

Lesson 1 Vocabulary

- 1  1.3  Listen and point. Sing and act out the *Hello, hello!* song.
 - 2 What can you see? Say.
 - 3  1.4 Listen, point and say.
 - 4  1.5 Listen, point and repeat. Say the chant.
 - 5  Play *Find and say*.
-  Find and count the boxes.

1 bike

2 cat

3 rocket

4 hat

Language: What's your name? I'm (Ola); bike, cat, rocket, hat, book, ball, train, box; numbers 1-10

Podstawa programowa: współpraca, poczucie przynależności do wspólnoty

Lesson 2 Communication

1 🎵 1.6 ♻️ Listen and say.

Play *How old are you?*

2 🎵 1.7 Listen, point and say.

3 🎵 1.8 Listen and say.

4 🔄 Play *What colour is the ball?*

👉 What colour are the boxes?



Language: *How old are you? I'm (seven). What colour is the (cat)? It's orange.*

Podstawa programowa: współpraca

Lesson 3 Story

Nice to meet you, Sam!



1 Play What colour is it?

2 1.9 Listen and say.

3 1.10 Listen and answer the questions.

4 Look and say. What are the children playing with?



Choose a picture. What can you see?



Sam's values

It's good to make new friends.

Lesson 4 Vocabulary and Communication

- 1  1.11  Listen and repeat.
- 2  1.12  Listen and point. Act out.



- 3  1.13 Listen and point. Say the chant.



rainy



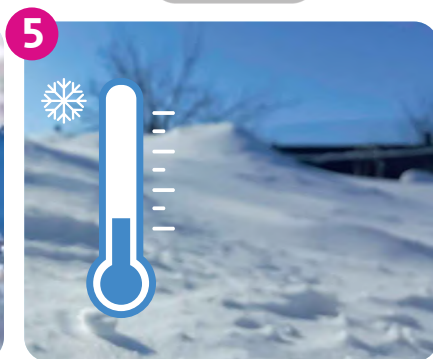
windy



hot



cloudy



cold



sunny

- 4  1.14 Listen to *The weather song* and point.
- 5  1.14 Sing and act out *The weather song*.

 Draw the weather today.

Language: What's the weather like? It's (sunny).

Podstawa programowa: kreatywne myślenie

Creative thinking

Play *What's the weather like?*

1

What's in your classroom?

Lesson 1 Vocabulary

- 1 🔄 What can you see? Say.
- 2 🎵 1.17 Listen and point.
- 3 🎵 1.18 🎵 1.19 🔄 Listen, point and repeat. Say the chant.
- 4 Play *Draw the word*.
- 5 Make the mini-cards.

🕒 Find and count the books.



1 pen

2 rubber

3 pencil case

4 pencil

5 sharpener

Language: pen, rubber, pencil case, pencil, sharpener, computer, crayon, ruler; It's a (ruler).

Podstawa programowa: kreatywne myślenie, współpraca



Lesson 2 Song

- 1 🎵 1.20 ♻️ Listen and say. What is missing?
 - 2 🎵 1.21 🗣️ Listen to the *Tidy up!* song and point. What colour is the ruler?
 - 3 🎵 1.21 🎧 Listen. Sing and act out the *Tidy up!* song.
 - 4 🔄 Play *Where's my ruler?*
- 🕒 What have you got in your pencil case?



Language: *Where's my (pen)? It's here.*

Podstawa programowa: rozwiązywanie problemów, krytyczne myślenie

Creative thinking

What is in the pencil case? Imagine and draw.

Lesson 3 Story

Where's my ruler?

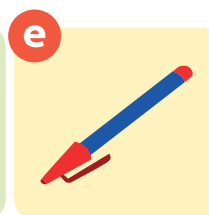
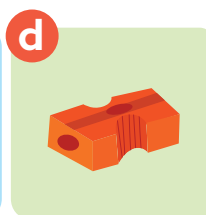
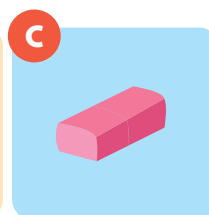
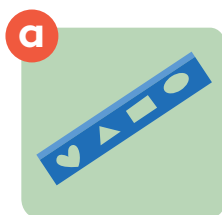


1 Play *Where's my ruler?*

2 1.24 Listen and say.

3 1.25 Listen and answer the questions.

4 Look and say. What school objects are there in the story?

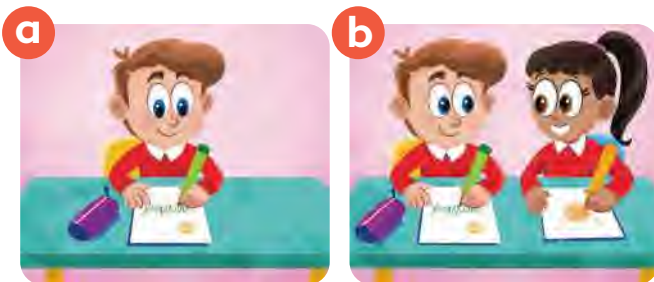


Language: *Where's (my ruler)? Can I have a (ruler), please?*

Podstawa programowa: współpraca, dbanie o innych



5 Look, point and say.



Sam's values

It's good to work together.

 Find six rubbers and six rulers in the story.

Creative thinking

How many pencil cases can you see?

Lesson 4 Communication

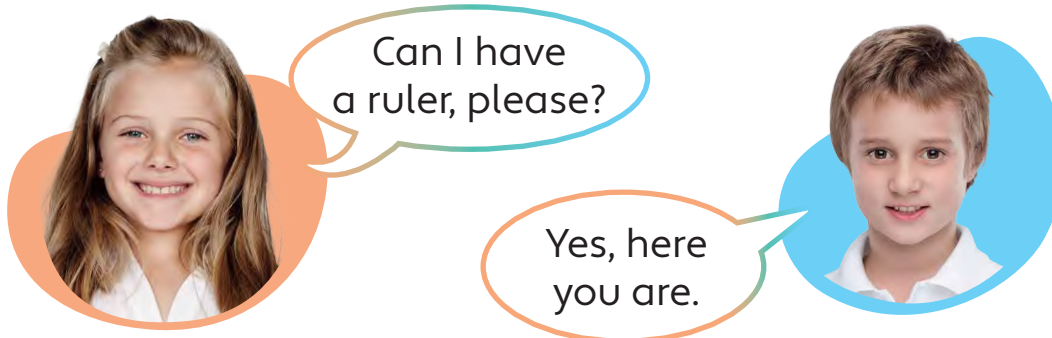
- 1  1.26  Listen and repeat.
- 2  1.27  Listen and point. Act out.



- 3  1.28 Listen. Sing and act out the *Can I have a rubber, please?* song.



4 Play *Everybody up!*



 Outline your ruler and your rubber. Colour and cut out.

Creative thinking

Plan some new dance steps to the song.

Language: *Can I have a (rubber), please?*
Yes, here you are. Thank you. / No, sorry.

Podstawa programowa: rozwiązywanie problemów, przekonanie o własnej skuteczności

Lesson 5 Vocabulary and Grammar

1 Play *Sam's sack*.

2 1.31 Listen, point and say. Play *Fast finger*.



desk



cupboard

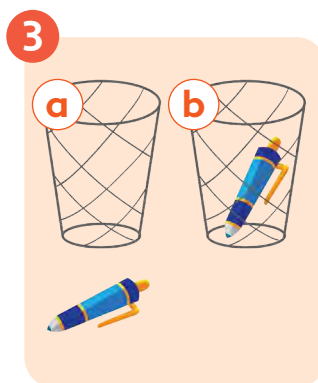
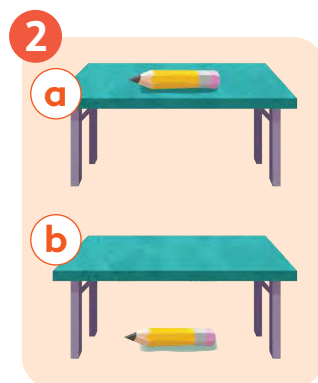
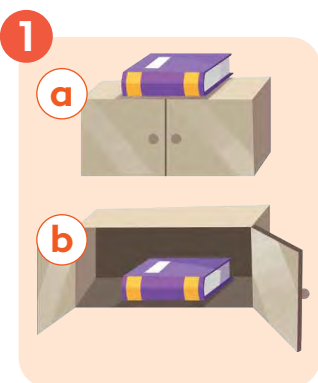


shelf



bin

3 1.32 Listen and choose.



4 Make the classroom cards. ✂

5 1.33 Listen. Play *Where's the ...?*

Where's the sharpener?



The sharpener is in the bin.

Draw a strange classroom with six bins in, on or under something.

Language: desk, cupboard, shelf, bin; *Where's the (pen)? The (pen) is (on the desk).*

Podstawa programowa: krytyczne myślenie, współpraca

Lesson 6 Cross-curricular

- 1  Play *What colour is ...?*
- 2  1.34  Listen. What are the three primary colours?

Cool colours

primary
colours



secondary
colours

- 3  What colours can you make? Mix the paints and say.



Blue, yellow
and red make ...

-  Draw a rainbow, using only the primary colours.

Creative thinking

Which colours make
these colours? Draw.

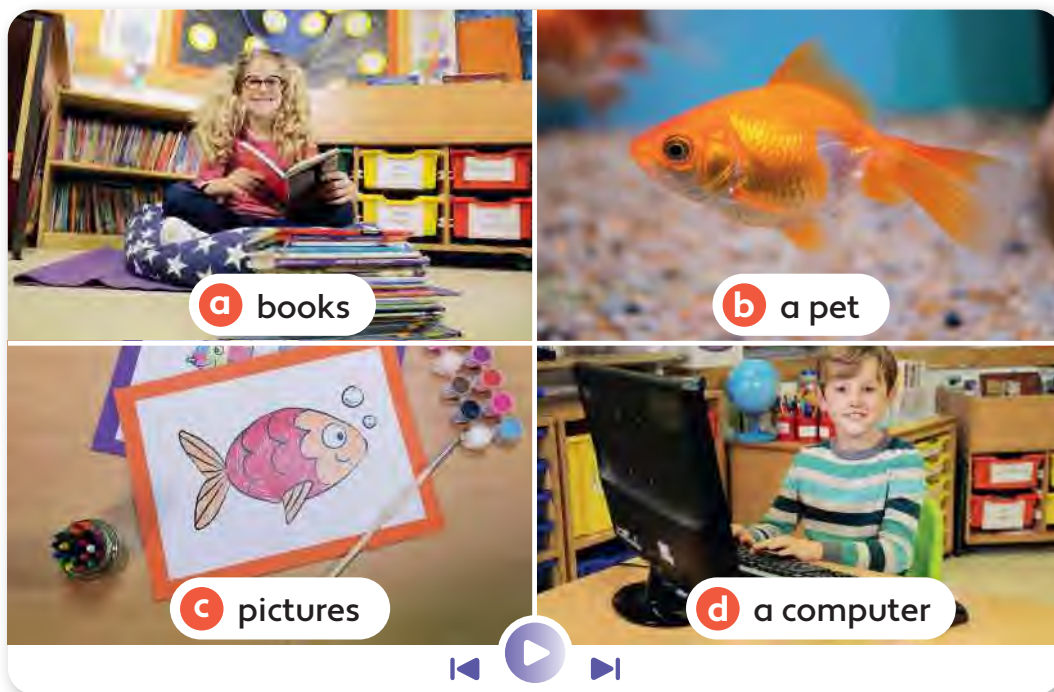


Language: (Blue) and (yellow) make (green).

Podstawa programowa: nastawienie na rozwój

Lesson 7 Culture

- 1  Look, think and say.
- 2  1.35 Listen and point. Say in Polish.



- 3  1.36 Listen and match.



Mia

a



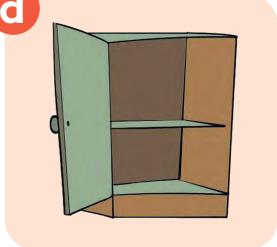
b



c



d



e



f





Noah

- 4  What can you see in your classroom? Point and say.
- 5 Play *In my classroom, I can see ...*

 Think and say: *In my dream classroom, I can see ...*

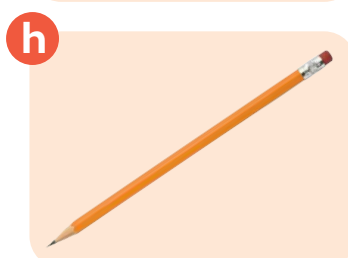
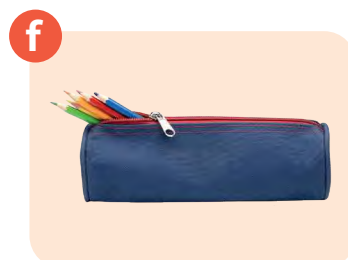
Language: *In my classroom, I can see (a computer).*

Podstawa programowa: poczucie przynależności do wspólnoty

Lesson 8 Revision

1  Play *Sam's sack*.

2  1.37 Listen and point. Match and say.



computer

sharpener

rubber

ruler

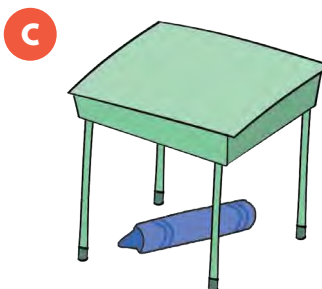
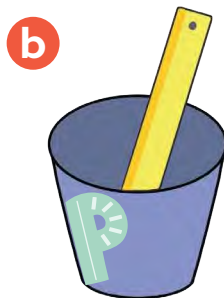
pencil

pen

crayon

pencil case

3  1.38  Listen and say. Ask and say.



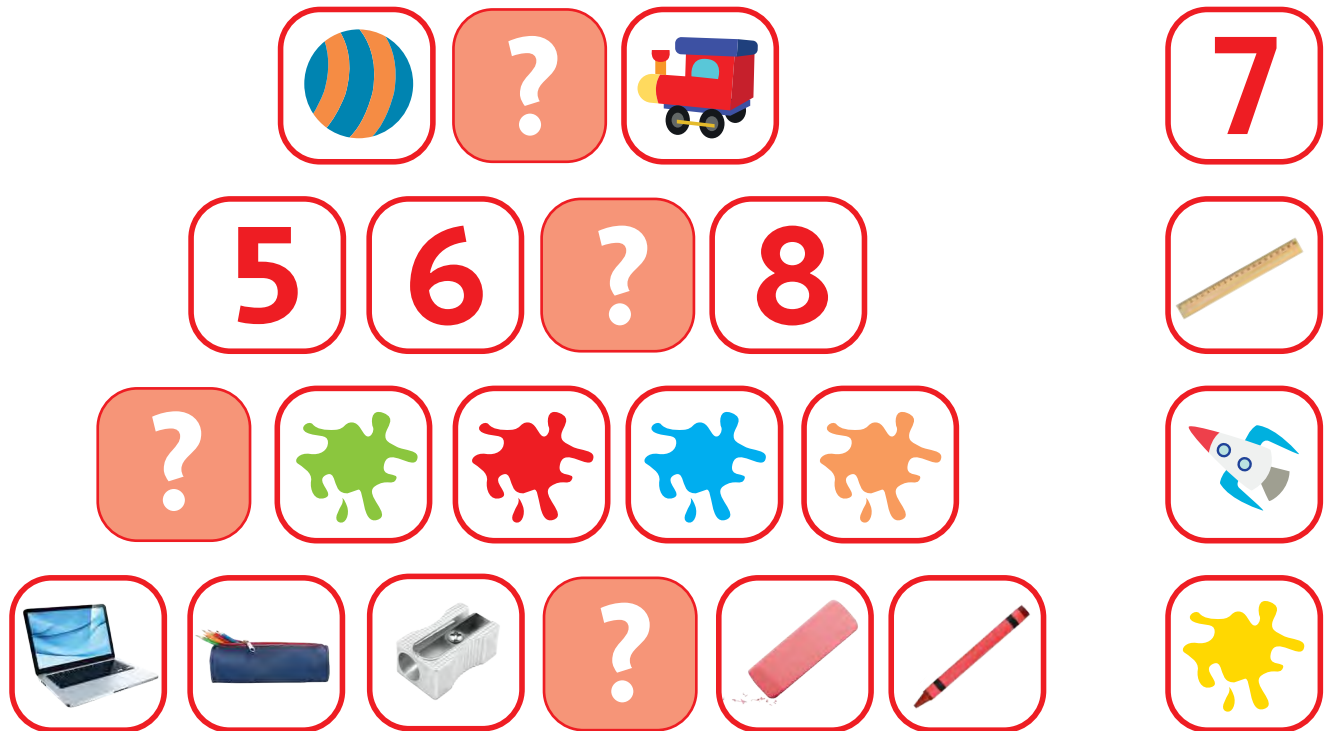
4 Play *Hide and Seek*.



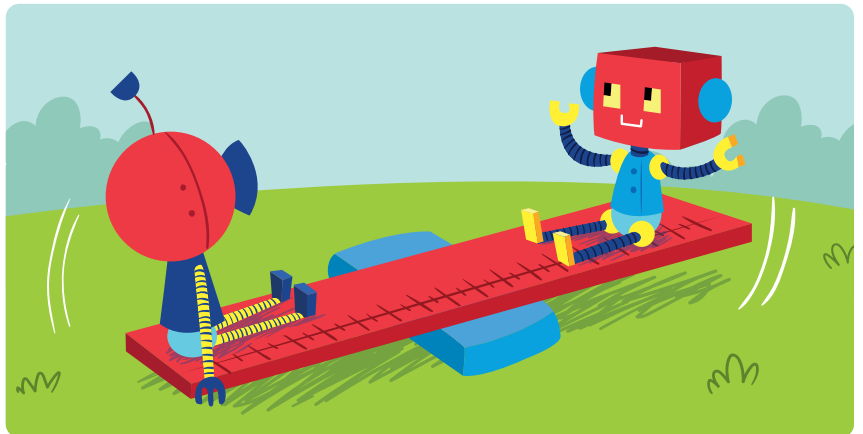
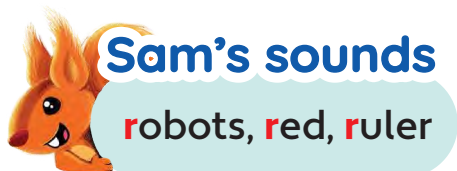
Cumulative revision

1

- 5 Play *Sam's six*.
- 6 Find, point and say.



- 7  1.39 Listen and say.



- 8 Listen to your teacher, think and point.

Self-check

Kids can – I can



Podstawa programowa: samoregulacja, kierowanie sobą, przekonanie o własnej skuteczności