning aims

- Responding to new items of vocabulary via mime, visual recognition, gesture, etc
- Listening to the story
- Acting out the story
- Singing and acting out a song
- Discriminating between 'happy' and 'sad'
- Recognising the colour yellow
- Counting to three

## Main criteria for evaluation

Children should:

- Demonstrate an interest in what happens in the story
- Recognise characters in the story
- Start to discriminate between different family members
- Start to identify the colour yellow
- Develop an awareness of 'happy' and 'sad'
- Respond appropriately to instructions
- Participate in games, songs and TPR activities
- Start to develop spatial orientation, physical co-ordination and fine motor skills

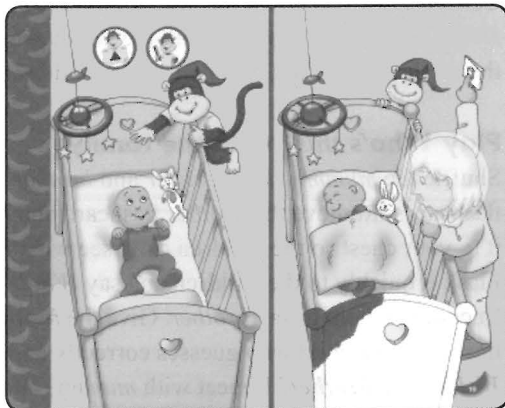




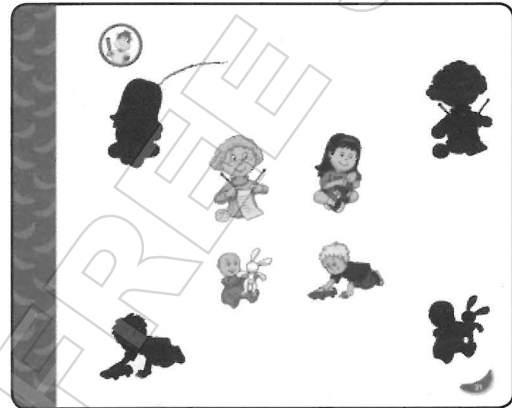
Lesson 1



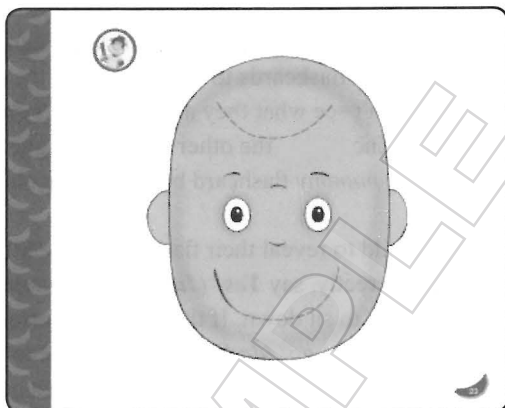
Lesson 2



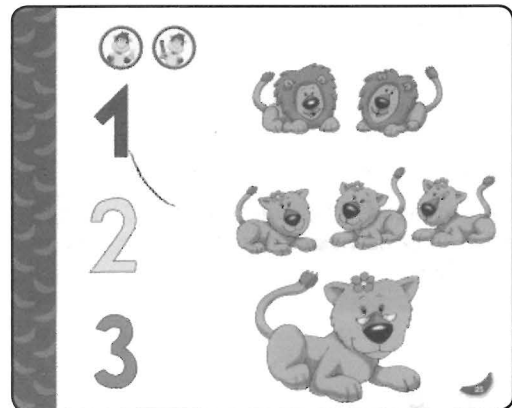
Lesson 2



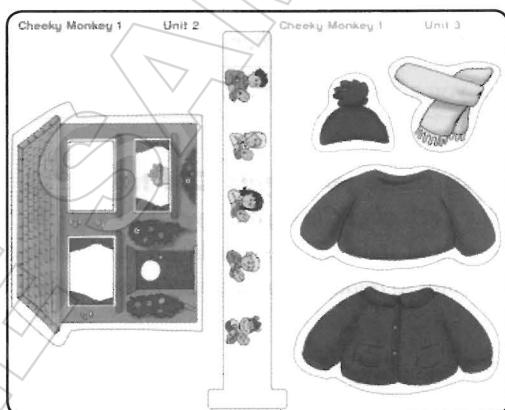
Lesson 3



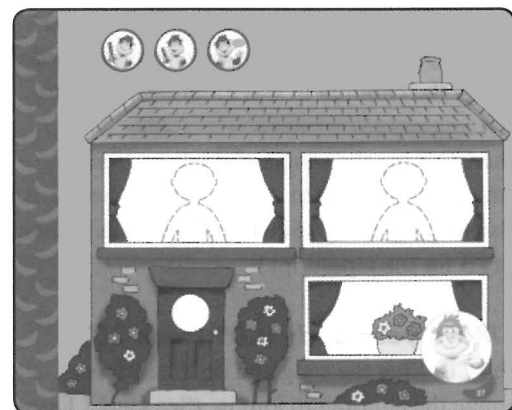
Lesson 4



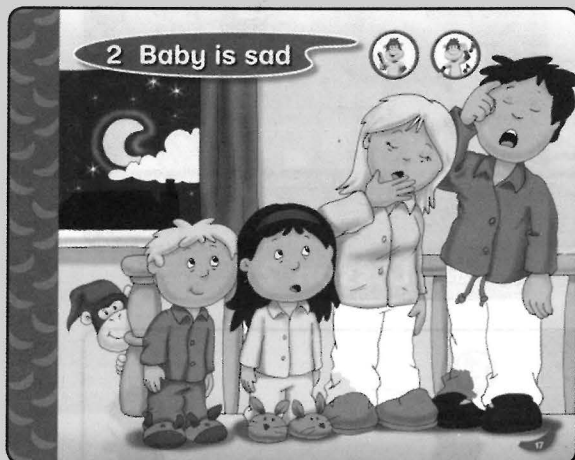
Lesson 5



Lesson 6



Lesson 7



**Lesson focus:** Introducing the family

**Focus language:** *mummy, daddy, sister, brother*

**Recycled:** *fingers, nose, tummy, toes, blue, Hello, Bye-bye*

**Main receptive language:** *yellow, This is ..., Where's ...? Who's this? Who's got ...? Close your eyes. It's your ..., Blow a kiss*

**Classroom language:** *Well done! Point to ..., Look! Listen! What colour is ...? Yes! No!*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Play *Hello daddy!*
- Sing *Close your eyes*
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, *mummy, daddy, sister* and *brother* flashcards, Pupil's Books, *yellow* and *blue* crayons

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave and say *Hello!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Sing *Move your body* (CD1 track 20)

- Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Unit 1 Lesson 5 Activity 5 for the tapescript.)

### 3 Play *Hello daddy!*

- Fan out the *mummy, daddy, sister* and *brother* flashcards in the air. Say *Look who's come to visit today! It's Cheeky's family!*
- Show the *mummy* flashcard and say *This is mummy.* Repeat with *daddy, sister* and *brother.*
- Hand out the *daddy* flashcard and say *Hello, daddy!* Encourage the child to take the flashcard and say *Hello, daddy!* Tell them to pass the flashcard on. Encourage the next child to say *Hello, daddy!* Continue until reaching the last child in the circle. Say *Hello, daddy!* again and lay out the *daddy* flashcard in the circle. Repeat with *mummy, sister* and *brother.*

### 4 Play *Who's this?* with the family

- Shuffle the *mummy, daddy, sister* and *brother* flashcards. Remove the *brother* flashcard and hold it to your chest so the children can't see what it is. Flash it quickly to the children and say *Who's this?* Encourage them to say *brother.* Give the *brother* flashcard to a child who guesses correctly and say *Well done! Brother!* Repeat with *mummy, daddy* and *sister.*

### 5 Play *Who's got ...?* with the family

- Tell the children holding the flashcards to stand up and hold their flashcards to their chests so the other children can't see what they are. Say *Who's got mummy?* Encourage the other children to guess who has got the *mummy* flashcard by saying the child's name.
- Tell the child to reveal their flashcard. If a child guesses correctly, say *Yes! (Juan's) got mummy!* and tell the child to sit down. If they guess incorrectly, say *No! (Juan's) got (daddy).* Tell the child to turn their flashcard over and hold it to their chest again. Continue until all the flashcards have been revealed.
- Say *Give me mummy* and encourage the child holding the *mummy* flashcard to give it to you. Repeat with *daddy, sister* and *brother.*

If you are short of time, you can leave out Activity 5.

### 6 Sing *Close your eyes* (CD1 track 23)

- Say *Let's sing Close your eyes.* Play the CD. Sing the song and show the flashcards. Encourage the children to point to *daddy, mummy, sister* and *brother.*





## Close your eyes

*Close your eyes.* (Cover your eyes.)

*Who is this?* (Remove your hands from your eyes.)

*It's your daddy!*

*Blow a kiss.* (Blow a kiss.)

*Close your eyes.* (Cover your eyes.)

*Who is this?* (Remove your hands from your eyes.)

*It's your mummy!*

*Blow a kiss.* (Blow a kiss.)

*Close your eyes.* (Cover your eyes.)

*Who is this?* (Remove your hands from your eyes.)

*It's your sister!*

*Blow a kiss.* (Blow a kiss.)

*Close your eyes.* (Cover your eyes.)

*Who is this?* (Remove your hands from your eyes.)

*It's your brother!*

*Blow a kiss.* (Blow a kiss.)

## Transition time

### 7 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 8 Colour the pyjamas yellow and blue (Pupil's Book p17)

- Hand out the *yellow* and *blue* crayons and the Pupil's Books or the individual worksheets.
- Point to Cheeky and say *Look! It's Cheeky!* Say *Point to brother* and encourage the children to point to *brother*. Repeat with *sister*, *mummy* and *daddy*.
- Point to *mummy's* pyjamas and say *What colour is this?* Encourage the children to say *yellow*. Repeat with *daddy's* pyjamas and *blue*.
- Hold up a *yellow* crayon and say *Colour mummy's pyjamas yellow*. Demonstrate this by pretending to colour them in. Repeat with *daddy's* pyjamas. Say *Colour mummy's pyjamas yellow and daddy's pyjamas blue*. Encourage the children to colour the pyjamas.

### 9 Sing Close your eyes and point to the family on the worksheet (CD1 track 23)

- Say *Let's sing Close your eyes!* Play the CD. Sing the song and point to *daddy*, *mummy*, *sister* and *brother* on the worksheet. Encourage the children to join in. (See Activity 6 for the tapescript.)

### 10 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Play Hello, daddy! Bye-bye, daddy!

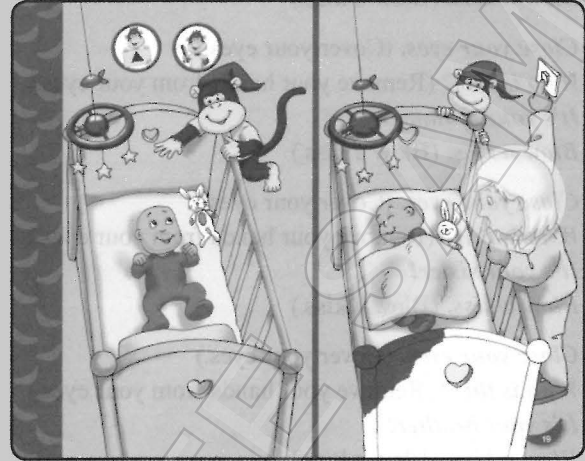
- Hand out the *daddy* flashcard and say *Hello, daddy!* Encourage the child to take the flashcard and to repeat *Hello, daddy!* after you. Tell them to pass the flashcard to the child on their left. Encourage the next child to say *Hello, daddy!* Continue in an anti-clockwise direction until reaching the last child in the circle. Then say *Bye-bye, daddy!* and pass the flashcard to the child on your right. Continue in a clockwise direction until reaching the last child in the circle. When the children are confident, say *Hello!* or *Bye-bye!* as the children pass the flashcard to indicate that they must change direction and change from *Hello, daddy* to *Bye-bye, daddy*.

### 2 Sing My body (CD1 track 10)

- Remind the children that they used the phrase 'Close your eyes' in today's song. Ask them what other parts of the body they remember. Encourage them to say *fingers*, *nose*, *tummy*, *toes* and *ears*. Say *Let's sing My body*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Unit 1 Lesson 1 Activity 6 for the tapescript.)

### 3 Make a family paper chain

- Take a pile of paper and cut out a simple body shape. Hand out the paper bodies and tell the children they must choose a family member, either *mummy*, *daddy*, *sister* or *brother*. Encourage the children to draw and colour in their family member. When the children have finished, staple the shapes together to make a paper chain and display it in the classroom.



**Lesson focus:** Listening to the story for the first time

**Focus language:** *mummy, daddy, sister, brother* **Recycled:** *Hello, Bye-bye*

**Main receptive language:** *Stand up, Turn around, Clap your hands, Shake hands, Hug, Wave, Make a circle, Sit down, Sleep, Let's go to the house, Close your eyes, baby, sad, happy, go to sleep, hush*

**Classroom language:** *Who's missing? It's ... Point to ..., Show me, Stick on, Where does ... go?*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Do *Cheeky's jungle gym*
- Listen to the *Baby is sad* story
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, play mat, *mummy, daddy, sister, brother, Cheeky* and *baby* flashcards, Unit 2 Story cards, Pupils' Books, *blue* crayons, Unit 2 stickers

**Getting ready:** Lay out the play mat in the circle time area.

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say *Hello!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Sing *My body* (CD1 track 10)

- Say **Let's sing My body**. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Unit 1 Lesson 1 Activity 6 for the tapescript.)

### 3 Do *Cheeky's jungle gym* (CD1 track 25)

- Make sure the children are sitting down and that they have enough room to move freely.

- Play the CD. Do the actions and encourage the children to join in.



### *Cheeky's jungle gym*

**Stand up.** 1, 2, 3.

**Turn around.** 1, 2, 3.

**Clap your hands.** 1, 2, 3.

**Say hello! to mummy.**

**Shake hands with daddy.**

**Hug sister.**

**Wave to brother.**

**Make a circle.**

**Sit down.** 1, 2, 3.

**Sleep.** 1, 2, 3.

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)



#### 4 Play *Who's missing?* with the family

- Lay out the *daddy* flashcard in the circle and say *daddy*. Repeat with *mummy*, *sister* and *brother*. Tell the children they must remember the flashcards.
- Shuffle the flashcards then remove one without letting the children see what it is. Choose three children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Hand out the three remaining flashcards. Encourage the children to show them.
- Say *Who's missing?* Encourage the other children to say (*sister*). Show the flashcard. If the children answer correctly, say *Well done! It's (sister)!* Shuffle the flashcards and play the game again.

If you are short of time, you can leave out Activity 4.

#### 5 Play *Going to the house on the play mat*

- Point to the play mat and say *Look! It's Cheeky's town!* Get Cheeky to say *Hello!* and wave to the children.
- Raise your arms questioningly and say *Where's Cheeky going today?* Yawn and get Cheeky to say *I'm sleepy*. Get him to walk around the town and stop at the funfair. Say *Is Cheeky going to the funfair?* Pause, shake your head and say *No!* If children answer *Yes!* shake your head and say *No! Not today*. Finally get Cheeky to walk to the house.
- Ask the children questions about their house. Ask them who lives in their house and what their house is like, etc.
- Show the *Cheeky* and *baby* flashcards and say *Cheeky and baby are going to the house*.

#### 6 Say *The let's go chant* (CD1 track 26)

- Hand out the *Cheeky* and *baby* flashcards. Tell the children to pass the flashcards around the circle. Say the chant and encourage the children to join in. (See Teacher talk, pages 14–15.) (You may choose to make marching movements with your arms. Encourage the children to join in.)



##### *The let's go chant*

*Let's go, let's go.*

*Ho ho ho!*

*To the house, to the house.*

*Let's go, let's go.*

*Ho ho ho!*

- Say *Point to the house* and encourage the children to point to the house. Then tell the child holding the *Cheeky* flashcard to put it on the house. Repeat with *baby*.

## Story time

#### 7 Say *The story time chant* (CD1 track 13)

- Say *It's story time* and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)

#### 8 Listen to the *Baby is sad* story (CD1 track 27, Unit 2 Story cards)

- Say *Let's listen to the story*. Read the story aloud or play the CD. Show the Story cards and do the actions. Encourage the children to listen and to look at the pictures.



##### *Baby is sad*

##### Story card 1

**Narrator:** *This is Tom.* (Point to Tom.) *This is Ellie.* (Point to Ellie.) *This is mummy.* (Point to mummy.) *This is daddy.* (Point to daddy.) *They're at their house.* (Point to their house.)

**Baby:** (Rub your eyes and pretend to cry.)

**Tom and Ellie:** *What's that?* (Pretend to listen by cupping your hand to your ear.)

**Mummy:** *It's baby.* (Mime rocking a baby.)

**Daddy:** *Oh, no! Baby is sad.* (Mime being sad.)

##### Story card 2

**Baby:** (Rub your eyes and pretend to cry.)

**Daddy:** *What's the matter, baby?* (Raise your arms questioningly.) *Oh, no! Baby is sad.* (Rub your eyes and pretend to cry.) *It's okay, baby.* (Sing softly.) *Hush baby, don't cry!* (Put your fingers to your lips.) *Baby, baby go to sleep.* (Mime sleeping.) *Daddy's here, daddy's here.* (Point to daddy.) *Close your eyes and go to sleep.* (Mime rocking a baby.)

**Baby:** (Rub your eyes and pretend to cry.)

**Mummy:** (Whisper.) *What's the matter, baby?* (Raise your arms questioningly.) *Oh, no! Baby is sad.* (Rub your eyes and pretend to cry.) *It's okay, baby!* (Sing softly.) *Hush baby, don't cry.* (Put your fingers to your lips.) *Baby, baby go to sleep.* (Mime sleeping.) *Mummy's here, mummy's here.* (Point to mummy.) *Close your eyes and go to sleep.* (Mime rocking a baby.)

**Baby:** (Rub your eyes and pretend to cry.)

**Ellie:** *What's the matter, baby?* (Raise your arms questioningly.) *Oh, no! Baby is sad.* (Rub your eyes and pretend to cry.) *It's okay baby.* (Sing softly.) *Hush baby, don't cry.* (Put your finger to your lips.) *Baby, baby go to sleep.* (Mime sleeping.) *Sister's here, sister's here.* (Point to

- Ellie.) *Close your eyes and go to sleep.* (Mime rocking a *baby*.)
- Baby:** (Rub your eyes and pretend to cry.)
- Tom:** (Whisper.) *What's the matter, baby?* (Raise your arms questioningly.) *Oh, no! Baby is sad.* (Rub your eyes and pretend to cry.) *It's okay, baby.* (Sing softly.) *Hush baby, don't cry.* (Put your finger to your lips.) *Baby, baby go to sleep. Brother's here, brother's here.* (Point to Tom.) *Close your eyes and go to sleep.* (Mime rocking a *baby*.)
- Baby:** (Rub your eyes and pretend to cry.)

### Story card 3

- Cheeky:** (Sing happily.) *Hush baby, don't cry.* (Mime rocking a *baby*.) *Baby, baby go to sleep!* (Put your finger to your lips.) *Daddy's here, mummy's here, Sister's here, brother's here. Cheeky's here, Cheeky's here! Close your eyes and go to sleep!* (Mime rocking a *baby*.)
- Baby:** (Laugh and suck your thumb.)

### Story card 4

- Mummy:** *Look!* (Point to your eye.) *Baby is happy!* (Point to *baby* and smile.) *Thank you Cheeky! Baby is sleeping now.* (Mime sleeping.) *Come on everyone!* (Gesture 'come on'.) *It's time for bed. Goodnight!* (Mime sleeping.)

## Transition time

### 9 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 10 Stick on the family and colour the cot (Pupil's Book p18 & p19, Unit 2 stickers)

- Hand out the stickers and the Pupil's Books or the individual worksheets.
- Point to *baby* and say *Look! Baby is sad!*
- Hold up the stickers and say *Show me daddy.* Encourage the children to peel off the *daddy* sticker and hold it up in the air. Say *Where does daddy go?* and encourage the children to point to the missing *daddy*. Say *Stick on daddy* and encourage the children to put the *daddy* sticker in place.
- Say *Stick on sister, brother and mummy.* Encourage the children to stick on the family.

- Hold up a *blue* crayon and say *Colour the cot blue.* Demonstrate this by pretending to colour it in. Encourage the children to colour the cot *blue*.

### 11 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Sing Close your eyes with a toy family (CD1 track 23)

- Say *Let's sing Close your eyes.* Group together four dolls or cuddly toys. Play the CD. Sing the song and do the actions, presenting a different toy for *daddy, mummy, sister* and *brother*. Encourage the children to join in.

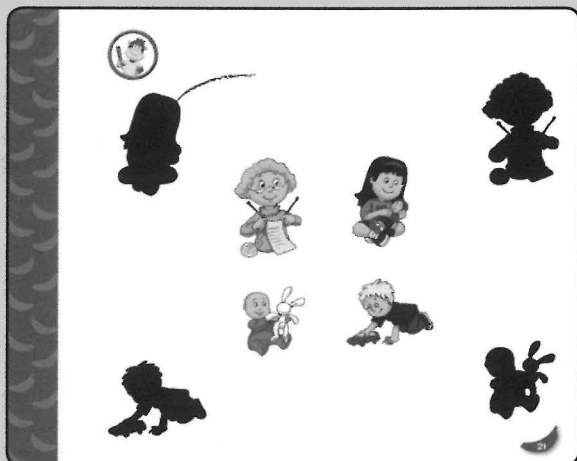
### 2 Play Swapping places with the family

- Organise the children into four groups. Point to the first group and say *You are mummies.* Repeat with *daddies, sisters* and *brothers*. Say *Hands up, mummies.* Encourage the *mummies* to put their hands up. Repeat with *daddies, sisters* and *brothers*. Say *mummies* and encourage all the *mummies* to stand up and swap places. Repeat with *daddies, sisters* and *brothers*, alternating between them until the children are confident.

### 3 Sing The numbers song and pass the flashcards (CD1 track 19)

- Say *Let's sing The numbers song.* Hand out the 1, 2 and 3 flashcards. Play the CD. Encourage the children to pass the flashcards around the circle. When you reach the *One, two, three* lines encourage the children holding the 1, 2 and 3 flashcards to show them. (See Unit 1 Lesson 5 Activity 4 for the tapescript.)





**Lesson focus:** Listening to the Story song again

**Focus language:** *baby, granny* **Recycled:** *mummy, daddy, sister, brother, eyes, ears, nose*

**Main receptive language:** *Hush, Don't cry! Close your eyes and go to sleep.*

**Classroom language:** *Point to ..., This is ... Who's this? Match ...*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Sing *Close your eyes*
- Introduce *baby and granny*
- Sing the *Story song*
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, Story card 2, *mummy, daddy, sister, brother, baby and granny* flashcards, Pupil's Books, pencils

## 3 Introduce *baby and granny*

- Show Story card 2. Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Point to *mummy* and say *This is ....* Pause and encourage the child to say *mummy*. Do the activity with other children and repeat with *daddy, sister, brother* and *Cheeky*.
- Ask the children who else is in the story. Encourage them to say *baby*.
- Show the *baby* flashcard. Say *baby* and encourage the children to join in. Repeat with *granny*.

## 4 Play *Speed speaking with the family*

- Show the *sister* flashcard and encourage the children to say *sister*. Repeat with *mummy, daddy, brother, baby and granny*.
- Show the flashcards again one after the other, increasing the speed each time. Encourage the children to say the names as quickly as possible.

If you are short of time, you can leave out Activity 4.

## 5 Sing the *Story song* (CD1 track 28)

- Show Story card 2. Say *Let's sing the Story song*. Play the CD. Sing the song and do the actions. Encourage the children to join in.



### *Story song*

*Hush baby, don't cry!* (Put your finger to your lips.)

*Baby, baby go to sleep.* (Mime sleeping.)

*Daddy's here, mummy's here.*

*Sister's here, brother's here.*

*Cheeky's here, Cheeky's here!*

*Close your eyes and go to sleep.* (Mime sleeping.)

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave and say *Hello!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for tapescript.)

### 2 Sing *Close your eyes* (CD1 track 23)

- Say *Let's sing Close your eyes*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 1 Activity 6 for the tapescript.)

## Transition time

### 6 Say the *Transition chant 1* (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

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### 7 Match the family (Pupil's Book p21)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Point to the *sister* silhouette and say *Who's this?* Encourage the children to say *sister*.
- Hold up a pencil and say *Match sister*. Demonstrate this by drawing a line with your finger. Say *Match sister, granny, brother and baby*. Encourage the children to match the family.

### 8 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

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### 1 Play The ball game with the family

- Organise the children into a circle. Roll the ball to a child. Show the *sister* flashcard and say *Who's this?* Encourage them to say *sister*. If the child answers correctly, say *Well done! Sister!* Tell them to roll the ball to another child and play the game again. Repeat with *mummy, daddy, brother, baby* and *granny*.

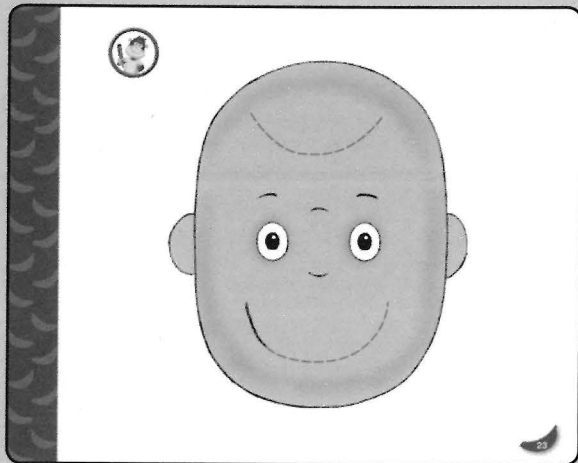
### 2 Play Who's missing? with the family

- Shuffle the *mummy, daddy, sister, brother, granny* and *baby* flashcards. Remove the *granny* flashcard. Choose three children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Hand out the *mummy, daddy, sister, brother* and *baby* flashcards. Tell the children to show their flashcards. Say *Who's missing?* and encourage the other children to say *granny*. Play the game with other children and repeat with *mummy, daddy, sister, brother* and *baby*.

### 3 Show your family photo

- In advance, ask the class teacher to provide you with photos of the children's family. Choose a child to do the activity using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell them to show one of their photos. Say *Who's this?* If the child has difficulty answering, say *Is it (mummy)?* and encourage them to say *Yes!* or *No!* Do the activity with other children.





**Lesson focus:** Reviewing the core concept and story

**Focus language:** *happy, sad* **Recycled:** *mummy, daddy, sister, brother, baby, granny*

**Main receptive language:** *Stand up, Turn around, Clap your hands, Wave to ..., Shake hands, Hug, Smile at ..., Rock ..., Blow a kiss to ..., Make a circle, Sit down, Sleep, Let's be happy! Jump, Dance,*

**Classroom language:** *Who's this? Draw ...*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Do *Cheeky's jungle gym*
- Introduce *happy* and *sad*
- Sing the *Clap and be happy*
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, *happy* and *sad* flashcards, Unit 2 Story cards, Pupil's Books, pencils

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave and say *Hello!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Do *Cheeky's jungle gym* (CD1 track 29)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Encourage the children to do the actions.

### *Cheeky's jungle gym*

*Stand up. 1, 2, 3.*

*Turn around. 1, 2, 3.*

*Clap your hands. 1, 2, 3.*

*Wave to mummy.*

*Shake hands with daddy.*

*Hug sister.*

*Smile at brother.*

*Rock baby.*

*Blow a kiss to granny.*

*Make a circle.*

*Sit down. 1, 2, 3.*

*Sleep. 1, 2, 3.*

- If the children get overexcited, use the *Calm down* chant to get their attention. (See Teacher talk, pages 14–15.)

### 3 Introduce *happy* and *sad*

- Put on the Cheeky puppet and hide him behind your back. Bring Cheeky from behind your back and get him to cry. Say *Cheeky is sad* and pull a *sad* face. Show the *sad* flashcard and say *sad*.
- Give Cheeky a kiss. Say *Cheeky is happy* and pull a *happy* face. Show the *happy* flashcard and say *happy*.

### 4 Sing *Clap and be happy* (CD1 track 30)

- Say *Let's sing Clap and be happy*. Play the CD. Sing the song and do the actions. Encourage the children to join in.

### *Clap and be happy*

*Clap, clap, clap.* (Clap three times.)

*Let's be happy!* (Draw a smile in the air.)

*Brothers and sisters,*

*Mummy and daddy.*

*Jump, jump, jump.* (Jump three times.)

*Let's be happy!* (Draw a smile in the air.)

*Brothers and sisters,*

*Mummy and daddy.*

*Dance, dance, dance.* (Dance.)

*Let's be happy!* (Draw a smile in the air.)

*Brothers and sisters,*

*Mummy and daddy.*

## Story time

### 5 Say *The story time chant* (CD1 track 13)

- Say *It's story time* and open the palms of your hands as if opening a book. Say the chant and do the actions.

Encourage the children to join in. (See Teacher talk, pages 14–15.)

## 6 Review the *Baby is sad* story (Unit 2 Story cards)

- Show Story card 1. Point to *brother* and say *Who's this?* Encourage the children to say *brother* or *Tom*. Repeat with *sister*, *mummy* and *daddy*. Point to the family, yawn and say *They're very tired*.
- Show Story card 2. Point to *baby*. Say *Is baby happy or sad?* and mime *happy* and *sad*. Encourage the children to say *sad*.
- Show Story card 3. Point to Cheeky and say *Look! Cheeky is singing*. Put your finger to your lips and begin to sing *Hush baby, don't cry. Baby, baby go to sleep!*
- Show Story card 4. Point to *baby* and say *Is baby happy or sad?* and mime *happy* and *sad*. Encourage the children to say *happy*.

## 7 Listen to the *Baby is sad* story (CD1 track 27, Unit 2 Story cards, Pupil's Book p17, p18 & p19)

- Hand out the Pupil's Books or the individual worksheets.
- Say *Let's listen to the story*. Read the story aloud, pausing for the children to say *mummy*, *daddy*, *sister* and *brother*. Show the Story cards and do the actions. Encourage the children to follow the story on their worksheets.
- Sing the *Story song* and do the actions. Encourage the children to join in. (You may choose to play the CD instead of reading the story aloud.) (See Lesson 2 Activity 8 for the tapescript.)

## Transition time

### 8 Say the *Transition chant 1* (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 9 Draw happy baby and sad baby (Pupil's Book p23)

- Hand out the pencils and the Pupil's Books or the individual worksheets. Make sure the pages are all facing the same way, showing *happy baby*.
- Point to *baby* and say *Who's this?* Encourage the children to say *baby*.
- Hold up a pencil and say *Draw happy baby*. Demonstrate this by tracing the line with your finger. Encourage the children to trace *happy baby*. Turn the page upside down and repeat with *sad baby*.

- When the children have finished, show *happy baby* and say *Is baby happy or sad?* Encourage them to say *happy*. Repeat with *sad baby*.
- Say *Baby is happy* and encourage the children to show *happy baby*. Repeat with *sad baby*. Alternate between *happy baby* and *sad baby*.

## 10 Play *Cheeky's echo* with happy and sad

- Put on the Cheeky puppet. Get Cheeky to shout *happy*. Repeat *happy* three times, reducing the volume each time to imitate an echo. Encourage the children to join in. Repeat with *sad*.

If you are short of time, you can leave out Activity 10.

## 11 Sing *Bye-bye Cheeky 1* (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Sing the *Story song* and rock Cheeky (CD1 track 28)

- Choose a child to do the activity using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Give them the Cheeky puppet. Play the *Story song*. Sing the song and do the actions. Encourage the children to join in. Encourage the child to rock Cheeky to sleep in their arms. (See Lesson 3 Activity 5 for the tapescript.) When the song finishes, encourage the child to pretend to put Cheeky to bed.

### 2 Play *Happy face, sad face*

- Smile and say *Happy or sad?* Encourage the children to say *happy*. Move your hand across your face from top to bottom. As you cover your mouth, turn your smile into a *sad* face. Reveal your *sad* face and say *Happy or sad?* Encourage the children to say *sad*. Move your hand back across your face from bottom to top. As you cover your mouth, turn your *sad* face into a smile. Reveal your smile and say *Happy or sad?* Encourage the children to say *happy*. Alternate between *happy* and *sad* until the children are confident.

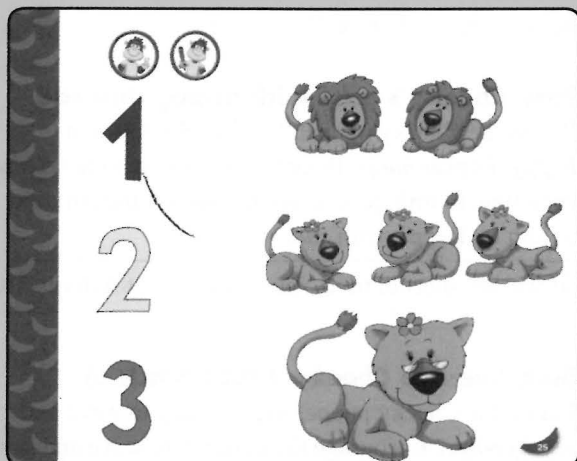
### 3 Draw a happy or sad face

- Say *Let's draw a happy face*. Demonstrate this on the board. Repeat with *sad*. Encourage the children to draw a *happy* or *sad* face. When they have finished, encourage them to show their pictures to the class.



# Unit 2 Baby is sad

# Lesson 5



**Lesson focus:** Working with colours and numbers

**Focus language:** *yellow* **Recycled:** *one–three, mummy, daddy, sister, brother, baby, granny, happy, sad, blue, big, small*

**Main receptive language:** *It's Cheeky's town, lion, goes out, play, day, Let's have fun, Come and play*

**Classroom language:** *Look! What colour is this? Find ..., Touch ..., That's right! How many ...? Count*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Play *Pass and touch yellow* on the play mat
- Sing *Three small lions*
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, play mat, *yellow* and *blue* flashcards, Pupil's Books, pencils

**Getting ready:** Lay out the play mat in the circle time area.

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave and say *Hello!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Play *Pass and touch yellow* on the play mat

- Point to the play mat and say *Look! It's Cheeky's town!* Encourage the children to explore the areas of the town they know.

- Show the *yellow* flashcard and say *Look! Yellow!* Hand out the *yellow* flashcard.
- Play some music from the CD. Encourage the children to pass the *yellow* flashcard around the circle. Stop the music. Say *Touch yellow*. Encourage the child holding the flashcard to touch something *yellow* on the play mat. If they respond correctly, say *That's right! It's a yellow ...!*

### 3 Play *Find blue* on the play mat

- Show the *blue* flashcard and say *What colour is this?* Encourage the children to say *blue*.
- Choose three children to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say *Find three blue things*. Count to *three* on your fingers and say *One, two, three*. Encourage the children to join in.
- Encourage the first child to touch something *blue* on the play mat. If they respond correctly, say *That's right! It's a blue ...!* Do the activity with the other children and repeat with *two* and *three*. Point to the items again and count them with the children.

### 4 Play *Flashcard fan* with *yellow* and *blue*

- Shuffle the *yellow* and *blue* flashcards. Hold the *yellow* flashcard to your chest so the children can't see what it is. Fan it back and forth, giving the children a glimpse of the flashcard and say *What's this?* Encourage the children to say *yellow*. Repeat with *blue*.

If you are short of time, you can leave out Activity 4.

### 5 Sing *The numbers song* (CD1 track 19)

- Say *Let's sing The numbers song*. Sing the song and do the actions. Encourage the children to join in. (See Unit 1 Lesson 5 Activity 4 for the tapescript.)

### 6 Sing *Three small lions* (CD1 track 32)

- Say *Let's sing Three small lions*. Play the CD. Sing the song and do the actions. Encourage the children to join in.



#### *Three small lions*

*One small lion goes out to play.* (Show *one* finger.)  
*Happy, happy, happy day.* (Draw a smile in the air.)  
*Sister, sister, let's have fun!*  
*Come and play. Come, come, come.* (Gesture 'come here'.)

*Two small lions go out to play.* (Show *two* fingers.)  
*Happy, happy, happy day.* (Draw a smile in the air.)  
*Brother, brother, let's have fun!*  
*Come and play. Come, come, come.* (Gesture 'come here'.)

*Three small lions go out to play.* (Show *three* fingers.)  
*Happy, happy, happy day.* (Draw a smile in the air.)  
*Granny, granny, let's have fun!*  
*Come and play. Come, come, come.* (Gesture 'come here'.)

## Transition time

### 7 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 8 Count and match the family (Pupil's Book page 25)

- Show the *mummy* flashcard and say *Who's this?* Encourage the children to say *mummy*. Repeat with *daddy*, *sister*, *brother*, *baby* and *granny*.
- Show the *Rory* flashcard and say *Look! It's Rory!* Encourage the children to guess how many *grannies* Rory has got by saying *one*, *two* or *three*. Repeat with *Rory's brothers* and *sisters*.
- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Say *Point to 1*. Repeat with 2 and 3. Point to the *brothers* and say *How many brothers are there?* Count them out loud with the children. Repeat with *sisters* and *granny*.
- Hold up a pencil and say *Match one*. Demonstrate this by drawing a line with your finger. Say *Match one, two and three*. Encourage the children to match *one*, *two* and *three* to *granny*, *brothers* and *sisters*.

### 9 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Colour and count the Rories (Photocopiable worksheet p211)

- In advance, photocopy the worksheet for every child. Hand out the *yellow* crayons and the photocopiable worksheets. Point to the *big* Rory and say *Look! Rory! Big or small?* Encourage the children to say *big*. Repeat with the *small* Rories. Hold up a *yellow* crayon and say *Colour the big Rory yellow*. Demonstrate this by pretending to colour it in. Say *Count the lions. One, two or three?* and point to 1, 2 and 3. Hold up a pencil and say *Circle the number*. Demonstrate this by circling it with your finger. Encourage the children to colour and count the Rories.

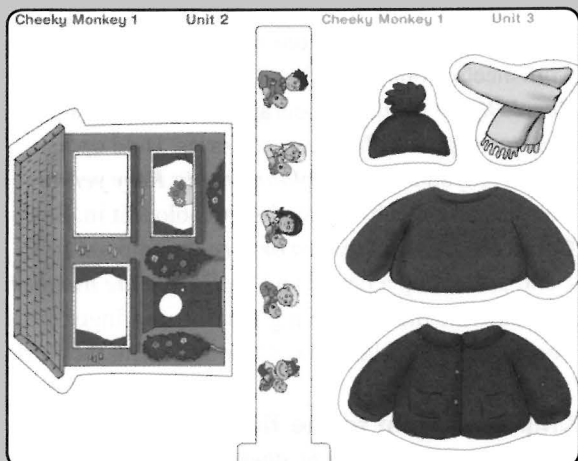
### 2 Clap and point to the flashcard

- Stick the number 1 and *brother* flashcard next to each other on the board. Repeat with 2 and *baby*, 3 and *granny*. Clap twice and say *Who is it?* Encourage the children to say *baby*. Repeat by clapping once and three times. Alternate between them until the children are confident.

### 3 Sing the karaoke version of Clap and be happy (CD1 track 31)

- Say *Let's sing Clap and be happy*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 4 Activity 4 for the tapescript.)





**Lesson focus:** Performing the story with the Press out

**Focus language:** *one–three, mummy, daddy, sister, brother, baby, granny*

**Main receptive language:** *This is Cheeky's house*

**Classroom language:** *How many ...? There are ..., This is ..., Show me ..., Point to ..., Let's listen, Let's sing ...*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Do *Cheeky's jungle gym*
- Make the Press out
- Listen to the *Baby is sad* story
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, classroom objects, bag, Press out Unit 2, Unit 2 Story cards

**Getting ready:** Put two rulers in a bag.

- If the children get overexcited, use the *Calm down chant* to get their attention. (See Teacher talk, pages 14–15.)

### 3 Play Feely bag with classrooms objects and counting

- Put *two* rulers in a bag without letting the children see.
- Choose a child to do the activity using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Offer the bag to the child and encourage them to feel the objects inside.
- Say *How many rulers are there?* Encourage the child to say *two*. Reveal the *two rulers* and count them out loud with the children. If the child has guessed correctly, say *That's right! There are two rulers*. Repeat with *three* rubbers and *one* pencil.

If you are short of time, you can leave out Activity 3.

### 4 Sing Three small lions (CD1 track 32)

- Say *Let's sing Three small lions*. Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 5 Activity 6 for the tapescript.)

## Transition time

### 5 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Circle time

### 1 Sing The hello Cheeky song 1 (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello!* Encourage the children to wave and say *Hello!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Do Cheeky's jungle gym (CD1 track 29)

- Make sure the children are sitting down and that they have enough room to move freely.
- Play the CD. Encourage the children to do the actions. (See Lesson 4 Activity 2 for the tapescript.)

## Table time

### 6 Make a house (Press out Unit 2)

- Hand out the Press outs. Demonstrate how to remove the Press outs and put the character strip in the window. Encourage the children to join in.
- Show the Press out and say *Look! This is Cheeky's house!* Say *Point to daddy* and encourage the children to point to *daddy*. Repeat with *mummy, sister, brother and granny*. Say *Look! Baby is sad* and mime *sad*.
- Say *Show me sister and baby*. Demonstrate this by positioning the character strip so that *sister and baby* are in the house. Encourage the children to put *sister and baby* in the house. Repeat with *mummy and baby, daddy and baby, sister and baby, brother and baby and granny and baby*.

## Story time

### 7 Say *The story time chant* (CD1 track 13)

- Say *It's story time* and open the palms of your hands as if opening a book. Say the chant and do the actions. Encourage the children to join in. (See Teacher talk, pages 14–15.)

### 8 Listen to the *Baby is sad* story (CD1 track 27, Unit 2 Story cards, Press out Unit 2)

- Say *Let's listen to the story*. Read the story aloud or play the CD. Show the Story cards and do the actions. Encourage the children to listen and to look at the pictures.
- Encourage the children to put *baby* with *daddy*, *mummy*, *sister*, *brother* and *Cheeky* in the house as they listen to the story.
- Sing the *Story song* and do the actions. Encourage the children to join in. (See Lesson 2 Activity 8 for the tapescript.)

### 9 Sing *Bye-bye Cheeky 1* (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

## Extra activities

### 1 Sing the karaoke version of *Close your eyes* using flashcards (CD1 track 24)

- Shuffle the *mummy*, *daddy*, *sister* and *brother* flashcards. Fan them out and offer them to a child. Encourage them to take one. Show the flashcard and say *Let's sing about (daddy)*. Play the CD. Sing the first verse of the song using the line *Where's your daddy?* Repeat until all the flashcards have been revealed. (See Lesson 1 Activity 6 for the tapescript.)

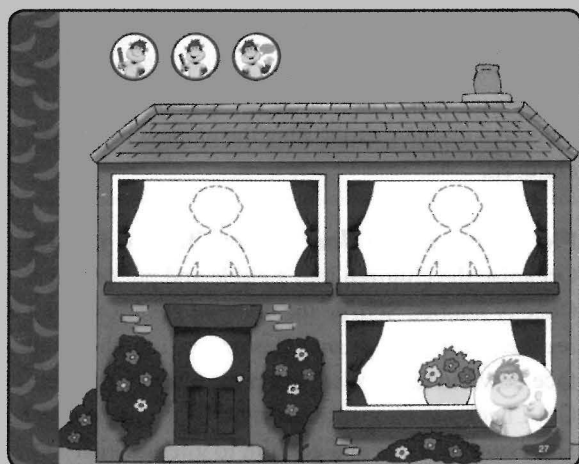
### 2 Talk about your family with the family mini cards (Photocopiable worksheet p212)

- In advance, photocopy and cut out a set of mini cards for every child. Shuffle the packs together and deal four to each child. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say *Who's in your family?* and encourage the child to name the family members on their cards. Play the game with other children.

### 3 Play *Reveal the flashcard* with the family

- Organise the children into a circle and put on the Cheeky puppet. Shuffle the *mummy*, *daddy*, *sister*, *brother*, *baby*, and *granny* flashcards. Lay them out face down in the circle. Put on the Cheeky puppet. Get Cheeky to choose a flashcard by saying (*sister*). Say *Point to sister* and get him to guess which flashcard it is. Reveal the flashcard. If Cheeky guesses correctly, say *Well done! It's (sister)!* If Cheeky guesses incorrectly, continue until the (*sister*) flashcard is revealed. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Play the game with other children and repeat until all the flashcards are revealed.





**Lesson focus:** Consolidating unit songs and new language

**Focus language:** *mummy, daddy, sister, brother, baby, granny, happy, sad, yellow, blue*

**Main receptive language:** *Put up your hand ..., Find ..., Point and say, Hip, hip, hooray, Is ...? Are you ...? This is my..., crayons*

**Classroom language:** *Let's be detectives, Do you remember ...? What's your favourite song? Let's sing, Pick up ..., Stop, Well done! Very good! Excellent! Who's this? Is this ...? Draw ..., This is ...*

**Main activities:**

- Sing *The hello Cheeky song 1*
- Play *What's on the mat today?*
- Sing our favourite song
- Do the worksheet
- Sing *Bye-bye Cheeky 1*

**Materials you need:** CD, puppet, play mat, *mummy, daddy, sister* and *brother* flashcards, *blue* and *yellow* crayons, Pupil's Books, pencils, Cheeky award stickers

**Getting ready:** Lay out the play mat in the circle time area.

## Circle time

### 1 Sing *The hello Cheeky song 1* (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello!** Encourage the children to wave and say **Hello!** to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 3 for the tapescript.)

### 2 Play *What's on the mat today?* (CD1 track 33)

- Put the *mummy, daddy, sister* and *brother* flashcards in a pile face down in front of you. Say **Let's be detectives!** and mime looking through a magnifying glass. Say the chant and do the actions. Encourage the children to join in.



**What's on the mat today?**

*What's on the mat today?* (Mime looking through a magnifying glass.)

*What's on the mat today?* (Mime looking through a magnifying glass.)

*Put up your hand to play.* (Put your hand up.)

*Find mummy.* (Show the *mummy* flashcard.)

*Find mummy.* (Show the *mummy* flashcard.)

*Find mummy on the mat today.* (Point to the play mat.)

*Point and say* (Point. / Mime speaking with your hand.)

**Hip, hip, hooray!** (Throw your arms into the air with excitement.)

- Pause the CD. Choose a child to point to *mummy* on the play mat. Encourage them to say *mummy*. If they respond correctly, encourage the other children to clap. Do the activity with other children and repeat with *daddy, brother* and *sister*.

*Find daddy.* (Show the *daddy* flashcard.)

*Find daddy.* (Show the *daddy* flashcard.)

*Find daddy on the mat today.* (Point to the play mat.)

*Point and say* (Point. / Mime speaking with your hand.)

**Hip, hip, hooray!** (Throw your arms into the air with excitement.)

*Find brother.* (Show the *brother* flashcard.)

*Find brother.* (Show the *brother* flashcard.)

*Find brother on the mat today.* (Point to the play mat.)

*Point and say* (Point. / Mime speaking with your hand.)

**Hip, hip, hooray!** (Throw your arms into the air with excitement.)

*Find sister.* (Show the *sister* flashcard.)

*Find sister.* (Show the *sister* flashcard.)

*Find sister on the mat today.* (Point to the play mat.)

*Point and say* (Point. / Mime speaking with your hand.)

**Hip, hip, hooray!** (Throw your arms into the air with excitement.)



### 3 Draw happy and sad faces

- In advance, draw simple pictures of *mummy, daddy, sister, brother, baby* and *granny* on the board. Don't draw their mouths.
- Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say *Is mummy happy or sad?* and encourage the child to say *happy* or *sad*. Tell them to draw *happy mummy* or *sad mummy*.
- Do the activity with other children and repeat with *daddy, sister, brother, baby* and *granny*.
- Say *Are you happy or sad?* If they say *happy* say *hooray!* and throw your arms into the air.

If you are short of time, you can leave out Activity 3.

### 4 Sing our favourite song

- Ask the children if they remember all the songs from Unit 2. Play the beginning of *Close your eyes*. Say *Do you remember Close your eyes?* Encourage the children to sing any words or phrases they remember. Repeat with *Story song, Clap and be happy* and *Three small lions*.
- Say *What's your favourite song?* Tell the children they must decide what their favourite song from Unit 2 is. Say *Put your hands up for Close your eyes*. Count the number of votes. Repeat with *Story song, Clap and be happy* and *Three small lions*.
- Say *Our favourite song is (Clap and be happy). Let's sing (Clap and be happy)*. Play the CD. Sing the song and do the actions. Encourage the children to join in.

## Transition time

### 5 Say the Transition chant 1 (CD1 track 5)

- Put your finger to your lips and say *Shh! Be very quiet!* Say the chant and do the actions while leading the children to their tables. Encourage them to join in. (See Teacher talk, pages 14–15.)

## Table time

### 6 Play Picking up crayons

- Hand out the *yellow* and *blue* crayons. Say *Pick up the yellow crayon*. Pick up and show the *yellow* crayon. Encourage the children to join in. Repeat with *blue*. Alternate between *yellow* and *blue*. When the children are confident, speed up the activity.

### 7 Draw your family (Pupil's Book page 27, Story cards Unit 2)

- Hand out the pencils, crayons and the Pupil's Books or the individual worksheets.
- Show Story Card 2. Point to *mummy* and say *Who's this?* Encourage the children to say *mummy*. Repeat with *daddy, sister, brother, baby* and *granny*.
- Tell the children they must choose two family members to draw. Hold up a pencil and say *Draw*

*your family*. Encourage them to draw and colour in their family.

- Circulate and ask the children questions about their work. Say *Who's this?* and *Is this mummy?* etc.
- When the children have finished tell them to show their pictures. Encourage them to say *This is my (mummy)*.

### 8 Hand out Cheeky award stickers

- Praise the children for their good work by saying *Well done! Very good! or Excellent!* and put a Cheeky award sticker on their worksheets. (You may choose to ask the children to stick on the award sticker themselves.)

### 9 Sing Bye-bye Cheeky 1 (CD1 track 6)

- Put on the Cheeky puppet. Get Cheeky to wave and say *Bye-bye!* Encourage the children to wave and say *Bye-bye!* to Cheeky.
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if he's also singing along. (See Cheeky's town Lesson 1 Activity 9 for the tapescript.)

See Multi-ROM for fun interactive activities on this topic.

## Extra activities

### 1 Act out the Baby is sad story (CD1 track 27)

- Choose four children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Give them each a role, either *mummy, daddy, sister* or *brother*. Put on the Cheeky puppet. You will play the part of Cheeky. Play the CD. Encourage the children to act out the story. (Use story activity in Lesson 2 as a guide) Encourage the other children to join in with the *Story song*.

### 2 Match the family (Photocopiable worksheet p213)

- In advance, photocopy the worksheet for every child. Hand out the *blue* crayons and the photocopiable worksheets. Point to the first *sister* and say *Look! Who's this?* Encourage the children to say *sister*. Hold up a pencil and say *Match sister*. Demonstrate this by tracing a line with your finger. Say *Match sister, granny and brother*. Encourage the children to match the family.

### 3 Play Going out in the car with the family

- Choose four children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Give them each a role, either *mummy, daddy, sister, brother, baby* or *granny*. Say *Come on, (mummy)!* and encourage the other children to join in. Encourage (*mummy*) to walk towards the car in role and pretend to get in. Repeat with the other three family members. Then say *Let's go! Bye-bye (mummy)!* and encourage (*mummy*) to wave. Repeat with the other three family members. Encourage the children to pretend to drive away in the car.