

Unit 1 What's the matter?

Key language

Focus language

hands
arms
feet
legs
fingers*
toes*
one-five
Concept: up/down

Recycled language

Hello*
Bye-bye*
red*
yellow*
blue*

Main receptive language

girls
boys
What are these?
What's this?
Who's this?
Can you move your (arms)?
My (hands) hurt me!
It's story time.

doctor/doctor's
What's the matter?
Is Cheeky going to the (park)?
spots
Come on!
I'm scared.
Wash them off!
Can you help?
ill
Put your (hands) up/down.
No! Not today!
please/thank you
dirty
Stop, please!
tickle
That's better!
cherry trees
How many (fingers)?
swing
slide down
stretch
Hooray! / Hurrah!
The monkeys are marching.
It's a (blue) ...
What's on the mat today?
What's your favourite song?

Are these your (hands)?
What colour are you wearing?

Classroom language

Let's sing ...
Shh! Be very quiet!
Sit down quietly.
Look!
Draw (yourself)
Colour
Stand up
Turn around
Clap your hands
Tap your feet
Wave your arms
Touch your legs
Make a circle
Sit down
Sleep
That's right!
Well done!
Let's listen ...
Point to ...
Count
Match
Excellent!
Let's be detectives!

* Words recycled from *Cheeky Monkey 1*

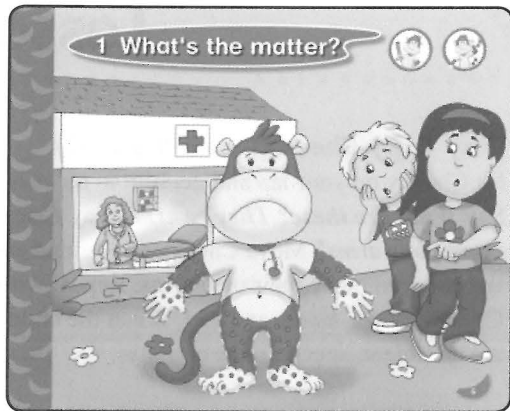
Key language learning aims

- 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 'up' and 'down'
- Recognising the colour red and other previously learnt colours (blue and yellow)
- Counting to five

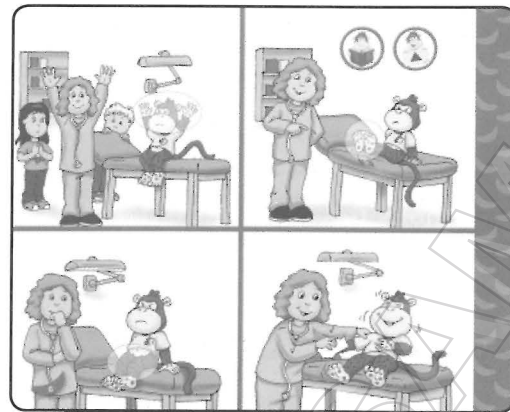
Main criteria for evaluation

Children should:

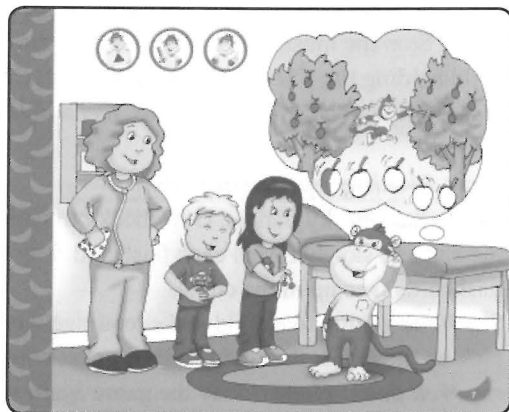
- Demonstrate an interest in and a curiosity about what happens in the story
- Recognise characters in the story
- Discriminate between different body parts
- Identify the colour red (and also revise blue and yellow)
- Develop an awareness of 'up' and 'down'
- Respond appropriately to instructions
- Participate in games, songs and TPR activities
- Continue to develop spatial orientation, physical co-ordination and fine motor skills



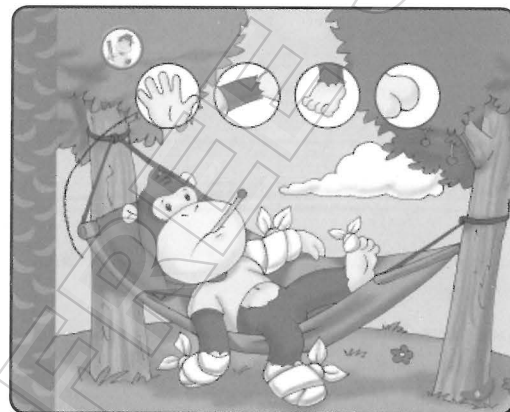
Lesson 1



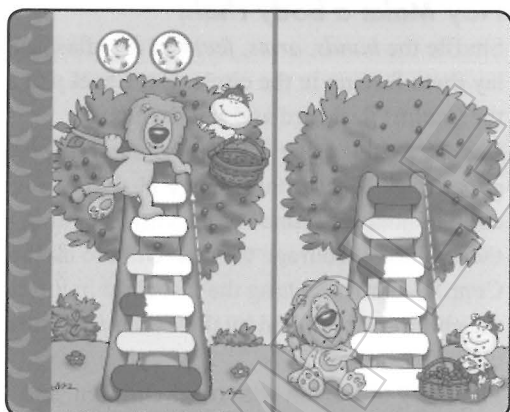
Lesson 2



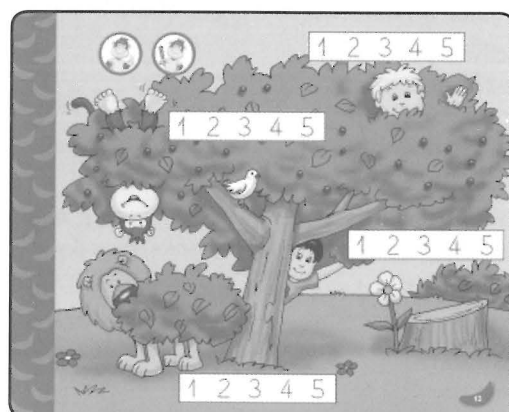
Lesson 2



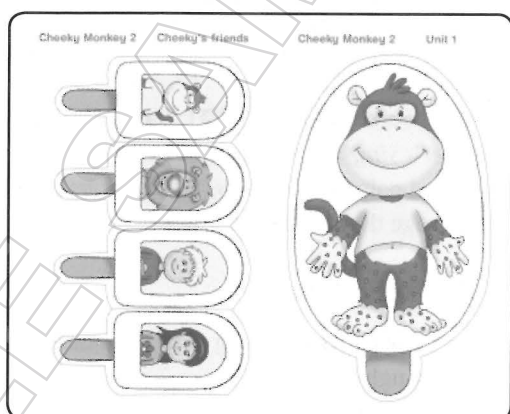
Lesson 3



Lesson 4



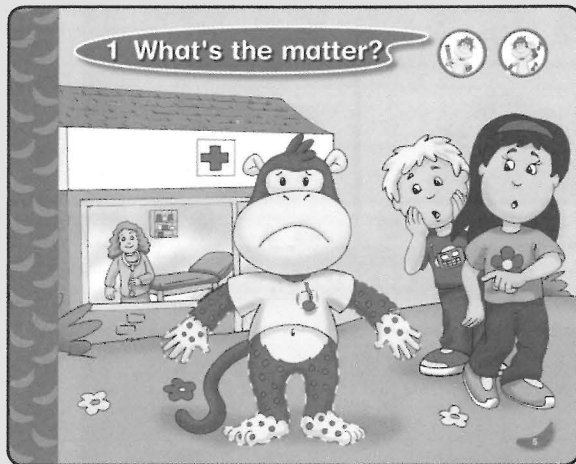
Lesson 5



Lesson 6



Lesson 7



Lesson focus: Reintroducing the characters, introducing the body

Focus language: *hands, arms, feet, legs* **Recycled:** *Hello, Bye-bye*

Main receptive language: *girls, boys, What are these? They're (arms), Can you move your (arms)? doctor, What's the matter? Let me see, My (hands) hurt me! Who's this?*

Classroom language: *Well done! Let's sing ..., Shh! Be very quiet! Sit down quietly, Look! Draw*

Main activities:

- Sing *The hello song 1*
- Sing *Doctor, doctor*
- Do the worksheet
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, bag, *Cheeky, hands, arms, feet, legs* flashcards, Pupil's Books, pencils

Getting ready: Put the *hands, arms, feet, legs* flashcards in a bag.

Circle time

1 Sing *The hello 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.
- Get Cheeky to point to the girls and say *Hello, girls!* Repeat for the boys, saying *Hello, boys!*
- 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 friends Lesson 1 Activity 2 for the tapescript.)

2 Play *Copy Cheeky!* with the body

- Sit Cheeky on your lap and get him to move his arms. Say *What are these? They're arms.* Say *Can you move your arms?* Move Cheeky's *arms* and encourage the children move their own arms. Repeat with Cheeky's *legs, hands* and *feet*. When the children are confident, speed up the activity.

3 Play *Pass the Cheeky flashcard*

- Play some music from the CD and encourage the children to pass the *Cheeky* flashcard around the circle. Stop the music and say *hands*. Encourage the child holding the *Cheeky* flashcard to touch Cheeky's *hands*. Repeat the game with *arms, feet* and *legs*.

4 Play *Picking up flashcards*

- Put on the Cheeky puppet. Get Cheeky to look inside the bag and slowly reveal each flashcard. Lay the flashcards face up in the circle.
- Say *hands*. Point to a child and encourage them to pick up the *hands* flashcard. If they guess correctly, say *Well done! Hands!* Play the game again with other children and repeat with *arms, legs* and *feet*.

5 Play *Make a body chain*

- Shuffle the *hands, arms, feet* and *legs* flashcards and lay them face up in the circle. Get Cheeky to pick up the (*hands*) flashcard and say (*hands*).
- Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Encourage the child to hold the (*hand*) of the child standing next to them. Then encourage the next child to do the same. Continue until reaching the last child in the circle and the children are linked by their (*hands*) to form a body chain.
- Play the game again with other children, and encourage them to touch or link the relevant parts of the body until the flashcards have been picked up.

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

6 Sing *Doctor, doctor* (CD1 track 10)

- Say *Let's sing Doctor, doctor*. Play the CD. Sing the song and point to your *legs, hands, arms* and *feet*. Encourage the children to join in.



Doctor, doctor

What's the matter? (Shrug your shoulders questioningly.)

Let me see. (Point to your eye.)

Doctor, doctor.

My legs hurt me. (Shake your *legs*.)

What's the matter? (Shrug your shoulders questioningly.)

Let me see. (Point to your eye.)

Doctor, doctor.

My hands hurt me. (Shake your *hands*.)

What's the matter? (Shrug your shoulders questioningly.)

Let me see. (Point to your eye.)

Doctor, doctor.

My arms hurt me. (Shake your *arms*.)

What's the matter? (Shrug your shoulders questioningly.)

Let me see. (Point to your eye.)

Doctor, doctor.

My feet hurt me. (Shake your *feet*.)

Transition time

7 Say 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 Cheeky's body (Pupil's Book p5)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Point to Cheeky and say **Look! Who's this?** Encourage the children to say *Cheeky*. Repeat with *Tom* and *Ellie*.
- Point to Cheeky's *feet* and say **feet**. Encourage the children to join in. Repeat with Cheeky's *arms*, *hands* and *legs*.
- Hold up a pencil and say **Draw Cheeky's feet**. Demonstrate this by tracing them with your finger. Say **Draw Cheeky's feet, legs, hands and arms**. Encourage the children to trace the body.

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

- Say **Let's sing Doctor, doctor**. Play the CD. Sing the song and point to Cheeky's *legs*, *hands*, *arms* and *feet*. Encourage the children to join in. (See Activity 6 for the tapescript.)

10 Sing The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play Trace your hands

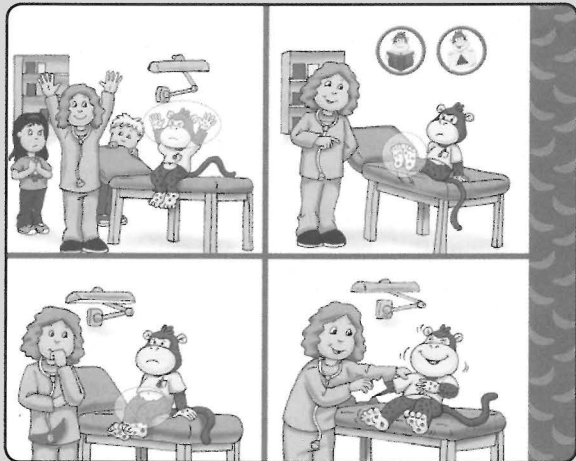
- Put your hand on the board and draw around it. Say **Look! My hand!** Hand out a piece of paper to every child. Say **Draw your hand**. Encourage the children to draw around their hands. Write the children's names on the reverse without letting the other children see. Lay out the pictures in the circle. Point to a hand and say **Is this (Maria's) hand?** Encourage the children to say *Yes!* or *No!* Do the activity again asking about other children. (You may choose to do the activity with *feet*.)

2 Play The blindfold game

- Choose four children using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Blindfold one of the children. Encourage the child to feel the hands of the other three children. Say **Who is it?** and encourage them to guess. Play the game again with other children.

3 Colour Cheeky's body (Photocopiable worksheet, p208)

- In advance, photocopy the worksheet for every child. Hand out the *red*, *yellow* and *blue* crayons and the photocopiable worksheets. Say **Point to Cheeky's hands**. Say *hands*. Encourage the children to point to Cheeky's *hands*. Repeat with *arms*, *feet* and *legs*. Tell them that they must listen and colour what they hear. Stop after each instruction to give them enough time to colour. Say **Colour Cheeky's arms red**. **Colour Cheeky's hands blue**. **Colour Cheeky's legs yellow**. **Colour Cheeky's feet red**.



Lesson focus: Listening to the story for the first time

Focus language: hands, arms, feet, legs **Recycled:** Hello, Bye-bye, one-three, red

Main receptive language: girls, boys, Abracadabra! Where are Cheeky's (legs)? These are Cheeky's (legs), It's Cheeky's town, Let's go ..., It's story time, dirty, Where's Cheeky going today? Is Cheeky going to the (park)? ... are going to the doctor/doctor's, No! Not today! Like this? Well done! This is ..., He's got red spots on his (hands), Come on! Let's go and see ..., I'm scared, Can you help? What's the matter? ill, Put your (hands) up/down, Show me ..., I know! Stop, please! count, tickle, four, Wash them off! That's better! Thank you! What's this? I remember swinging in the cherry trees, Where do the (arms) go? What is it?

Classroom language: Stand up, Turn around, Clap your hands, Tap your feet, Wave your arms, Touch your legs, Make a circle, Sit down, Sleep, That's right! Very good! Look! Point to ..., Let's listen ..., Shh! Be very quiet! Stick on the (hands), Show me ..., Colour

Main activities:

- Sing *The hello song 1*
- Do *Cheeky's jungle gym*
- Listen to the *What's the matter?* story
- Do the worksheet
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, play mat, hands, arms, feet, legs, Cheeky, Tom, Ellie flashcards, Unit 1 Story cards, Unit 1 stickers, Pupil's Books, red crayons

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

Circle time

1 Sing *The hello 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.
- Get Cheeky to point to the girls and say **Hello, girls!** Repeat for the boys, saying **Hello, boys!**
- 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 friends Lesson 1 Activity 2 for the tapescript.)

2 Do *Cheeky's jungle gym* (CD1 track 12)

- 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.

Clap your hands.

Tap your feet.

Wave your arms.

Touch your legs.

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 *hands, arms, legs and feet* 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 *hands* flashcard. Encourage the children to say *hands*. If the children answer correctly, say *That's right! Hands!* Repeat with *arms, legs and feet*.

4 Play *Where are 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 are Cheeky's legs?* Encourage the child to point to Cheeky's *legs*.
- If they respond correctly, say *Very good! These are Cheeky's legs*. Play the game with other children, repeating with *arms, hands and feet*.

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

5 Play *Going to the doctor's 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 Cheeky to walk around the town and stop at the school. Say *Is Cheeky going to the school?* Pause, shake your head and say *No!* If children answer *Yes!* shake your head and say *No! Not today!* Repeat with the zoo, lake and Granny's house. Finally, get Cheeky to walk to the doctor's.
- Ask the children questions about the doctor's. Ask them who they visit the doctor's with and how often they go there, etc.
- Show the children the *Cheeky, Tom and Ellie* flashcards and say *Cheeky, Tom and Ellie are going to the doctor's*.

6 Say *The let's go chant* (CD1 track 13)

- Hand out the *Cheeky, Tom and Ellie* 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 doctor's, to the doctor's.

Let's go, let's go.

Ho, ho, ho!

- Say *Point to the doctor's* and encourage the children to point to the doctor's on the play mat. Then tell the child holding the *Cheeky* flashcard to put it on the doctor's. Repeat with *Tom* and *Ellie*.

Story time

7 Say *The story time chant* (CD1 track 14)

- 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 *What's the matter?* story (CD1 track 15, 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.



What's the matter?

Story card 1

Narrator: *This is Cheeky monkey.* (Point to Cheeky.) *This is Tom* (Point to Tom.) *and Ellie.* (Point to Ellie.) *They're at the doctor's.* (Point to the doctor's.)

Ellie: *Look at Cheeky. He's got red spots!* (Point to one of Cheeky's red spots.) *He's got red spots on his arms.* (Point to Cheeky's arms.) *He's got red spots on his legs.* (Point to Cheeky's legs.) *He's got red spots on his hands.* (Point to Cheeky's hands.) *He's got red spots on his feet.* (Point to Cheeky's feet.)

Tom: *Come on, Cheeky.* (Gesture 'come on'.)
Let's go and see the doctor. (Point to the doctor.)

Cheeky: *The doctor? I'm scared!* (Pull a worried face.)

Story card 2

Ellie: *Hello, Doctor!* (Point to the doctor and wave.) *Can you help Cheeky?* (Point to Cheeky.)

Doctor: *What's the matter?* (Raise your arms questioningly.)

Tom: *Cheeky's ill. Look at his red spots.* (Point to Cheeky's red spots.)

Doctor: *OK, Cheeky. Put your arms and hands up, please.* (Point to Cheeky's arms and hands and lift up your arms and hands.)

Cheeky: *Like this?* (Keep your arms and hands in the air.)

Doctor: *Yes, that's right! Well done!* (Nod and smile.) *Now put your arms and hands down.* (Put your arms and hands down.)

Story card 3

Doctor: *Show me your legs and feet, please.* (Point to Cheeky's legs and feet.)

Cheeky: *Like this?* (Sit on a chair and lift your feet up.)

Doctor: *Yes, that's right! Well done!* (Nod and smile.) *Now put your legs and feet down.* (Put your leg down.)

Story card 4

Doctor: *What's the matter with Cheeky?* (Look puzzled.) *His hands are okay.* (Point to Cheeky's hands.) *His arms are okay.* (Point to Cheeky's arms.) *His legs are okay.* (Point to Cheeky's legs.) *His feet are okay.* (Point to Cheeky's feet.) *Hmmm ... I know!* (Put your finger to your head and pretend to be thinking.)

Story card 5

Doctor: *Cheeky monkey! You're not ill. You're dirty! Look!* (Point to Cheeky.)

Doctor: *Show me your feet.* (Point to your feet.) *Show me your legs.* (Point to your legs.) *Count the spots.*
One spot, two spots. (Show one finger. / Show two fingers.) *Wash them off!* (Mime rubbing off the spots.)

Cheeky: *Stop, please! Stop, please!*
Tee, hee, hee! (Mime giggling.)
When you count

You tickle me! (Mime being tickled.)

Doctor: *Put your arms up.* (Point to your arms.) *Put your hands up.* (Point to your hands.) *Count the spots.*
One, two, three, four spots. (Show one, two, three and four fingers.) *Wash them off!* (Mime rubbing off the spots.)

Cheeky: *Stop, please! Stop, please!*
Tee, hee, hee! (Mime giggling.)
When you count
You tickle me! (Mime being tickled.)

Doctor: *That's better!*

Cheeky: *Thank you.*

Story card 6

Ellie: *Cheeky, what's this?* (Point to the cherries.)

Cheeky: *Cherries! Now I remember swinging in the cherry trees!* (Point to Cheeky's thought bubble and mime swinging in the cherry trees.)

Transition time

9 Say 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 colour the cherries (Pupil's Book p6 & p7, Unit 1 stickers)

- Hand out the stickers, red crayons and the Pupil's Books or the individual worksheets.
- Say *Look! Cheeky, Tom and Ellie are at the doctor's!* Point to Cheeky. Encourage the children to point to Cheeky. Repeat with Tom, Ellie and the doctor.
- Hold up the stickers and say *Show me the hands.* Encourage the children to peel off the *hands* sticker and hold it up in the air. Say *Where do the hands go?* and encourage them to point to Cheeky's missing hands. Say *Stick on the hands* and encourage them to put the *hands* sticker in place.
- Say *Stick on the arm, legs and feet.* Encourage the children to stick on the body.
- Hold up a red crayon and say *Colour the cherries.* Demonstrate this by pretending to colour one in. Encourage the children to colour in the cherries. When they have finished, count the cherries out loud with the children.

11 Sing *The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play *What's the matter?*

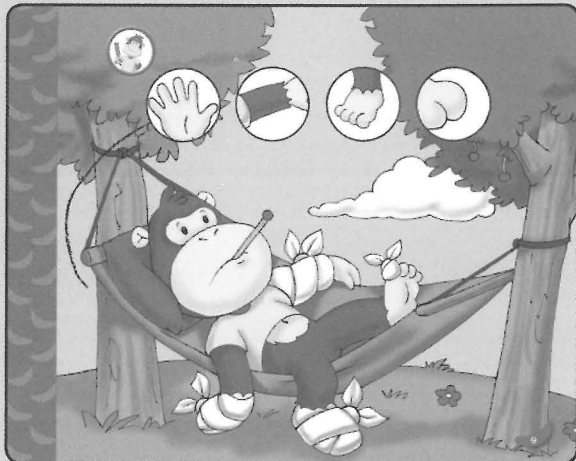
- You will play the part of the doctor. Shuffle the *hands, arms, feet* and *legs* flashcards and put them in a pile face down. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell the child to take the flashcard from the top of the pile and show it. Close your eyes so that you can't see what it is. Say *What's the matter?* and encourage the children to pretend that their (*hand*) hurts. Guess which part of their body hurts them by saying *It's your (arms)!* If they say *No!* guess again. Repeat until all the flashcards have been revealed.

2 Sing *Doctor, doctor with your favourite toy* (CD1 track 10)

- In advance, tell the children to bring their favourite toy animal or doll to class. Say *Let's sing Doctor, doctor*. Play the CD. Sing the song and do the actions, getting the children to move the *hands, arms, feet* and *legs* of their toy. (See Lesson 1 Activity 6 for the tapescript.)

3 Play *Hands or feet?* with your favourite toy

- In advance, bring a toy animal to class. Put it in a bag or a box. Slowly reveal its *feet*. Say *What are these?* and encourage the children to guess. If the children are having difficulty, say *Are they hands?* Encourage the children to say *Yes!* or *No!* Repeat with *hands*. Alternate between them until the children are confident.



Lesson focus: Listening to the story song again

Focus language: *fingers, toes* **Recycled:** *Hello, Bye-bye, hands, arms, feet, legs, one-five*

Main receptive language: *doctor, What are these? How many (fingers)? Yes! No! Not three! Show me ..., spots, tickle, count, Wash them off! Stop, please!*

Classroom language: *Touch your (feet), Show your hands, Well done! Let's sing ..., Shh! Be very quiet! Point to ..., Match*

Main activities:

- Sing *The hello song 1*
- Sing *Doctor, doctor*
- Introduce *fingers* and *toes*
- Sing the *Story song*
- Do the worksheet
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, *Cheeky* flashcard, Pupil's Books, pencils

Getting ready: Prepare some red spots to stick on the *Cheeky* puppet or the *Cheeky* flashcard.

Circle time

1 Sing *The hello 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*.
- Get *Cheeky* to point to the girls and say **Hello, girls!** Repeat for the boys, saying **Hello, boys!**
- 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* friends Lesson 1 Activity 2 for the tapescript.)

2 Sing *Doctor, doctor* (CD1 track 10)

- Say **Touch your feet** and encourage the children to touch their feet. Repeat with *hands, arms* and *legs*.
- Say **Let's sing Doctor, doctor**. 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 *fingers* and *toes*

- Show your hands and say **Show your hands**. Encourage the children to join in. Wiggle your fingers and encourage the children to do the same. Say **What are these? Fingers**. Repeat with your *feet* and *toes*.
- Put on the *Cheeky* puppet. Point to *Cheeky's* *fingers* and say **fingers**. Encourage the children to wiggle their fingers again. Repeat with *Cheeky's* *toes*.
- Say **Touch your toes** and encourage the children to touch their *toes*. Repeat with *fingers*. Alternate between *fingers* and *toes* until the children are confident.

4 Play *Pass Cheeky with the body*

- Hand out the *Cheeky* flashcard. Play some music from the CD. Encourage the children to pass the *Cheeky* flashcard around the circle.
- Stop the music. Say **Touch Cheeky's fingers** and encourage the child holding *Cheeky* to touch his *fingers*. If they respond correctly, say **Well done! Cheeky's fingers!** Play the game with other children and repeat with *hands, arms, legs, feet* and *toes*.

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

5 Play *How many fingers?*

- Put a hand behind your back and hold up *three* fingers. Say **How many fingers?** Encourage the children to guess. If they guess correctly reveal your hand and say **Yes! Three fingers!** If they guess incorrectly reveal your hand and say **No! Not three! How many fingers?** and count them out loud with the children. Repeat with *one, two, four* and *five*.

6 Sing the *Story song* (CD1 track 16)

- Stick some red spots on the *Cheeky* puppet. Tickle *Cheeky* and say **Tee, hee, hee!** Encourage the children to join in.
- Say **Let's sing the Story song**. Play the CD. Sing the song, do the actions and point to the spots as you count. Encourage the children to join in. (You may choose to use the *Cheeky* flashcard instead of the puppet.)



Story song

Show me your feet. (Point to your *feet*.)

Show me your legs. (Point to your *legs*.)

Count the spots. (Point to Cheeky's spots.)

One spot, two spots. (Show one then two fingers.)

Wash them off! (Mime rubbing off the spots.)

Stop, please! Stop, please!

Tee, hee, hee! (Mime giggling.)

When you count

You tickle me! (Mime being tickled.)

Put your arms up. (Point to your *arms*.)

Put your hands up. (Point to your *hands*.)

Count the spots.

One, two, three, four spots. (Show one, two, three and four fingers.)

Wash them off! (Mime rubbing off the spots.)

Stop, please! Stop, please!

Tee, hee, hee! (Mime giggling.)

When you count

You tickle me! (Mime being tickled.)

Transition time

7 Say 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 Match Cheeky's body (Pupil's Book p9)

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

9 Sing The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play Drawing Cheeky

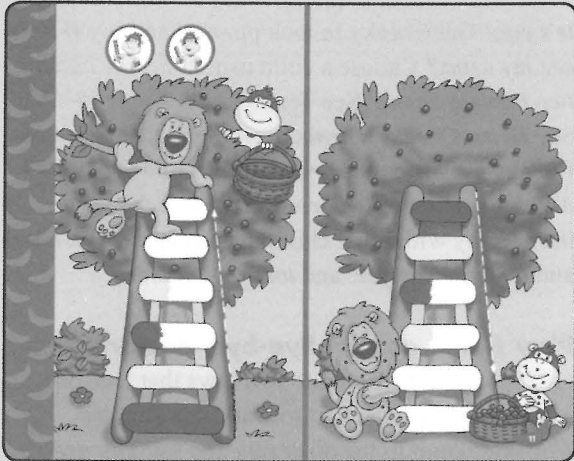
- Draw a simple Cheeky head and body on the board. Put on the Cheeky puppet and say **Look, Cheeky! It's you!** Get Cheeky to look puzzled and say **Where are my arms?** Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say **Draw Cheeky's arms**. Encourage them to draw Cheeky's *arms* on the board. If the child is having difficulty, point to the *arms* on the Cheeky puppet. Do the activity with other children and repeat with *hands* and *fingers*, *legs*, *feet* and *toes* in this order.

2 Play Hello, doctor! Bye-bye, doctor!

- Organise the children into two rows that face one another. Point to the first row and say **You are Cheekys**. Point to the other row and say **You are doctors**. Encourage the *Cheekys* to walk one behind the other and to say **Hello!** to each doctor as they pass them. Encourage the doctors to say **Hello!** back. Swap the roles of the *Cheekys* and *doctors* and repeat with **Bye-bye!**

3 Sing the karaoke version of Doctor, doctor using flashcards (CD1 track 11)

- Say **Let's sing Doctor, doctor**. Play the CD. Encourage the children to sing the song and do the actions. Show the *legs*, *hands*, *arms* and *feet* flashcards before each verse. If the children are confident, let them sing without showing the flashcard. (See Lesson 1 Activity 6 for the tapescript.)



Lesson focus: Reviewing the core concept and story

Focus language: *up, down* **Recycled:** *Hello, Bye-bye, one-three, hands, arms, feet, legs, fingers, toes, blue, yellow*

Main receptive language: *Touch your (arms), swing, slide down, stretch, Who's this? doctor/doctor's, What are these? spots, Wash them off, What colour is this? What's the matter, Cheeky?*

Classroom language: *Stand up, Turn around, Clap your hands, Tap your feet, Wave your arms, Touch your (legs), Make a circle, Sit down, Sleep, Let's sing ..., Shh! Be very quiet! Draw, That's right!*

Main activities:

- Sing *The hello song 1*
- Do *Cheeky's jungle gym*
- Introduce *up* and *down*
- Sing *Cheeky's treetop dance*
- Do the worksheet
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, *Cheeky, Rory, Tom, Ellie*, *up, down* flashcards, Unit 1 Story cards, Pupil's Books, pencils, blue and yellow crayons

Circle time

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

- See Lesson 1 Activity 1.

2 Do *Cheeky's jungle gym* (CD1 track 17)

- 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.

Clap your hands.

Tap your feet.

Wave your arms.

Touch your legs.

Touch your fingers.

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*. (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 as you would play the traditional game *Simon says*.) Say *Cheeky says touch your arms, please* and touch your arms. Encourage the children to join in. Repeat with *hands, legs, feet, fingers* and *toes*.
- Explain that when you say *Cheeky says* they should do the action, but if you simply say *Touch your arms* they shouldn't do the action. Demonstrate this by saying *Touch your legs*. Shake your head at any children who are touching their legs, but don't eliminate them.
- Repeat with *hands, legs, feet, fingers* and *toes*. Alternate between giving the instructions with and without *Cheeky says ... please*.

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

4 Introduce *up* and *down*

- Show the *up* flashcard and say *up*. Put your *hands* in the air and say *Put your hands up*. Encourage the children to join in. Repeat with *Put your hands down*.

5 Sing *Cheeky's treetop dance* (CD1 track 18)

- Say *Let's sing Cheeky's treetop dance*. Play the CD. Sing the song and do the actions. Encourage the children to join in.



Cheeky's treetop dance

Swing your arms (Swing your arms up.)

Up in the tree. (Hold your arms in the air.)

Slide down, (Swing your arms down.)

Down the tree.

Swing your legs (Lift one leg up.)

Up in the tree.

Slide down, (Put your leg down.)

Down the tree.

Stretch your hands (Wiggle and move your *hands* up.)
Up in the tree. (Hold your *hands* in the air.)
Slide down, (Wiggle and move your *hands* down.)
Down the tree.

Story time

6 Say The story time chant (CD1 track 14)

- 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 *What's the matter?* 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 *Tom* and *Ellie*. Say *Cheeky, Tom and Ellie are going to the doctor's*.
- Show Story card 2. Point to Cheeky's *arms* and say *What are these?* Encourage the children to say *arms*. Repeat with *hands, fingers, legs, feet* and *toes*.
- Show Story card 3. Say *Lift your legs up* and encourage the children to lift up their *legs*. Repeat with *Put your legs down*. Repeat with *arms, hands* and *feet*.
- Show Story card 4. Point to Cheeky's *red spots* and say *Look! Spots! What colour are the spots?* Encourage the children to say *red*.
- Show Story card 5. Point to the *red spots* again and say *What's the matter, Cheeky?* Say *One, two, three spots. Wash them off*. Encourage the children to count Cheeky's spots with you.
- Show Story card 6. Point to the cherry trees and say *Look! Cherry trees*. Encourage the children to pretend to swing up and down the cherry trees like Cheeky.

8 Listen to the *What's the matter?* story (CD1 track 15, 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 *arms, hands, legs* and *feet*. Show the Story cards and do the actions. Encourage the children to follow the story on their worksheets. (You may choose to play the CD instead of reading the story aloud.)
- Sing the *Story song* and do the actions. Encourage the children to join in. (See Lesson 2 Activity 8 for the tapescript.)

Transition time

9 Say Transition chant 1 (CD1 track 5)

- See Lesson 1 Activity 7.

Table time

10 Trace up and down and colour the sequence (Pupil's Book p11)

- Hand out the pencils, the blue and yellow crayons and the Pupil's Books or the individual worksheets.
- Say *Look! It's Cheeky and Rory!* Point to Cheeky and encourage the children to say *Cheeky*. Repeat with *Rory*. Say *Cheeky and Rory are going up the cherry tree*. Trace the *up* line with your finger. Encourage the children to join in. Say *up*. Hold up a pencil and say *Draw up*. Repeat with *down*.
- Point to the bottom rung of the first ladder. Say *What colour is this?* Encourage the children to say *blue*. Say *That's right! It's blue*. Now point to the yellow rung and say *What colour is this?* Encourage the children to say *yellow*. Tell the children to colour the sequence for both ladders.

11 Sing The bye-bye song 1 (CD1 track 6)

- See Lesson 1 Activity 10.

Extra activities

1 Play Up and down

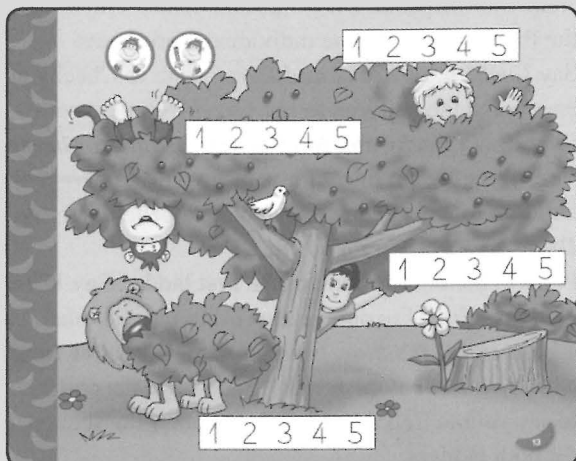
- In advance, put sticky tape on the backs of the *Cheeky, Rory, Tom* and *Ellie* flashcards. Draw a simple picture of a tree on the board.
- Choose four children using *The one banana, two banana chant*. (See Teacher talk pages 14–15.) Give the children one of the flashcards each.
- Say *(Ellie) is up* and encourage the child holding the *(Ellie)* flashcard to stick it towards the top of the tree.
- Play the game with the remaining children and alternate between *up* and *down*.

2 Trace up with blue and down with red (Photocopiable worksheet, p209)

- In advance, photocopy the worksheet for every child. Hand out the red and blue crayons and the photocopiable worksheets. Say *Look! It's Cheeky!* Point to the arrows and say *Cheeky's going up and down*. Hold up a blue crayon and say *Draw up with blue*. Hold up a red crayon and say *Draw down with red*. Encourage the children to trace the arrows with a blue and red crayons.

3 Play Cheeky says ... please with the body and up and down

- See Circle time, Activity 3 for the rules. In this version say *Cheeky says put your arms up, please* or just *Put your arms up*. Repeat with *legs* and *hands*. Alternate between giving the instructions with and without *Cheeky says ... please*.



Lesson focus: Working with colours and numbers

Focus language: one–five, blue, red, yellow

Recycled: Hello, Bye-bye, hands, arms, feet, legs, fingers, toes

Main receptive language: *What's this? Look at me! I can count to (five), Hooray! Hurrah! The monkeys are marching, It's Cheeky's town! It's a (blue) ..., How many (fingers)? Where are they? They're in the cherry tree, Who's this? There are two, Can you see (Cheeky's feet)?*

Classroom language: *Let's sing ..., Look! Touch, That's right! Shh! Be very quiet! Count, Circle*

Main activities:

- Sing *The hello song 1*
- Sing *The numbers song*
- Sing *Cheeky's marching song*
- Do the worksheet
- Sing *The bye-bye song 1*

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

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

Circle time

1 Sing *The hello 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.
- Get Cheeky to point to the girls and say **Hello, girls!** Repeat for the boys, saying **Hello, boys!**
- 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 friends Lesson 1 Activity 2 for the tapescript.)

2 Draw the body in the air

- Put on the Cheeky puppet and get Cheeky to draw a *hand* in the air. Say **What's this?** Encourage the children to say *hand*. Repeat with the other body parts.

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

3 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.



The numbers song

Look at me! (Point to yourself.)

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

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

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

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

Hooray! Hooray! Hooray! (Clap and laugh.)

4 Sing *Cheeky's marching song* (CD1 track 20)

- Tell the children to line up in pairs. Sing the song, do the actions and march around the classroom. Encourage the children to join in.



Cheeky's marching song

The monkeys are marching (Mime marching with your arms.)

One by one. (Show one finger.)

Hurrah! Hurrah! (Throw your arms in the air.)

The monkeys are marching (Mime marching with your arms.)

Two by two. (Show two fingers.)

Hurrah! Hurrah! (Throw your arms in the air.)

The monkeys are marching (Mime marching with your arms.)

Three by three. (Show three fingers.)

The monkeys are marching (Mime marching with your arms.)

Four by four. (Show four fingers.)

The monkeys are marching (Mime marching with your arms.)

Five by five. (Show five fingers.)

Hurrah! Hurrah! Hurrah! (Throw your arms in the air.)

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

Transition time

6 Say *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 Count the body parts and circle the numbers (Pupil's Book p13)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Show the worksheet and say **Where are they? Look! They're in the cherry tree.** Point to Cheeky and say **Who's this?** Encourage the children to say *Cheeky*. Repeat with *Rory*, *Ellie* and *Tom*.
- Say **Can you see Cheeky's feet? How many feet?** Count Cheeky's *feet* out loud with the children. Say **There are two** and point to the number two. Hold up a pencil and say **Circle the number.** Demonstrate this by circling it with your finger. Say **Count Rory's legs. Count Tom's fingers. Count Ellie's arms. Circle the numbers.** Encourage the children to count the body parts and circle the number.

8 Sing *The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play *Counting rhythms*

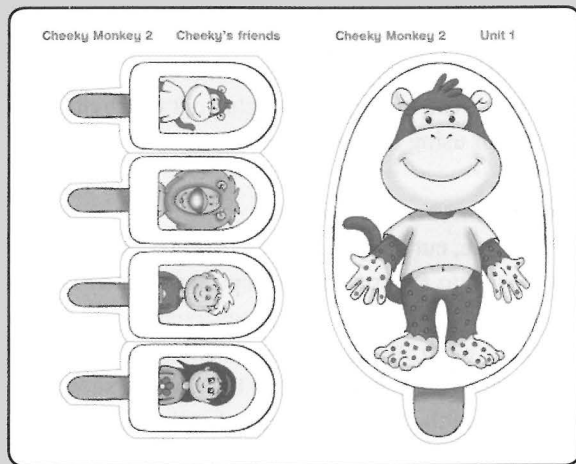
- Organise the children into a circle. Use a tambourine or another instrument to tap out a rhythm. Tap on the tambourine *five* times and say **How many?** Encourage the children to say *five*. Repeat with *one*, *two*, *three* and *four*. (You may choose to clap out the rhythm instead of using an instrument.)

2 Make a monster mural

- In advance, cut body parts from magazines. Divide the class into four or more groups and give a big piece of card and a selection of cuttings to each group. Tell the children to stick the parts of the body onto the card to make a monster. When they are finished, show the class all the monster murals that they have created. Point to different body parts and say **What are these?** Encourage the children to say (*legs*).

3 Play *Cheeky's echo with the body*

- Put on the Cheeky puppet. Get Cheeky to shout **Hands!** Repeat *hands* three times, reducing the volume each time to imitate an echo. Encourage the children to join in. Repeat with *arms*, *legs*, *feet*, *fingers* and *toes*.



Lesson focus: Performing the story with the Press out

Focus language: *hands, arms, feet, legs, fingers, toes*

Recycled: *Hello, Bye-bye*

Main receptive language: *What's the matter?*

Abracadabra! That's better! Thank you! It's story time

Classroom language: *Shh! Be very quiet. Let's listen to the story*

Main activities:

- Sing *The hello song 1*
- Do *Cheeky's jungle gym*
- Make the Press out
- Listen to the *What's the matter?* story
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, *hands, arms, feet, legs, fingers, toes* flashcards, Press out Unit 1, Unit 1 Story cards, card

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

3 Play *What's the matter, Cheeky?*

- Put on the Cheeky puppet. Get Cheeky to look sad and unwell. Say *What's the matter, Cheeky?* Get Cheeky to say *My finger!* Say *Abracadabra! 1, 2, 3* and move your hand as if chanting a spell. Touch Cheeky's *finger*. Get Cheeky to jump up and say *That's better! Thank you!* Then get him to give you a kiss.
- Choose a child using the *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Do the activity again, letting the child cast the spell instead of you. Repeat with *hands, arms, legs, feet* and *toes*.

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

4 Play *Cheeky's whisper*

- Organise the children into a circle. Lay the *hands, arms, feet, legs, fingers* and *toes* flashcards face up in the middle. Put on the Cheeky puppet. Tell the children that Cheeky wants to share a secret with them. Get Cheeky to whisper *fingers* to a child. Tell the child to pass the whisper on. Continue until reaching the last child in the circle. Encourage them to pick up the *fingers* flashcard. Play the game with other children and repeat with *hands, arms, feet, legs* and *toes*.

Transition time

5 Say *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 Cheeky Press out (Press out Unit 1)

- Hand out the Press outs. Demonstrate how to remove the Cheeky Press out. Encourage the children to copy.
- Demonstrate how to turn the Press out around to show Cheeky without spots on one side and with red spots on the other side.

Circle time

1 Sing *The hello 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.
- Get Cheeky to point to the girls and say *Hello, girls!* Repeat for the boys, saying *Hello, boys!*
- 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 friends Lesson 1 Activity 2 for the tapescript.)

2 Do *Cheeky's jungle gym* (CD1 track 17)

- 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.)

Story time

7 Say *The story time chant* (CD1 track 14)

- 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 *What's the matter?* story (CD1 track 15, 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.
- Make sure that the children are showing the Cheeky with red spots. Encourage them to point to the *arms*, *legs*, *hands* and *feet* on the Press out as they listen to the story. When the doctor washes off the spots, encourage the children to turn the Cheeky Press out around to show that he is clean.
- Sing the *Story song* and do the actions. Encourage the children to join in. (See Lesson 2 Activity 8 for the tapescript.)

9 Sing *The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Sing *Cheeky's treetop dance* with the Press out (CD1 track 18)

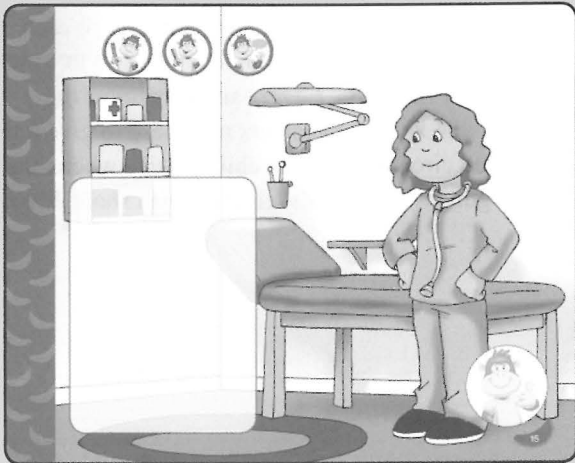
- Say *Let's sing Cheeky's treetop dance*. Play the CD. Encourage the children to do the actions with the Cheeky Press out, pretending to swing Cheeky up and down the tree. (See Lesson 4 Activity 5 for the tapescript.)

2 Play *What is it?* with the body

- In advance, make a 'window' by cutting a rectangle in a piece of paper. Make sure that the 'window' is big enough to reveal the legs on the *Cheeky* flashcard. Place the *Cheeky* flashcard behind the 'window', revealing only Cheeky's *legs*. Show one and say *What are these?* Encourage the children to say *legs*. Repeat with *hands*, *arms*, *feet*, *fingers* and *toes*.

3 Play *Bingo* with the body mini cards (Photocopiable worksheet, p210)

- In advance, photocopy and cut out a set of mini cards for every child. Point to the *hands* and say *What are these?* Repeat with *arms*, *legs*, *feet*, *fingers* and *toes*. Shuffle the mini cards and deal out six to each child. Tell them to lay their cards out face up in front of them. Say *Show the fingers* and encourage the children who have got a *fingers* mini card to give it to you as you circulate. Tell the children that when they haven't got any mini cards left they must shout *Bingo!*



Lesson focus: Consolidating unit songs and new language

Focus language: *hands, arms, feet, legs, fingers, toes, blue, red, yellow, one-five* **Recycled:** *Hello, Bye-bye, Look at my (arms)!*

Main receptive language: *Here they are, What's on the mat today?, Put up your (hand) to play, Find ..., Point and say, Hip, hip, hooray! today, Do you remember ...? What's your favourite song? Our favourite song is ..., Are these your (hands)? What colour are you wearing?*

Classroom language: *Let's be detectives! Put your hands up for ..., Let's sing ..., Shh! Be very quiet! Draw (yourself), Well done!, Very good! Excellent!*

Main activities:

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

Materials you need: CD, puppet, play mat, *hands, arms, legs, feet, fingers, toes* flashcards, Pupil's Book, pencils, crayons, Cheeky award stickers

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

he's also singing along. (See Cheeky's friends Lesson 1 Activity 2 for the tapescript.)

2 Play *Find the body with shouting and whispering*

- 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. Hide the *(toes)* flashcard in the classroom.
- Put on the Cheeky puppet. Tell the child they must help Cheeky find the *(toes)*. When they get closer shout *(toes)* and when they get further away whisper *(toes)*. Encourage the other children to join in. Continue until the child finds the *(toes)*.
- When the child finds the *toes* flashcard, show it to the children and say **Look! (Toes!) Here they are.** Play again with other flashcards.

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

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

- Lay the *hands, arms, feet* and *legs* 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 feet. (Show the *feet* flashcard.)

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

Find feet on the mat today. (Point to the play mat.)

Point and say (Point and 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 *feet* on the play mat. Encourage them to say *feet*. If they respond correctly, encourage the other children to clap. Do the activity with other children and repeat with *hands, legs* and *arms*.

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

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

Find hands on the mat today. (Point to the play mat.)

Point and say (Point and mime speaking with your hand.)

Circle time

1 Sing *The hello 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.
- Get Cheeky to point to the girls and say **Hello, girls!** Repeat for the boys, saying **Hello, boys!**
- Play the CD. Sing the song and do the actions. Encourage the children to join in. Move Cheeky as if

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

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

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

Find legs on the mat today. (Point to the play mat.)

Point and say (Point and mime speaking with your hand.)

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

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

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

Find arms on the mat today. (Point to the play mat.)

Point and say (Point and mime speaking with your hand.)

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

4 Sing our favourite song

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

Transition time

5 Say 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 Draw yourself and say Doctor, look at my (hands)! (Pupil's Book p15)

- Hand out the pencils and crayons and the Pupil's Books or the individual worksheets.
- Show the worksheet and say **Look! It's the doctor's!** Hold up a pencil and say **Draw yourself at the doctor's.** Demonstrate this by drawing yourself on the board. Point to the *hands* and say **Draw your ...** Encourage the children to say *hands*. Repeat with *arms*, *legs*, *feet*, *fingers* and *toes*. Encourage the

children to draw themselves and colour in their pictures.

- Circulate and ask the children questions about their work. Say **Are these your hands?** and **What colour are you wearing?** etc.
- When they have finished, tell them to show their pictures to the class. Encourage them to say *Doctor, Look at my (hands)!*, etc.

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 worksheet. (You may choose to let the children stick on the award sticker themselves.)

8 Sing The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

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

Extra activities

1 Act out the What's the matter? story (CD1 track 15)

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

2 Play Put your feet on a yellow square on the play mat

- Point to two children on opposite sides of the play mat. Say **Put your feet on a yellow square.** Encourage them to stand up and stand on a *yellow* square. Repeat with *hands*. Alternate between *hands* and *feet* until the children are confident. Play the game with other children and repeat with *blue* and *red*.

3 Sing the karaoke version of Cheeky's marching song (CD1 track 21)

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

Unit 2 The snowman

Key language

Focus language

coat*
hat*
scarf*
boots
T-shirt
trainers
pink
Concept: weather
It's raining.
It's snowing.
It's windy.
It's sunny.

Recycled language

Hello*
Bye-bye*
red*
yellow*
blue*
one-five
eyes*
arms
toes*
hands

Main receptive language

girls
boys
How are you today?
I'm fine, thank you.
What's the matter?
I'm cold!
clothes
What's this?
Who's this?
What colour is this?
Put your ... on.
Tom and Ellie are at school.
This is a (hat).
It's a (coat).
playtime
What's the weather like today?
It's story time.
snowman
This is fun!
rainbow
favourite
Let's go out and play!
Is it (windy)?
splash in the puddles

fly a kite
play in the park
make a snowman
carrot nose
stones
What's in the bag?
What's your favourite song?
What's on the mat today?

Classroom language

Look!
Very good!
Let's sing/listen/go to ...
Shh! Be very quiet!
Show me ...
Where does ... go?
Circle
Colour
Point to ...
Stick on ...
Match
Well done!
Touch (pink).
That's right!
How many?
Count
Excellent!

* Words recycled from *Cheeky Monkey 1*

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
- Recognising different types of weather
- Recognising the colour pink
- Counting to five

Main criteria for evaluation

Children should:

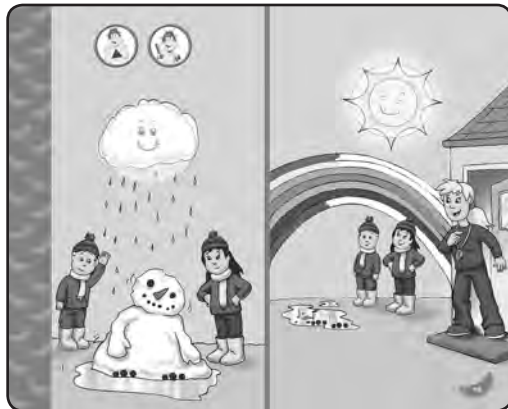
- Demonstrate an interest in and a curiosity about what happens in the story
- Recognise characters in the story
- Start to discriminate between different items of clothing
- Start to identify the colour pink
- Develop an awareness of the weather
- Respond appropriately to instructions
- Participate in games, songs and TPR activities
- Continue to develop spatial orientation, physical co-ordination and fine motor skills



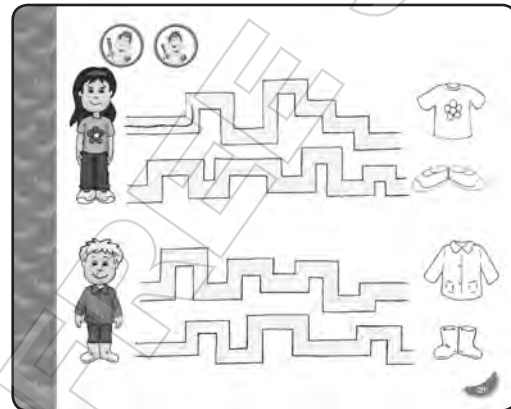
Lesson 1



Lesson 2



Lesson 2



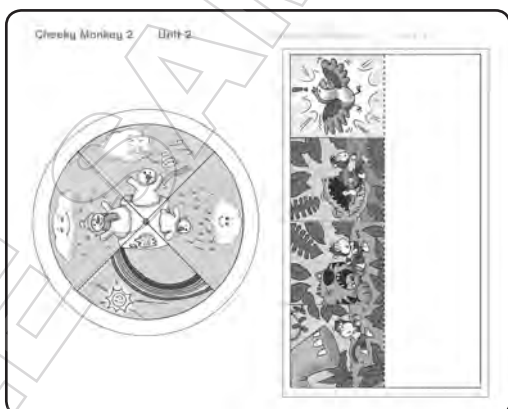
Lesson 3



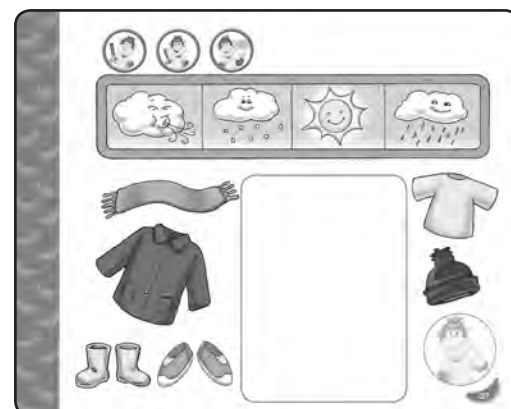
Lesson 4



Lesson 5



Lesson 6



Lesson 7



Lesson focus: Introducing clothes

Focus language: *coat, hat, scarf, boots* **Recycled:** *Hello, Bye-bye, red, yellow, blue*

Main receptive language: *girls, boys, How are you today? I'm fine, thank you, What's the matter? I'm cold, Oh, dear! Let's find him some clothes, Thank you, What's this? Very good! What colour is this? What's (red)? Put your ... on, Tom and Ellie are at school*

Classroom language: *Look!, Very good!, Let's sing ..., Shh! Be very quiet!, What is it? draw, point, colour*

Main activities:

- Sing *The hello song 1*
- Sing *I'm cold! I'm cold!*
- Do the worksheet
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, bag, *coat, hat, scarf, boots, blue, red, yellow* flashcards, Pupil's Books, crayons

Getting ready: Put the *coat, hat, scarf* and *boots* flashcards in a bag.

2 Play *How are you today?*

- Put on the Cheeky puppet and sit him on your lap. Hold out your hand and say **Hello, Cheeky! How are you today?** Shake hands with Cheeky and get him to say **I'm fine, thank you.**
- Now get Cheeky to greet individual children. Encourage them to shake his hand and say **I'm fine, thank you.**

3 Play *What can I wear? I'm cold!*

- Sit Cheeky on your lap. Wrap his arms around his body and get him to shake. Say **What's the matter, Cheeky?** Get Cheeky to say **I'm cold!**
- Look at the children and say **Oh, dear! Cheeky's cold! Let's find him some clothes.** Get Cheeky to shake again. Take the *coat* flashcard from the bag and say **Look! A coat!** Give the *coat* flashcard to Cheeky. Get Cheeky to say **Thank you.** Repeat with the *hat, scarf* and *boots*. Then lay them out in the circle.

4 Play *Put on your clothes*

- Point to the *coat* flashcard and mime putting it on. Say **coat** and encourage the children to mime putting on a coat. Repeat with *hat, scarf* and *boots*.
- Now mime putting on a hat. Say **What's this?** Encourage the children to point to the *hat* flashcard in the middle of the circle. If they guess correctly, say **Very good! (A hat)!** Repeat with *coat, scarf* and *boots*. If the children are confident, ask them to mime putting on the clothes.

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

5 Play *Colour and clothes pairs*

- Fan out the *coat, hat, scarf* and *boots* flashcards and the *blue, red* and *yellow* flashcards. Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Encourage the child to choose and show a colour flashcard. Say **What colour is this?** Encourage the other children to say **(red)**. Say **What's (red)?** and encourage the children to point to a **(red)** clothes flashcard. If the children guess correctly, say **A (red coat)! Very good!** and place the flashcards in a pair. Play the game with other children and repeat until all the flashcards have been matched.

6 Sing *I'm cold! I'm cold!* (CD1 track 23)

- Say **Let's sing I'm cold! I'm cold!** Play the CD. Do the actions and encourage the children to join in.

Circle time

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

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello, girls!** then **Hello, boys!** Encourage the children to wave to Cheeky and say **Hello, Cheeky!**
- Get Cheeky to say **How are you today?** to the girls. Encourage the girls to say **I'm fine, thank you.** Repeat for the boys.
- 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 friends Lesson 1 Activity 2 for the tapescript.)

I'm cold! I'm cold!

I'm cold! I'm cold! (Rub your arms and mime shivering.)

Put your coat on. (Mime putting your *coat* on.)

I'm cold! I'm cold! (Rub your arms and mime shivering.)

Put your coat on. (Mime putting your *coat* on.)

I'm cold! I'm cold! (Rub your arms and mime shivering.)

Put your hat on. (Mime putting your *hat* on.)

I'm cold! I'm cold! (Rub your arms and mime shivering.)

Put your hat on. (Mime putting your *hat* on.)

I'm cold! I'm cold! (Rub your arms and mime shivering.)

Put your scarf on. (Mime putting your *scarf* on.)

I'm cold! I'm cold! (Rub your arms and mime shivering.)

Put your scarf on. (Mime putting your *scarf* on.)

I'm cold! I'm cold! (Rub your arms and mime shivering.)

Put your boots on. (Mime putting your *boots* on.)

I'm cold! I'm cold! (Rub your arms and mime shivering.)

Put your boots on. (Mime putting your *boots* on.)

Transition time

7 Say 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. Repeat the chant several times until all the children are sitting at their tables. (See Teacher talk, pages 14–15.)

Table time

8 Colour the clothes (Pupil's Book p17)

- Hand out the crayons and the Pupil's Books or the individual worksheets.
- Say **Look! It's Tom and Ellie! Point to Tom and Ellie** and encourage the children to point. Say **Tom and Ellie are at school.**
- Say **Point to the coat** and encourage the children to point to the *coat*. Repeat with *scarf*, *hat* and *boots*.
- Hold up a red crayon and say **Colour the coats red.** Demonstrate this by pretending to colour a coat. Say **Colour the coats, scarves, hats and boots.** Encourage the children to colour the clothes.

9 Sing The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play The dressing up game

- Put a variety of coats, hats, scarves and boots into a large bag. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell the child to take an item of clothing out of the bag and say **What is it?** Encourage the child to say (*scarf*) and put it on. (You may choose to play this game using clothes cut out of magazines.)

2 Play Odd one out

- Shuffle the *coat*, *hat*, *scarf* and *boots* flashcards. Put the *fingers* flashcards in the pack. Lay out the flashcards in the circle. Say **What's different?** Encourage the children to say *fingers*. Repeat with *arms*.

3 Play Who's got ...? with clothes

- Choose four children to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell the children to come to the front of the class. Hand out the *coat*, *hat*, *scarf* and *boots* flashcards. Tell the children to hold the flashcards against their chests so that the other children can't see what they are. Say **Who's got coat?** Encourage the other children to guess who has got the *coat* flashcard by saying the child's name. Tell the child to reveal the flashcard. If the children guess correctly, say **Yes! (Juan's) got coat!** and tell (Juan) to sit down. If they guess incorrectly, say **No! It's not coat!** Tell the child to turn their flashcard over and hold it against their chest again. Continue until all the flashcards have been revealed.



Lesson focus: Listening to the story for the first time

Focus language: coat, hat, scarf, boots **Recycled:** Hello, Bye-bye, one-three, red, yellow, blue

Main receptive language: girls, boys, How are you today? I'm fine, thank you, It's Cheeky's town! Where are Tom and Ellie going today? Are Tom and Ellie going to the doctor's? No! Not today! Let's go ..., It's story time, school, playtime, Come on! Let's go out and play! What's the weather like today? It's raining, It's snowing, It's windy, It's sunny, Put your (coats) on. Let's make a snowman. This is fun! Oh, dear! Playtime is over, I love rainbows, They're making a snowman.

Classroom language: Stand up, Turn around, Clap your hands, Put your (coat) on. Make a circle, Sit down, Sleep, Look! Let's listen ..., Shh! Be very quiet! Show me ..., Where does ... go? Stick on ..., colour

Main activities:

- Sing *The hello song 1*
- Do *Cheeky's jungle gym*
- Listen to *The snowman* story
- Do the worksheet
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, bag, play mat, Tom, Ellie, coat, hat, scarf, boots flashcards, Unit 2 Story cards, Unit 2 stickers, Pupil's Books, crayons

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

Circle time

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

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello, girls!** then **Hello, boys!** Encourage the children to wave to Cheeky and say **Hello, Cheeky!**
- Get Cheeky to say **How are you today?** to the girls. Encourage the girls to say *I'm fine, thank you*. Repeat for the boys.
- 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 friends Lesson 1 Activity 2 for the tapescript.)

2 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.

Put your coat on.

Put your boots on.

Put your scarf on.

Put your hat on.

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 No, Cheeky!

- Lay the *coat*, *hat*, *scarf* and *boots* flashcards in the circle time area for all to see.
- Put on the Cheeky puppet. Get Cheeky to whisper in your ear. Tell the children that Cheeky also knows the names of the clothes. Get Cheeky to point to the *coat* flashcard and say *It's a hat*. Encourage the children to say *No! Coat!* Repeat with the *hat*, *scarf* and *boots*.

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

4 Play Going to school 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.
- Show the *Tom* and *Ellie* flashcards. Raise your arms questioningly and say *Where are Tom and Ellie going today?* Get Tom and Ellie to move around the town and stop at the doctor's. Say *Are Tom and Ellie going to the doctor's?* Shake your head and say *No!* If the children answer *Yes!* shake your head and say *No! Not today!* Finally get Tom and Ellie to walk to the school.
- Ask the children questions about their school. Ask them if they like school and what they like best about school, etc.
- Show the children the *Tom* and *Ellie* flashcards and say *Tom and Ellie are going to school.*

5 Say The let's go chant (CD1 track 26)

- Hand out the *Tom* and *Ellie* 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 school, to school.

Let's go, let's go.

Ho, ho, ho!

- Say *Point to the school* and encourage the children to point to the school on the play mat. Then tell the child holding the *Tom* flashcard to put it on the school. Repeat with *Ellie*.

Story time

6 Say The story time chant (CD1 track 14)

- 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 Listen to The snowman 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.



The snowman

Story card 1

Narrator: *This is Tom* (Point to Tom.) *and this is Ellie*. (Point to Ellie.) *They're at school*. (Point to the school.) *It's playtime!*

Tom: *Come on! Let's go out and play!*
(Gesture 'come on'.)

Ellie: *What's the weather like today?* (Raise your arms questioningly. / Point to the window.)

Teacher: *Oh, look! It's snowing!* (Point to the snow. / Mime falling snow by wiggling your fingers through the air.)

Tom & Ellie: *Hooray!* (Throw your arms into the air with excitement.)

Teacher: *Put your coats on, children*. (Point to the coats.)
And your boots. (Point to the boots.)
And your hats. (Point to the hats.)
And your scarves. (Point to the scarves.)

Story card 2

Tom: *Let's make a snowman*. (Point to the snowman.)

Ellie: *This is fun! Let's put a hat on his head*. (Point to the hat.)

Tom: *Let's put a scarf on him, too*. (Point to the scarf.)

Story card 3

Tom: *Oh, no! It's windy!* (Blow into the air.)

Ellie: *Oh, dear!* (Pull a worried face.)

Story card 4

Ellie: *Oh, no! Look! Now it's raining!* (Point to the rain.)

Tom: *Bye-bye, snowman*. (Wave bye-bye.)

Story card 5

Tom & Ellie: *Oh! Look! Now it's sunny!* (Point to the sun.) *Look at the snowman!* (Point to the snowman.)

Teacher: *Come on, children! Playtime is over*. (Gesture 'come on'.)

Tom: *Wow! Look! A rainbow!* (Point to the rainbow.)

Ellie: *Oh! I love rainbows!* (Point to yourself. / Draw a heart in the air. / Point to the rainbow.)

Tom & Ellie: *What's the weather like today?* (Point to the window.)

It's snowing! It's snowing! (Mime falling snow by wiggling your fingers through the air.)

Let's go out and play. (Gesture 'come on'.)

What's the weather like today? (Point to the window.)

It's windy! It's windy! (Mime being blown by the wind.)

Let's go out and play. (Gesture 'come on'.)

What's the weather like today? (Point to the window.)

It's raining! It's raining! (Tap your legs.)

Let's go out and play. (Gesture 'come on'.)

What's the weather like today? (Point to the window.)

It's sunny! It's sunny! (Draw a circle in the air.)

Let's go out and play. (Gesture 'come on'.)

- Hold up a red crayon and say *Colour the rainbow red*. Demonstrate this by pretending to colour the red part of the rainbow in. Say *Colour the rainbow red, yellow and blue*. Encourage the children to colour the rainbow.

10 Sing *The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Sing the karaoke version of *I'm cold! I'm cold!* (CD1 track 24)

- Say *Let's sing I'm cold! I'm cold!* Stick the *coat, hat, scarf* and *boots* flashcards on different walls of the classroom. Play the CD. Sing the song and point to the flashcards. Encourage the children to join in. (See Lesson 1 Activity 6 for the tapescript.)

2 Play *Let's dress Cheeky* (CD1 track 23)

- Organise the children into a circle. Tell them to pass the Cheeky puppet around as they listen to the *I'm cold! I'm cold!* song. Stop the CD after each verse and tell the child holding Cheeky to mime dressing him in the item of clothing mentioned in the verse. Do the activity with other children and continue until reaching the end of the song. (See Lesson 1 Activity 6 for the tapescript.)

3 Play *What's the weather like today?*

- Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Show the *It's snowing, It's raining, It's windy* and *It's sunny* flashcards and tell the child to pick one. Encourage the child to look at the flashcard without showing it. Tell the other children to guess what the weather is like. Say *Is it raining?* and tap your legs. Encourage the children to join in. If the children guess incorrectly, tell the child holding the flashcard to shake their head or say *No!* If they guessed correctly, tell them to reveal the flashcard. Repeat with *It's snowing, It's windy* and *It's sunny*.

Transition time

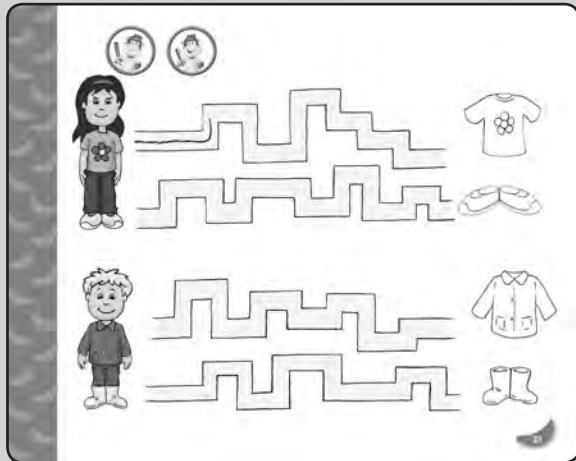
8 Say *Transition chant 1* (CD1 track 5)

- 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 Stick on the weather and colour the rainbow (Pupil's Book p18 & p19, Unit 2 stickers)

- Hand out the stickers, crayons and the Pupil's Books or the individual worksheets.
- Say *Look! Tom and Ellie are at school. They're making a snowman*. Point to the snowman. Encourage the children to point to the snowman.
- Hold up the stickers and say *Show me It's snowing*. Encourage the children to peel off the *It's snowing* sticker and hold it up in the air. Say *Where does It's snowing go?* and encourage them to point to the place where *It's snowing* should go. Say *Stick on It's snowing* and encourage the children to put the *It's snowing* sticker in place.
- Repeat with *It's windy, It's raining* and *It's sunny*. Say *Stick on It's windy, It's raining and It's sunny* and encourage the children to stick on the weather.



Lesson focus: Listening to the Story song again

Focus language: *T-shirt, trainers* **Recycled:** *Hello, Bye-bye, coat, hat, scarf, boots, red, yellow, blue*

Main receptive language: *girls, boys, How are you?, I'm fine, thank you, Is (T-shirt) your favourite? Yes! No! What's this? Very good! favourite clothes, Well done! What's the weather like today? It's snowing, It's windy, It's raining, It's sunny, Let's go out and play, Who's this? What colour is ...?*

Classroom language: *Point to ..., Let's sing ..., Shh! Be very quiet! Match ...*

Main activities:

- Sing *The hello song 1*
- Sing *I'm cold! I'm cold!*
- Introduce *T-shirt* and *trainers*
- Sing the *Story song*
- Do the worksheet
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, *coat, hat, scarf, boots, T-shirt, trainers* flashcards, Pupil's Books, pencils, crayons

2 Sing *I'm cold! I'm cold!* (CD1 track 23)

- Hand out the *coat, hat, scarf* and *boots* flashcards. Say ***Let's sing I'm cold! I'm cold!*** Play the CD. Sing the song and do the actions. Encourage the children to join in. (See Lesson 1 Activity 6 for the tapescript.)
- Tell the children holding the flashcards to stand up and show their flashcard when they hear it mentioned in the song.

3 Introduce *T-shirt* and *trainers*

- Lay the *coat, hat, scarf, boots, T-shirt* and *trainers* flashcards in the middle of the circle time area face up for all to see. Put on the Cheeky puppet and tell the children that Cheeky is going to choose his favourite clothes. Point to the *T-shirt* and say ***Is T-shirt your favourite?*** Get Cheeky to shake his head and say ***No!*** Repeat with *trainers*. Get Cheeky to shake his head and say ***No!*** again. Repeat with *coat, hat, scarf* and *boots* and get Cheeky to nod his head and say ***Yes!*** to *scarf* as his favourite item of clothing.

4 Play *Quick flashcards*

- Point to the *trainers* flashcard slowly and say ***What's this?*** Say ***Very good! Trainers.*** Repeat with the *coat, hat, scarf, boots* and *T-shirt* flashcards. Once the children are confident, point to the flashcards again, but this time faster. Speed up the game a little more each time you play it.

5 Play *My favourite clothes*

- Lay the *coat, hat, scarf, boots, T-shirt* and *trainers* flashcards in the middle of the circle time area face up for all to see. Tell the children to point to the flashcards and identify their favourite item of clothing. Say ***Point to your favourite clothes*** and say ***Well done!*** when they correctly say the word for their favourite item.

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

Circle time

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

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say ***Hello, girls!*** then ***Hello, boys!*** Encourage the children to wave to Cheeky and say ***Hello, Cheeky!***
- Get Cheeky to say ***How are you today?*** to the girls. Encourage the girls to say ***I'm fine, thank you.*** Repeat for the boys.
- 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 friends Lesson 1 Activity 2 for the tapescript.)

6 Sing the *Story song* (CD1 track 28)

- 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

What's the weather like today? (Point to the window.)

It's snowing! It's snowing! (Mime falling snow by wiggling your fingers through the air.)

Let's go out and play. (Gesture 'come on'.)

What's the weather like today? (Point to the window.)

It's windy! It's windy! (Mime being blown in the wind.)

Let's go out and play. (Gesture 'come on'.)

What's the weather like today? (Point to the window.)

It's raining! It's raining! (Tap your legs.)

Let's go out and play. (Gesture 'come on'.)

What's the weather like today? (Point to the window.)

It's sunny! It's sunny! (Draw a circle in the air.)

Let's go out and play. (Gesture 'come on'.)

Transition time

7 Say 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 Match the clothes (Pupil's Book p21)

- Hand out the pencils and yellow, red and blue crayons and the Pupil's Books or the individual worksheets.
- Point to Ellie and ask *Who's this?* Encourage the children to say Ellie. Repeat with Tom.
- Point to the T-shirt and say *What's this?* Encourage the children to say T-shirt. Say *What colour is Ellie's T-shirt?* Encourage the children to say blue.
- Hold up a pencil and say *Match the clothes.* Demonstrate the activity by tracing a line with your finger. Encourage the children to draw the path from Ellie to the T-shirt. Say *Match the T-shirt, trainers, coat and boots.* Repeat with Ellie's trainers and Tom's coat and boots. Encourage the children to draw the paths and colour the clothes.

9 Sing The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play Picking up clothes with mini cards (Photocopiable worksheet, p211)

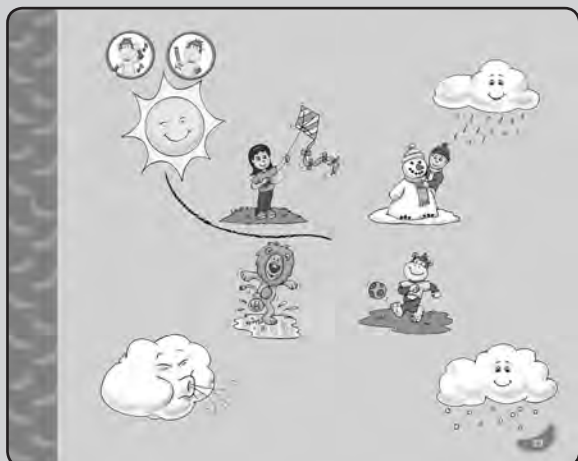
- In advance, photocopy and cut out a set of mini cards for every child. Shuffle the *coat, hat, scarf, boots, T-shirt* and *trainers* flashcards. Tell the children to lay out their mini cards in a line in front of them. Show the *boots* flashcard. Say *Boots!* Encourage the children to pick up their *boots* mini card as fast as they can and show it. Repeat with the *coat, hat, scarf, T-shirt* and *trainers*. Alternate between them until the children are confident.

2 Play The memory game with clothes

- Organise the children into a circle. Shuffle the *coat, hat, scarf, boots, T-shirt* and *trainers* flashcards. Lay them face down in the circle naming them as you do so. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell the child to choose a flashcard. Say *What's this?* and encourage them to guess what it is by saying (*T-shirt*). Turn over the flashcard and encourage the other children to say *Yes!* or *No!* If the child guesses incorrectly, turn the flashcard back over. Play the game with other children and continue until all the flashcards have been revealed.

3 Make a rainbow mosaic

- In advance, tear up large pieces of *red, yellow, pink, green, purple, orange* and *blue* paper. Keep the colours separate. Draw a rainbow on a large piece of paper and colour a small section of each colour of the rainbow as a guide. Colour them *red, yellow, pink, green, purple, orange* and *blue*. Divide the children into seven groups and tell them what colour they are. Encourage the children to stick the coloured pieces of paper in their section to make a rainbow mosaic.



Lesson focus: Reviewing the core concept and story

Focus language: *It's raining, It's snowing, It's windy, It's sunny* **Recycled:** *Hello, Bye-bye, coat, hat, scarf, boots, T-shirt, trainers, one-three, red, yellow, blue*

Main receptive language: *girls, boys, How are you today? I'm fine, thank you, What's the weather like today? Is it (windy)? It's story time, Who's this? What's this? splash in the puddles, fly a kite, play in the park, make a snowman, What fun! school, melting, rainbow*

Classroom language: *Stand up, Turn around, Clap your hands, Put ... on, Make a circle, Sit down, Sleep, Very good! Well done! Let's sing ..., Let's listen ..., Shh! Be very quiet! Point to ..., Match*

Main activities:

- Sing *The hello song 1*
- Do *Cheeky's jungle gym*
- Introduce the weather
- Sing *The weather song*
- Do the worksheet
- Sing *The bye-bye song 1*

Materials you need: CD, puppet, *It's raining, It's snowing, It's windy, It's sunny* flashcards, Unit 2 Story cards, Pupil's Books, pencils

Put your coat on.

Put your boots on.

Put your scarf on.

Put your hat on.

Put your T-shirt on.

Put your trainers on.

Make a circle.

Sit down. 1, 2, 3.

Sleep. 1, 2, 3.

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

3 Introduce the weather

- Point to the window. Say *What's the weather like today?* Show the *It's (raining)* flashcard and say *Is it (raining)?* (Make sure the weather outside is the last flashcard you show.) Encourage the children to say *No!* Repeat with *It's snowing, It's windy, It's sunny.*
- Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Lay the *It's raining* flashcard in the circle and say *It's raining.* Repeat with *It's snowing, It's windy* and *It's sunny.* Say *What's the weather like today?* Encourage them to touch the (*It's sunny*) flashcard. Say *Very good! It's (sunny).* Stick the flashcard on the window.

4 Play Mime the weather

- Lay the *It's raining, It's snowing, It's windy* and *It's sunny* flashcards face up in the circle. Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.)
- Mime *It's raining* by tapping your legs. Say *What's the weather like?* Encourage the child to point to the *It's raining* flashcard and encourage them to say *It's raining.* Say *Well done! It's raining.* Repeat with *It's windy, It's snowing* and *It's sunny.*

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

Circle time

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

- See Lesson 1 Activity 1.

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

- See Lesson 2 Activity 2.



Cheeky's jungle gym

Stand up. 1, 2, 3.

Turn around. 1, 2, 3.

Clap your hands. 1, 2, 3.

5 Sing *The weather song* (CD1 track 30)

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



The weather song

What's the weather like today?

It's raining! It's raining! (Tap your legs.)

Let's splash in the puddles. (Stamp your feet.)

What fun! Hooray! (Arms in the air.)

What's the weather like today?

It's windy! It's windy! (Mime the wind.)

Let's fly a kite. (Mime pulling the string.)

What fun! Hooray! (Arms in the air.)

What's the weather like today?

It's sunny! It's sunny! (Draw a circle in the air.)

Let's play in the park. (Mime kicking a ball.)

What fun! Hooray! (Arms in the air.)

What's the weather like today?

It's snowing! It's snowing! (Mime falling snow by wiggling your fingers through the air.)

Let's make a snowman. (Mime a snowman.)

What fun! Hooray! (Arms in the air.)

Story time

6 Say *The story time chant* (CD1 track 14)

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

7 Review *The snowman story* (Unit 2 Story cards)

- Show Story card 1. Point to Tom and say *Who's this?* Encourage the children to say *Tom*. Repeat with *Ellie*. Say *Tom and Ellie are at school*.
- Show Story card 2. Say *Is it snowing?* Encourage the children to say *Yes!* Point to the snowman and say *A snowman*. Point to the *hat* and say *What's this?* Encourage the children to say *hat*. Repeat with *scarf*.
- Show Story card 3. Say *Is it windy?* Encourage the children to say *Yes!* Point and say *Look at the snowman's hat and scarf!* Mime windy weather. Encourage the children to join in.
- Show Story card 4. Say *Is it raining?* Encourage the children to say *Yes!* Say *Look! The snowman is melting! Bye-bye snowman*. Encourage the children to wave and say *Bye-bye*.
- Show Story card 5. Say *Oh, look! It's sunny now!* Point to the sun and draw a circle in the air. Encourage the children to join in. Say *Wow! A rainbow*. Draw a semi-circle in the air. Encourage the children to join in.

8 Listen to *The snowman 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 *It's snowing*, *It's windy*, *It's raining* and *It's sunny*. Show the Story cards and do the actions. Encourage the children to follow the story on their worksheets. (You may choose to play the CD instead of reading the story aloud.)

- Sing the *Story song* and do the actions. Encourage the children to join in. (See Lesson 2 Activity 7 for the tapescript.)

Transition time

9 Say *Transition chant 1* (CD1 track 5)

- See Lesson 1 Activity 7.

Table time

10 Match the weather (Pupil's Book p23)

- Hand out the pencils and the Pupil's Books or the individual worksheets.
- Point to the kite and say *Fly a kite*. Then say *Splash in the puddles*. Encourage the children to point. Repeat with *Play in the park* and *Make a snowman*. Say *Point to It's sunny*. Encourage the children to point to the sun. Repeat with *It's raining*, *It's windy* and *It's snowing*.
- Hold up a pencil and say *Match It's sunny and Play in the park*. Demonstrate this by tracing a line with your finger. Say *Match*. Encourage the children to match the weather with the actions.

11 Sing *The bye-bye song 1* (CD1 track 6)

- See Lesson 1 Activity 9.

Extra activities

1 Play *The clothes revision game*

- Lay the *coat*, *hat*, *scarf*, *boots*, *T-shirt* and *trainers* flashcards face down in the circle time area. Choose a child to play the game using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell the child to pick a card and turn it over. Ask the child to guess the item of clothing on the card.

2 Match the weather (Photocopiable worksheet, p212)

- Point to one of the pictures and say *What's the weather like today?* Encourage the children to say *It's (raining)*. Hold up a pencil and say *Match It's (raining)*. Demonstrate by tracing a line with your finger. Say *Match It's raining, It's sunny, It's windy and It's snowing*. Encourage the children to match.

3 Play *The drawing game with clothes*

- Hand out a piece of paper to every child. Tell the children to draw a simple outline of Cheeky. Tell them that they must listen and draw what they hear. Stop after each instruction to give them enough time to draw. Say *Draw a T-shirt, draw a scarf, draw a hat and draw boots*. (You may choose to do the activity with colours.)



Lesson focus: Working with colours and numbers

Focus language: *pink* **Recycled:** *Hello, Bye-bye, blue, red, yellow, coat, hat, scarf, boots, arms, toes, hands, one-five*

Main receptive language: *girls, boys, How are you today? I'm fine, thank you, It's Cheeky's town! That's right! It's a (pink) ..., What colour is this? snowman, I'm big and fat, I've got (two eyes), carrot nose, stones, What's this? There are (five) ...*

Classroom language: *Let's sing ..., Yes! Well done! Look! Touch, Find, What's this? Shh! Be very quiet! How many? Count, Circle, Colour*

Main activities:

- Sing *The hello song 1*
- Play *Pass and touch pink* on the play mat
- Sing *The snowman song*
- Do the worksheet
- Sing *The bye-bye song 1*

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

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

Circle time

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

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello, girls!** then **Hello, boys!** Encourage the children to wave to Cheeky and say *Hello, Cheeky!*
- Get Cheeky to say **How are you today?** to the girls. Encourage the girls to say *I'm fine, thank you.* Repeat for the boys.
- 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 friends Lesson 1 Activity 2 for the tapescript.)

2 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 3 for the tapescript.)

3 Play *The colours game*

- Put on the Cheeky puppet and get Cheeky to whisper in your ear. Tell the children that Cheeky has told you a colour in secret and they must guess which one.
- Lay out the *blue, red, yellow,* and *pink* flashcards. Choose a child using *The one banana, two banana chant.* (See Teacher talk, pages 14–15.) Encourage the child to guess which colour Cheeky whispered by pointing to a flashcard. Encourage them to show the flashcard and say (*blue*). If the child guesses correctly, get Cheeky to say **Yes! Blue! Well done!** Play the game with other children.

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

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

5 Play *Find yellow, red and blue* on the play mat

- Show the *yellow* flashcard and say **What colour is this?** Encourage the children to say *yellow.*
- Choose three children to play the game using *The one banana, two banana chant.* (See Teacher talk, pages 14–15.) Say **Find three yellow 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 *yellow* on the play mat. If they respond correctly, say **That's right! It's a yellow** Repeat with the remaining two children. Point to the items again and count them with the children. Repeat with *red* and *blue.*

6 Sing *The snowman song* (CD1 track 31)

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



The snowman song

I'm a snowman,

I'm big and fat. (Hold your arms out to gesture a fat snowman.)

I've got two eyes (Point to your two eyes.)

And a carrot nose. (Point to your nose.)

I'm a snowman,

I'm big and fat. (Hold your arms out to gesture a fat snowman.)

I've got two arms (Touch your right then left arm.)

And stones for toes. (Point to your toes.)

I'm a snowman

I'm big and fat. (Hold your arms out to gesture a fat snowman.)

I've got a pink scarf (Mime putting a scarf on.)

And a yellow hat. (Mime putting a hat on.)

Transition time

7 Say *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 the clothes and circle the numbers (Pupil's Book p25)

- Hand out the pencils, pink crayons and the Pupil's Books or the individual worksheets.
- Say *Look at Cheeky and Rory!* Point to Rory's scarf and say *What's this?* Encourage the children to say scarf. Repeat with Rory's boots and Cheeky's hat, scarf, coat and boots.
- Point to the scarf at the bottom of the page. Say *How many scarves are there?* Count them out loud with the children. Say *There are five scarves.*
- Hold up your pencil and say *Circle the number five.* Demonstrate this by circling it with your finger. Say *Count the scarves, hats, boots and coats.* Encourage the children to count the clothes and circle the numbers.
- Point to the snowman's scarf and say *What colour is it?* Encourage the children to say pink. Hold up the pink crayon and say *Colour the scarf.* Demonstrate this by pretending to colour the scarf. The children colour the scarf pink.

9 Sing *The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play *The colouring game* (Photocopiable worksheet, p213)

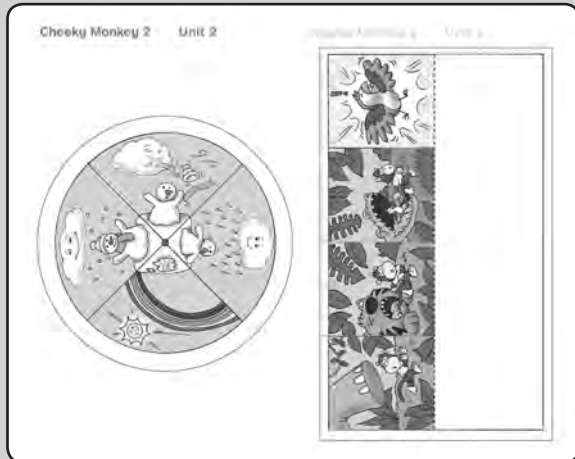
- In advance, photocopy the worksheet for every child. Shuffle the *T-shirt*, *hat*, *scarf* and *boots* flashcards and put them in a pile next to you. Repeat with the *blue*, *red*, *yellow* and *pink* flashcards. Take a clothes flashcard and a colour flashcard. Say *A (blue scarf)*. Tell the children to colour all the scarves in the picture in blue. Repeat with the *T-shirt*, *hat* and *boots*. Tell the children to count the clothes.

2 Sing the karaoke version of *The snowman song* (CD1 track 32)

- Say *Let's sing The snowman song*. Play the CD. Sing the song and do the actions. Encourage the children to point to the weather flashcards as they sing along. (See Activity 6 for the tapescript.)

3 Play *Pass the flashcard with numbers*

- Hand out the 4 flashcard face down so the children can't see which number it is. Tell the children not to look at it. Play a song from the CD. Encourage the children to pass the flashcard around the circle. Stop the music. Tell the child holding the flashcard to reveal it and to count to *four*. Repeat with the 1, 2, 3, and 5 flashcards.



Lesson focus: Performing the story with the Press out

Focus language: *coat, hat, scarf, boots, T-shirt, trainers, It's raining, It's snowing, It's windy, It's sunny*

Recycled: *Hello, bye-bye, one-three*

Main receptive language: *girls, boys, How are you today? I'm fine, thank you, What's in the bag? What's this? What's the weather like? It's story time*

Classroom language: *Look! Let's sing ..., Shh! Be very quiet! Point to ..., Let's listen ...*

Main activities:

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

Materials you need: CD, puppet, bag, *coat, hat, scarf, boots, T-shirt, trainers* flashcards, Press out Unit 2, Unit 2 Story cards, pencils

Getting ready: Put the *coat, hat, scarf, boots, T-shirt* and *trainers* flashcards in a bag.

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

3 Play Monkey, look! with clothes

- 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 *hat* flashcard. Say *Look! What's this?* Encourage the children to say *hat*. Play the game with other children and repeat with *coat, scarf, boots, T-shirt* and *trainers*. (You may choose to play the game with dressing up clothes instead.)

4 Play Musical clothes

- Hand out the *coat* flashcard face down so the children can't see what it is. Play some music from the CD and encourage the children to pass the flashcard around the circle. Stop the music. Tell the child holding the flashcard to look at it without letting the other children see. Tell them to mime putting the (*coat*) on. Encourage the other children to guess by saying (*coat*). Repeat with the *hat, scarf, boots, T-shirt* and *trainers*.

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

5 Sing The snowman song (CD1 track 31)

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

Circle time

1 Sing The hello song 1 (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say *Hello, girls!* then *Hello, boys!* Encourage the children to wave to Cheeky and say *Hello, Cheeky!*
- Get Cheeky to say *How are you today?* to the girls. Encourage the girls to say *I'm fine, thank you*. Repeat for the boys.
- 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 friends Lesson 1 Activity 2 for the tapescript.)

Transition time

6 Say 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 Make a weather Press out (Press out Unit 2)

- Hand out the Press outs and the pencils. Demonstrate how to remove the Press out. Encourage the children to copy.
- Show the Press out and say **Look at the weather!** Point to *It's sunny* and say **What's the weather like?** Encourage the children to say *It's sunny*. Repeat with *It's snowing*, *It's windy*, *It's raining*.
- Say **Point to the snowman** and encourage the children to point. Repeat with *rainbow*, *hat* and *scarf*.
- Show the children how to push their pencils through the centre of the Press out to make a spinner.

Story time

8 Say The story time chant (CD1 track 14)

- 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.)

9 Listen to The snowman 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 point to *It's snowing*, *It's windy*, *It's raining* and *It's sunny* 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 7 for the tapescript.)

10 Sing The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

Extra activities

1 Play I spy (Unit 2 Story cards)

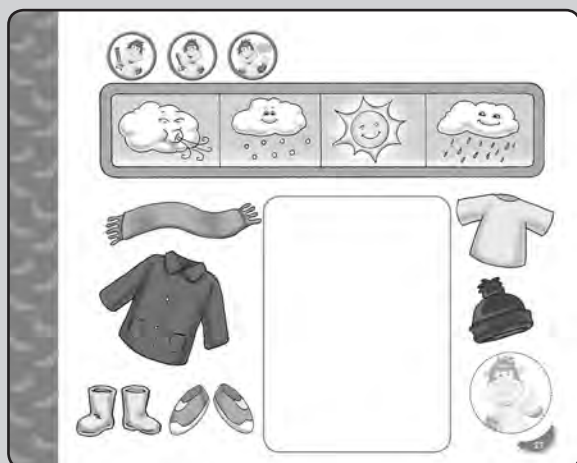
- Choose a Story card and show it to the class. Choose an item of clothing from the Story card but don't tell the children what it is. Say **I spy (pink)**. Point to your eye then point to the Story card. Encourage the children to point to a *pink* item of clothing in the picture. Repeat with *red*, *yellow* and *blue*.

2 Play Matching words and pictures with clothes

- Stick the *coat*, *hat*, *scarf* and *boots* flashcards on the board. Point to the coat and say **What's this?** Encourage the children to say *coat*. Write *coat*, *hat*, *scarf* and *boots* on the opposite side of the board. Point to and say each word.
- Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Say **Match the coat**. Encourage the child to match the picture and the word by drawing a line with their finger. Stick the flashcard above the word. Repeat with the *hat*, *scarf* and *boots*.

3 Play Cheeky says ... please with clothes

- 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 put your hat on, please** and mime putting your hat on. Encourage the children to join in. Repeat with *coat*, *scarf*, *boots*, *jumper*, *trainers* and *T-shirt*.
- Explain that when you say **Cheeky says** they should do the action, but if you simply say **Put your hat on** they shouldn't do the action. Demonstrate this by saying **Put your hat on**. Shake your head at any children who are miming putting on a hat, but don't eliminate them.
- Repeat with *coat*, *scarf*, *boots*, *T-shirt* and *trainers*. Alternate between giving the instructions with and without **Cheeky says ... please**.



Lesson focus: Consolidating unit songs and new language

Focus language: coat, hat, scarf, boots, T-shirt, trainers, *It's raining, It's snowing, It's windy, It's sunny, one-five, red, yellow, blue, pink*

Main receptive language: girls, boys, *How are you today? I'm fine, thank you, Brrr! Whew! What's the sound? What's the weather like? What's on the mat today? Put your hand up to play, Find ..., Point and say, Hip, hip, hooray! Do you remember ...? What's your favourite song? Put your hands up for ..., Our favourite song is ..., Yes! It's (snowing), What colour are your trainers? What a lovely (T-shirt)!*

Classroom language: *Let's be detectives! Let's sing ..., Shh! Be very quiet! Point to ..., Very good! Well done! Excellent!*

Main activities:

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

Materials you need: CD, puppet, play mat, coat, hat, scarf, boots, T-shirt, trainers, *It's raining, It's snowing, It's windy, It's sunny* flashcards, Pupil's Book, pencils, crayons, Cheeky award stickers

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

- 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 friends Lesson 1 Activity 2 for the tapescript.)

2 Play Listen and guess the weather

- Say **Listen! It's raining!** and tap your legs. Encourage the children to join in. Repeat with *It's windy, It's snowing* and *It's sunny*. For *It's windy* cup your hands around your mouth and blow loudly, for *It's snowing* say **Brrr!** and for *It's sunny* say **Whew!** and fan yourself.
- Choose a child using *The one banana, two banana chant*. (See Teacher talk, pages 14–15.) Tell the child to turn around so they can't see what flashcard you show. Show the *It's sunny* flashcard. Say **What's the sound?** and encourage the other children to say **Whew!** Say **What's the weather like?** and encourage the child with his back to you, to say *It's sunny*.

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

3 Play What's on the mat today? (CD1 track 33)

- Put the coat, hat, scarf and boots 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 your hand up to play. (Put your hand up.)

Find a coat. (Show the coat flashcard.)

Find a coat. (Show the coat flashcard.)

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

Point and say (Point and 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 coat on the play mat. Encourage them to say *coat*. If they respond correctly, encourage the other children to clap. Do the activity with other children and repeat with *hat, scarf* and *boots*.

Find a hat. (Show the hat flashcard.)

Find a hat. (Show the hat flashcard.)

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

Circle time

1 Sing The hello song 1 (CD1 track 2)

- Organise the children into a circle and put on the Cheeky puppet. Get Cheeky to wave and say **Hello, girls!** then **Hello, boys!** Encourage the children to wave to Cheeky and say *Hello, Cheeky!*
- Get Cheeky to say **How are you today?** to the girls. Encourage the girls to say *I'm fine, thank you*. Repeat for the boys.

Point and say (Point and mime speaking with your hand.)

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

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

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

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

Point and say (Point and mime speaking with your hand.)

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

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

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

Find boots on the mat today. (Point to the play mat.)

Point and say (Point and mime speaking with your hand.)

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

4 Sing our favourite song

- Ask the children if they remember all the songs from Unit 2. Play the beginning of *I'm cold! I'm cold!* and say **Do you remember I'm cold! I'm cold!?** Encourage the children to sing any words or phrases they remember. Repeat with the *Story song*, *The weather song* and *The snowman song*.
- Say **What's your favourite song?** Tell the children to decide what their favourite song from Unit 2 is. Say **Put your hands up for I'm cold! I'm cold!** Count the number of votes. Repeat with the *Story song*, *The weather song* and *The snowman song*.
- Say **Our favourite song is (The weather song). Let's sing (The weather song).** Play the CD. Sing the song and do the actions. Encourage the children to join in.

Transition time

5 Say 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 Choose the weather and draw yourself (Pupil's Book p27)

- Hand out the pencils, crayons and the Pupil's Books or the individual worksheets.
- Point to *It's windy* and say **What's the weather like?** Say **Yes! It's windy.** Repeat with *It's snowing*, *It's sunny* and *It's raining*.
- Say **Point to the scarf.** Encourage the children to point to the *scarf*. Repeat with the *coat*, *boots*, *trainers*, *T-shirt* and *hat*.

- Point to the window and say **What's the weather like today? Is it (windy)?** Encourage the children to say **Yes!** or **No!** Repeat with *It's sunny*, *It's raining* and *It's snowing*.
- Tell the children to draw a picture of themselves wearing the clothes they wear when (*It's sunny*). Circulate and ask the children questions about their work. Say **What colour are your trainers?** and **What a lovely T-shirt!**
- When they have finished, tell them to show their pictures to the class. Encourage them to say (*It's sunny*), etc.

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 worksheet. (You may choose to let the children stick on the award sticker themselves.)

8 Sing The bye-bye song 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 friends Lesson 1 Activity 10 for the tapescript.)

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

Extra activities

1 Act out The snowman story (CD1 track 27)

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

2 Sing the karaoke version of The snowman song using flashcards (CD1 track 32)

- Stick the *hat* and *scarf* flashcards on different walls of the classroom. Say **Let's sing The snowman song.** Play the CD. Sing the song, do the actions and point to the flashcards. Encourage the children to join in. (See Lesson 5 Activity 6 for the tapescript.)

3 Play Swapping places with colours

- Organise the children into a circle and tell them to stand up. Say **Who's wearing red?** and encourage all the children wearing *red* to swap places. Repeat with *yellow*, *blue* and *pink*, alternating between them until the children are confident.