

# Classroom

## Fun with paint!



### Vocabulary and language

- **Main vocabulary:** crayons, glue, paints, paper, pencil, pencil case, school bag, scissors
- **Key language:** Have you got your/a (school bag)? Yes, I have. / No, I haven't. I've got (paper).
- **Content language:** classroom, dining room, library, playground; Go to the (playground).
- **Other language:** ceiling, clap, floor, hands, home, knee, school; I've got (blue) here. I'm good at (home). Point to the (ceiling). I've got (crayons). I'm on (blue). Our Big Wheel is (fantastic)!

### Unit objectives

- Identify and name classroom objects
- Sing the language song *Have you got your school bag?*
- Ask and say what classroom objects you've got
- Understand and act out the story *Fun with paint!*
- Sing and act out the story song *The paint song*
- Sing the values song *Be good at home*
- Recognise the value of behaving well
- Identify and name places at school
- Sing and act out the traditional song *Wind the bobbin up*
- Review your learning and progress
- Participate in a collaborative project

## Story



CD1 Track 24

### Picture 1

- Narrator:** It's time for school. Dylan's excited.  
**Dylan:** Hurray! Hurray! It's school today!  
**Mummy:** Yes, Dylan. Let's get ready. Be good.  
**Mimi:** Have you got your school bag, Dylan?  
**Dylan:** Yes, I have.  
**Mimi:** Have you got your pencil case?  
**Dylan:** Yes, I have. And I've got a pencil, crayons, scissors and glue.  
**Mummy:** Now remember, Dylan. Be good.  
**Dylan:** Yes, Mummy.

### Picture 2

- Mrs Cat:** Good morning, children.  
**Children:** Good morning, Mrs Cat.  
**Mrs Cat:** Today please paint a picture of your favourite place.  
**Children:** Oooh! Hurray!  
**Dylan:** Yippee!  
**Mrs Cat:** Have you got paper, Dylan?  
**Dylan:** Yes, I have.  
**Mrs Cat:** Have you got paints?  
**Dylan:** Yes, I have.  
**Mrs Cat:** Great. You can start!

### Picture 3

- Dylan:** This is fun! Look, Mimi. I've got red paint here. And I've got blue paint there.  
**Mimi:** Oh, Dylan. You've got red and blue paint everywhere! Remember, be good.  
**Dylan:** Yes, Mimi.

### Picture 4

- Dylan:** And look, Mimi. I've got yellow paint here. And I've got green paint there.  
**Mimi:** Oh, Dylan. You've got yellow and green paint everywhere! Remember, be good.  
**Mimi:** Yes, Mimi.

### Picture 5

- Dylan:** And look, Mimi. I've got orange paint here. And I've got pink paint there.  
**Mimi:** Oh, Dylan. You've got orange and pink paint everywhere! Remember, be good.  
**Dylan:** Yes, Mimi.

### Picture 6

- Mrs Cat:** OK, everyone. It's time to stop. Show me your pictures, please. Oh, what a lovely picture, Mimi. Well done!  
**Dylan:** And look at my picture, Mrs Cat. It's the Big Wheel!  
**Mrs Cat:** Oh, it's fantastic, Dylan! Now go and wash, please. Good boy.  
**Dylan:** You see, Mimi. I am good!  
**Mimi:** Yes, Dylan, you are good. And your picture is fantastic too!

# Songs



## Language song

### Have you got your school bag? CD1 Track 22

**Have you got your school bag, school bag?** (Shrug and place hands close to shoulders)

**Yes, I have. Hurray!** (Thumbs up and arms in the air for hooray)

**Have you got your pencil case, pencil case?** (Shrug and zip a pencil case up)

**No, I haven't. Not today.** (Shake head and fold arms)

**Have you got scissors, scissors?** (Shrug and open and close two fingers as if cutting)

**Yes, I have. Hurray!** (Thumbs up and arms in the air for hooray)

**Have you got glue, glue?** (Shrug and mime sticking)

**No, I haven't. Not today.** (Shake head and fold arms)

**Have you got paints, paints?** (Shrug and mime painting)

**Yes, I have. Hurray!** (Thumbs up and arms in the air for hooray)

**Have you got paper, paper?** (Shrug and mime waving a piece of paper)

**No, I haven't. Not today.** (Shake head and fold arms)

## Story song

### The paint song CD1 Track 25

**I've got red paint here.** (Point right)

**I've got blue paint there.** (Point left)

**I've got red and blue paint everywhere.** (Point left, right and gesture all around)

**Red and blue paint. Yeah!** (Point left, right and throw arms up for yeah)

**I've got yellow paint here.** (Point right)

**I've got green paint there.** (Point left)

**I've got yellow and green paint everywhere.** (Point left, right and gesture all around)

**Yellow and green paint. Yeah!** (Point left, right and throw arms up for yeah)

**I've got orange paint here.** (Point right)

**I've got pink paint there.** (Point left)

**I've got orange and pink paint everywhere.** (Point left, right and gesture all around)

**Orange and pink paint. Yeah!** (Point left, right and throw arms up for yeah)

## Values song

### Be good at home CD1 Track 28

**Be good at home** (Thumbs up and mime a roof over your head)

**Be good at school** (Thumbs up and gesture around)

**Be good with Mummy** (Thumbs up and point to Mummy flashcard)

**It's super cool** (Make a circle with thumb and forefinger)

**Be good at home** (Thumbs up and mime a roof over your head)

**Be good at school** (Thumbs up and gesture around)

**Be good with Daddy** (Thumbs up and point to Daddy flashcard)

**It's super cool** (Make a circle with thumb and forefinger)

**Be good at home** (Thumbs up and mime a roof over your head)

**Be good at school** (Thumbs up and gesture around)

**Be good with teacher** (Thumbs up and point to yourself)

**It's super cool** (Make a circle with thumb and forefinger)

## Culture song

### Wind the bobbin up CD1 Track 30

**Wind the bobbin up** (Roll arms)

**Wind the bobbin up** (Roll arms)

**Pull, pull, clap, clap, clap** (Pull outwards and clap 3 times)

**Point to the ceiling** (Point up to the ceiling)

**Point to the floor** (Point down to the floor)

**Point to the window** (Point to a window)

**Point to the door** (Point to a door)

**Clap your hands together**

**One, two, three** (Clap 3 times)

**And put your hands**

**On your knee** (Place hands on knees)

**Wind the bobbin up** (Roll arms)

**Wind the bobbin up** (Roll arms)

**Pull, pull, clap, clap, clap** (Pull outwards and clap 3 times)

# Classroom

## Fun with paint!



Listen, point and repeat. Listen and play. Stick the classroom object stickers. Circle classroom objects you've got. Say. **Language:** crayons, glue, pencil, pencil case, school bag, scissors; blue, green, orange, pink, red, yellow

## Learning objectives

- Identify and name classroom objects
- Listen and point to classroom objects
- Identify which classroom objects children have

## Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- crayons, glue, pencil, pencil case, school bag, scissors

## Teacher's tip: Identifying objects by touch



As well as playing vocabulary games with the flashcards, play them using real classroom objects, either in a feely bag or in the pockets of the Big Wheel mat. Identifying objects by touch is a helpful, kinaesthetic way for children to remember new words.

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)  
Opening routines (see TB p 16)  
Lesson aims (see TB p 18)

## Introduce classroom objects.

- Use the puppet and real items in a school bag to introduce the classroom objects. Say each word and the children repeat it.
- Put the Big Wheel mat on the floor with the classroom object flashcards face down (one on each colour). Use the puppet to turn over and name each flashcard. The children repeat the words.

## Game: Find the object!

- Name the objects in turn and ask one or two children to find and touch the correct flashcards as fast as they can.

## Game: Say the colour!

- Name the objects and children say the colour of the wheel. Then the reverse.

## Table time

### Pupil's Book p 5



## Listen, point and repeat.

- Play the audio. The children listen, point to each object as they hear it, and repeat the words.

### CD1 Track 19

**Mimi:** Look Dylan! School bag ... pencil case ... pencil ... crayons ... scissors ... glue.  
Repeat, Dylan!

**Dylan:** Yes, Mimi. School bag ... pencil case ... pencil ... crayons ... scissors ... glue.

**Mimi:** Very good Dylan. Let's name the classroom objects together!

**Both:** School bag ... pencil case ... pencil ... crayons ... scissors ... glue.

## Listen and play.

- Use finger in air to pretend to spin wheel. Children spin their fingers, point to the colour when they hear it on the audio and say the word.

### CD1 Track 20

**Mimi:** Spin the wheel  
One two three  
Point and name  
Classroom objects with me!

**Mimi:** Red ... school bag!

**Dylan:** Orange ... pencil!

**Mimi:** Yellow ... crayons!

**Dylan:** Blue ... pencil case!

**Mimi:** Pink ... scissors!

**Dylan:** Green ... glue

- Play the game with you and/or individual children naming colours and others responding with the words.

## Stick the classroom object stickers.

- Children stick the classroom object stickers in the correct places.

## Circle classroom objects you've got.

- Children circle the classroom objects they've got.

## Say.

- Children name the classroom objects they've got.



## Pupil's Book p 6

## Look, find and match.

- Children find and match the classroom objects.

## Colour the objects in your classroom.

- They colour the pictures and say the words.

## Point and say.

- Children name the objects.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)





1:21 1:22

Listen and find the new classroom objects. Listen, point and sing *Have you got your school bag?* Circle the objects Sam has got. Ask and say. **Language:** glue, paints, paper, pencil case, school bag, scissors; Have you got your (school bag)? Yes, I have. / No, I haven't.

### Learning objectives

- Talk about classroom objects
- Identify and name two new classroom objects
- Sing the language song *Have you got your school bag?*
- Ask and say what classroom objects you've got

### Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

### Main vocabulary

- crayons, glue, paints, paper, pencil, pencil case, school bag, scissors

### Key language

- Have you got your (school bag)?  
Yes, I have. / No, I haven't.

### Teacher's tip: Giving time to speak

Be ready for children to take time to feel confident to speak and ask the questions. Provide lots of models but be careful not to insist children speak alone if they don't want to.



### Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)  
Opening routines (see TB p 16)  
Recycling activity (six classroom objects from lesson 1) (see TB p 19)  
Lesson aims (see TB p 18)

### Introduce the new classroom objects

- Lay out all eight flashcards of classroom objects on the floor. Children identify the two new objects.
- Use the puppet to point to and say the words in turn. Children repeat in chorus.
- Turn the two new flashcards face down. Mix them up. Point to one and ask *Paper or paint?* Children guess. Repeat several times.

### Introduce *Have you got ... ? Yes, I have. / No, I haven't.*

- Children name all the classroom object flashcards.
- Give a flashcard to the puppet. Ask the puppet, e.g. *Have you got the school bag?* and model the response *Yes, I have.* Ask about a different flashcard and model the response *No, I haven't.*
- Repeat several times with different flashcards.

- Give individual children flashcards. Use the puppet to ask questions and encourage them to respond *Yes, I have. / No, I haven't.*
- Hold up different flashcards in turn. Use the puppet to get the children to ask you in chorus, e.g. *Have you got the school bag?* and respond *Yes, I have. / No, I haven't.*

### Table time

Pupil's Book p 7



### Listen and find the new classroom objects.

- Play the audio. Children listen and find the two new words.
- Play the audio again. The children listen and say the words.

### CD1 Track 21

*One, two, Which words are new?  
Paints! Paints!  
Paper! Paper!*

### Listen, point and sing *Have you got your school bag?*



### CD1 Track 22

- Play the song. The children listen and point to each object as they hear it.
- Play the song again. Children sing and do the actions (see TB p 33).
- Remember that you can use the karaoke version of the song when children are confident.

### Circle the objects Sam has got.

- Play the first two lines of the song again. Ask *Has Sam got his school bag?* Elicit *Yes.* Demonstrate circling the school bag. Play the next two lines. Ask *Has Sam got his pencil case?* Elicit *No.* Shake your head and don't circle the pencil case.

- Play the song again, pausing after each answer. Children listen and circle the objects Sam has got.

### Ask and say.

- Ask *What does Anna ask Sam?* Encourage children to ask and answer the questions as in the song.



### Pupil's Book p 8

### Find and match the objects in the school bag.

- Children should draw lines to match the objects in the school bag to the objects around it.

### Colour.

- Children colour the objects in the school bag to look like the objects in the circles.

### Ask and say.

- Ask questions and children respond depending on the items in the school bag, e.g. *Have you got a pencil?* *Yes, I have. / Have you got paper?* *No, I haven't.*

### Closing time

Learning review (see TB p 18)  
Closing routines (see TB p 16)  
*Bye bye* song and puppet (CD1 Track 3; see TB p 17 & 21)

Use the Navio App to listen to the song, and encourage children to do the same at home.



Watch. Listen to the story *Fun with paint!* Circle the classroom objects Dylan uses to do his picture. Stick the story sticker. **Language:** crayons, glue, paints, paper, pencil, pencil case, school bag, scissors; colours; Have you got (paper)? Yes, I have. / No, I haven't. I've got (red) paint.





## Learning objectives

- Watch, understand and enjoy the story *Fun with paint!*
- Make a prediction about the story
- Listen and identify the story frame
- Identify classroom objects used in the story

## Materials

- Class CDs, story cards, flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- crayons, glue, paints, paper, pencil, pencil case, school bag, scissors; colours

## Key language

- Have you got (paper)? Yes, I have. / No, I haven't. I've got (red) paint.

## Teacher's tip: Engaging children in the story

As you tell the story, use eye contact to engage the children. Be ready to repeat words and ask questions to support comprehension. Show your own interest and enthusiasm in the story – it's catching!



- Ask children *Who has fun with paint in the story? (Dylan, but also Mimi and the other classmates).*
- Repeat the story. Encourage children to join in with the words and phrases in the story.
- Ask: *Do you like the story? Do you like Mimi's picture / Dylan's picture?*

### Look and find.

- Say e.g. *Find Dylan's school bag!* Children look at the story and point to the picture as fast as they can.
- Repeat with other objects and characters, e.g. Dylan's pencil case, Mrs Cat, etc.

### Circle the classroom objects Dylan uses to do his picture.

- Children find the objects Dylan uses to do his picture (paints) and circle them.

### Stick the story sticker.

- Children stick on the story sticker.
- Say sentences from the story in random order, e.g. *Good morning, Mrs Cat!* Children listen and point to the correct frames.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (*Have you got ... ?* and classroom objects) (see TB p 19)

Lesson aims (see TB p 18)

### Introduce the story *Fun with paint!*

- Say *It's story time!* Play the Story rhyme (CD1 Track 4; see TB p 17).
- Say *Anna and Sam are listening to a story about Mimi and Dylan. Mimi and Dylan are at school. Who has fun with paint in the story?* Listen to children's answers. Respond, e.g. *Yes, good guess. Perhaps. Let's listen and find out.*

### Watch or listen to the story *Fun with paint!*

CD1 Track 24

- Watch the video, play the audio, or read the story using the story cards. Pause, repeat words, point to the pictures, ask questions.

## Table time

Pupil's Book p 9



### Watch. Listen to the story *Fun with paint!*

- Read or play the story again. Children listen and follow the story by pointing to the pictures in their books.

## Story questions

### Picture 1

Is Dylan excited about school? (Yes)

What has Dylan got? (School bag/pencil case/pencil/crayons/scissors/glue)

### Picture 2

Who is the teacher? (Mrs Cat)

Are the children going to draw? (No)

### Picture 3

Is Dylan happy? (Yes)

What colour paint has Dylan got? (Red/blue)

### Picture 4

What colour paint has Dylan got? (Green/yellow)

Where is the paint? (Everywhere)

### Picture 5

What colour paint has Dylan got? (Orange/pink)

Is Mimi happy? (No)

### Picture 6

What is Dylan's picture? (The Big Wheel)

Is Dylan good? (Yes)





Watch. Listen, point and sing *The paint song*. Draw a picture of your favourite place. Say the colours in your picture. Say the classroom objects you use.

**Language:** colours; crayons, glue, paints, pencil, scissors; I've got (blue) here.

### Learning objectives

- Watch, sing and act out the story song *The paint song*
- Listen to the story again and identify classroom objects
- Identify and say colours
- Identify and say classroom objects used

### Materials

- Class CDs, story cards, flashcards, Big Wheel mat, Mimi puppet

### Main vocabulary

- colours; crayons, glue, paints, pencil, scissors

### Key language

- I've got (blue) here.

### Teacher's tip: Playing the story song at Table time



Play the story song again quietly during Table time while the children are drawing their pictures. Music often settles the mood and helps children concentrate. If the words of the song distract the children, play the karaoke version instead.

### The paint song



#### CD1 Track 25

- Play the video or audio of the story song. Children watch/listen and say the colours in the song.
- Play the song again. Pause after each verse and invite individual children to stick the colour flashcards on the board in three rows of two as per the song.
- Play the song again. Children listen, sing and act out the song (see TB p 33).

### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

### Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (classroom objects) (see TB p 19)

Lesson aims (see TB p 18)

### Re-tell the story *Fun with paint!*

- Watch the video, play the audio, or read the story using the story cards. Demonstrate that children should wave their arms in the air every time they hear a classroom object in the story.

### Game: *Memory game.*

- Say *Dylan says I've got red paint. Can you remember what else he says?*
- Children say sentences about all the colours in Dylan's picture.

### Table time

#### Pupil's Book p 10

### Watch. Listen, point and sing



#### *The paint song.*

#### CD1 Track 25

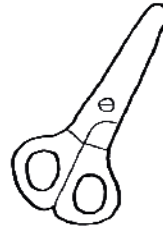
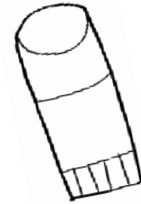
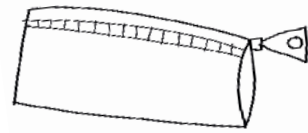
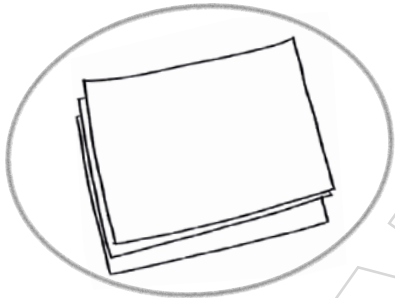
- Play the audio of the song. Children listen, sing and point to the colours in Dylan's picture.
- Remember that you can use the karaoke version of the song when children are confident.

### Draw a picture of your favourite place. Say the colours in your picture.

- Ask *Do you want to make a picture of your favourite place?* Children draw and colour or paint a picture of their favourite place and say the colours.

### Say the classroom objects you use.

- Children name the objects they use to make their pictures.



Watch. Listen and point. Circle the objects Uncle Dan has got. Colour the star if Uncle Dan is ready. Colour the objects you've got. Ask and say. Language: crayons, glue, paints, paper, pencil, pencil case, scissors; Have you got a (pencil)? Yes, I have. / No, I haven't. I've got (paper).

### Learning objectives

- Ask and answer questions about what classroom objects you've got
- Watch, understand and enjoy a video
- Identify classroom objects used in the video

### Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

### Main vocabulary

- crayons, glue, paint, paper, pencil, pencil-case, scissors

### Key language

- Have you got a (pencil)?  
Yes, I have. / No, I haven't.  
I've got (paper).

### Teacher's tip: Speaking in groups



Life skills

As additional practice, divide the class into two groups and do the dialogue in groups. By speaking together with others, children's confidence will increase and this will help them develop the important life skill of asking and answering questions and maintaining a conversation.

### Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (story song) (CD1 Track 25; see TB p 19)

Lesson aims (see TB p 18)

#### Game: Stand up if you've got (a pencil).

- Give out the flashcards to individual children.
- Say e.g. *Stand up if you've got a pencil!* Demonstrate this.
- The child with the flashcard stands up and says *I've got a pencil.*
- Repeat with the other objects.

#### Game: Guess what I've got!

- Hold one flashcard without children seeing. Say *Guess what I've got!*

- Children ask you e.g. *Have you got ... ? No, I haven't. / Yes, I have!* and guess the flashcard.
- The child who guesses the flashcard correctly has the next turn. Repeat with different children.

### Watch the video.



- Explain that Sam and Anna are talking to Uncle Dan. Uncle Dan is going to paint a picture. Play the video of Anna, Sam and Uncle Dan.
- Ask *What's Uncle Dan got?* (*paper, pencil, crayons, paints*)
- Watch again. Pause and children repeat the questions and what Uncle Dan says.

### Table time

Pupil's Book p 11



Life skills

### Watch. Listen and point.



- Children point to Anna, Sam and Uncle Dan in the photo. Play the audio or video. Children point to the objects as they hear them in the dialogue.

### Circle the objects Uncle Dan has got. Colour the star if Uncle Dan is ready.

- Play the audio again. Pause it after each question and answer. Children circle the objects Uncle Dan has got. Play the audio again to check children have circled the objects correctly.
- Ask *Is Uncle Dan ready to do a picture?* Elicit *Yes*, and demonstrate colouring the star.

### CD1 Track 27

- Uncle Dan:** Hello, Sam. Hello, Anna.  
**Sam & Anna:** Hello, Uncle Dan.  
**Uncle Dan:** Look. I'm ready to do a picture!  
**Anna:** Have you got paper?  
**Uncle Dan:** Yes, I have.  
**Sam:** Have you got a pencil case?  
**Uncle Dan:** No, I haven't.  
**Anna:** Have you got a pencil?  
**Uncle Dan:** Yes, I have.  
**Sam:** Have you got crayons?  
**Uncle Dan:** Yes, I have.  
**Sam:** Have you got paints?  
**Uncle Dan:** Yes, I have. Look. I've got paper. I've got a pencil. I've got crayons. I've got paints. I'm ready to do a picture. Come on. Let's go!

### Colour the objects you've got. Ask and say.

- Children colour the objects they've got.
- Remind children of the question *Have you got (paper)?* Children ask and answer questions about all the objects.

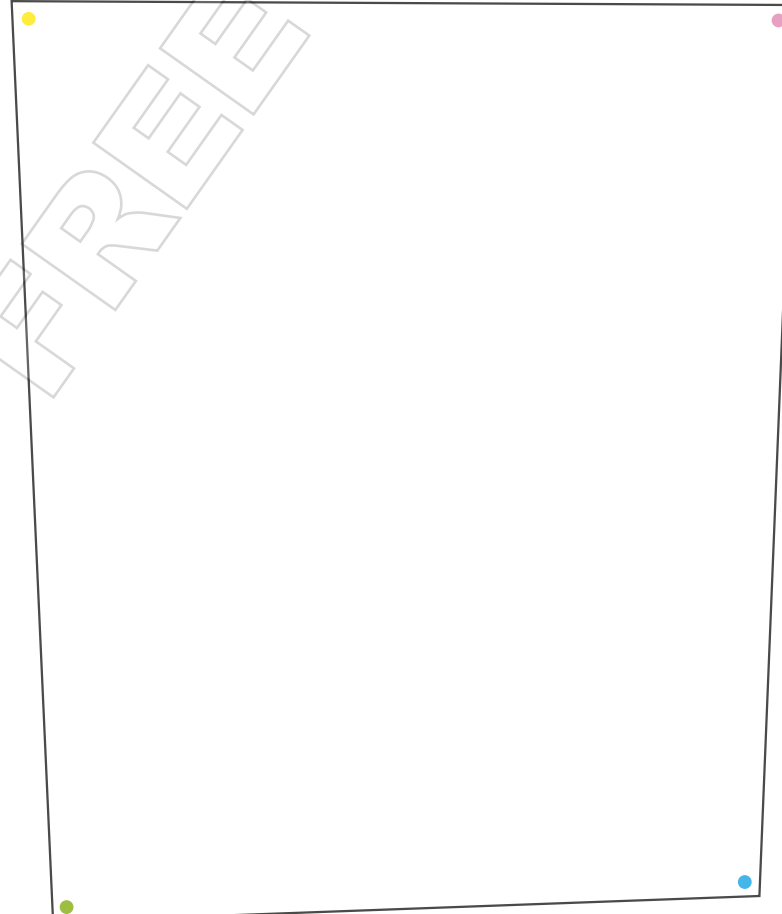
### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)





Listen, point and sing *Be good at home*. Colour the pictures of Mimi and Dylan behaving well at home and school. Draw a picture of you behaving well at home or school. Say. **Language:** home, school; Daddy, Mummy, Teacher; I'm good at (home).



SOCIAL AND EMOTIONAL LEARNING

### Learning objectives

- Understand the value of behaving well at home and at school
- Act out the story
- Sing the values song *Be good at home*
- Identify who's behaving well

### Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

### Main vocabulary

- home, school, Daddy, Mummy, teacher

### Key language

- I'm good at (home).

### Teacher's tip: Listening to children's ideas, however they are expressed



When children describe their pictures, be ready to accept single words such as *home, school, teacher*, rather than complete sentences, when children describe their pictures to you. Alternatively, children can use their shared language to talk about when they behave well.

### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

### Be good at home song



#### CD1 Track 28

- Use the Mimi puppet to say *Listen and find out Where are Dylan and Mimi good? Who are they good with?*
- Play the audio. Children name the places (school, home) and people (Mummy, Daddy, teacher).
- Play the audio again. Children sing the song and do the actions (see TB p 33).

### Table time



#### Pupil's Book p 12

### Listen, point and sing *Be good at home*.



#### CD1 Track 28

- Focus children on the pictures. Point to them one by one and ask *Where are they? Are they behaving well?* Play the song. Children listen, point to the pictures of Mimi and Dylan behaving well, and sing.

### Colour the pictures of Mimi and Dylan behaving well at home and school.

- Children colour the correct pictures.

### Draw a picture of you behaving well at home or school. Say.

- Children draw a picture of themselves being good at home or school.
- Children show you and each other their pictures and say *I'm good at (home) or I'm good with my (mummy)*.

### Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (*Have you got a (pencil)? Yes, I have. / No, I haven't.*) (see TB p 19)

Lesson aims (see TB p 18)

Lesson aims (see TB p 18)

### Watch the *Fun with paint!* story video.



- Play the story video.
- Take the parts of narrator, Mrs Cat and Mummy yourself. Encourage children to join in acting out the story in two groups (Mimi, Dylan).
- Ask e.g. *Is Mimi good? (Yes.) Is Dylan good? (Yes.) Are you good at school? Are you good at home? Is it important to be good? What does being good mean?*

Use the Navio App to listen to the song, and encourage children to do the same at home.



Listen and point. Follow and draw the paths from the children to the places at school. Say the places.

Language: classroom, dining room, library, playground; Go to the (playground).



## Learning objectives

- Identify and name places at school, and understand what we do in each place
- Listen and identify places at school
- Give instructions

## Materials

- Class CDs, printable content flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- classroom, dining room, library, playground

## Key language

- Go to the (playground).

## Teacher's tip: Discovering places at school



If possible, take the children round the school to the places in the lesson. In each place, ask *Where are we?* When a child gives the correct answer, say *Yes! It's time for/to ...* After the last place, say *It's time for lessons. Let's go to the classroom!* and take the children back to their classroom. This will help children to associate the new words with their own familiar environment, and make English more 'real' to them.

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)  
 Opening routines (see TB p 16)  
 Recycling activity (see TB p 19)  
 Lesson aims (see TB p 18)

## Introduce content vocabulary.

- Use the printable flashcards and the puppet to introduce the new words (*classroom, dining room, library, playground*). Children repeat the words.
- Play one or two flashcard games with the Big Wheel mat and/or the puppet (see TB p 20 & 21).
- Say *In our school we've got ...* and children name the places.

## Mime and say.

- Lay out the flashcards.
- Mime running and playing with a ball. Children name the place: *playground*.
- Repeat with the other places. Mime eating (dining room), using a pencil (classroom), hands open as a book (library) and children name the places in the same way.
- Reverse the procedure. Point to the places in turn and children do the mimes. Say e.g. *Yes, it's time to play / to get a book / for lessons / for lunch* as they do this.

## Game: Go to the playground.

- Stick the flashcards on different walls in the classroom.
- Name the places e.g. *playground* and children point to the flashcards.
- Ask pairs or groups of children to stand up in turn. Say e.g. *It's time for lunch. Go to the dining room!* Children walk to the correct flashcard.

## Table time

### Pupil's Book p 13



## Listen and point.

- Say *Sam, Anna and their friends David and Nicola are at school*. Explain that the teacher is telling them where to go. Play the audio. Children and point to the places as they hear them.

## CD1 Track 29

*Sam! It's time to play. Go to the playground, please!*  
*Anna! It's time for lunch. Go to the dining room, please!*  
*David! It's time for lessons. Go to the classroom, please!*  
*Nicola! It's time to get a book. Go to the library, please!*

## Follow and draw the paths from the children to the places at school.

- Play the audio again. Children listen and follow the maze lines to each place with their finger. Use the pause button as necessary.
- Demonstrate that children should draw the way to each place.
- When they have finished, play the audio again. Children repeat the instructions, e.g. *Go to the classroom!* Check they have drawn the lines correctly.

## Say the places.

- Children point and name each place.

## Closing time

Learning review (see TB p 18)  
 Closing routines (see TB p 16)  
 Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)





Watch. Listen, point and sing *Wind the bobbin up*. Colour the ceiling, floor, window and door. Say.

Language: ceiling, clap, door, floor, hands, knee, window; Point to the (ceiling).

### Learning objectives

- Watch, sing and act out the traditional song *Wind the bobbin up*
- Play an action game
- Identify and say parts of a classroom

### Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

### Main vocabulary

- ceiling, clap, door, floor, hands, knee, window

### Key language

- Point to the (ceiling).

### Teacher's tip: Enjoying traditional songs



Traditional songs develop an affinity with children's culture from the English-speaking world as well as an awareness of the rhythm and sounds of English, and listening and attention skills. Do not worry if children do not understand every word of the song; the most important thing is their pleasure and enthusiasm in joining in.

### Wind the bobbin up song

#### CD1 Track 30

- Say *Stand up. Let's learn the song 'Wind the bobbin up'.*
- Pre-teach actions for the song (see TB p 33).
- Play the audio. Children listen and do the actions for the song with you.
- Repeat. Children join in singing and doing the actions for the song.

(Note: a 'bobbin' is a traditional reel for winding wool).

### Watch the *Wind the bobbin up* song video.

- Children watch the video and join in singing the song and doing the actions with Anna and Sam.

### Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

### Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

### Game: *Mimi says (point to the window).*

- Say in turn *Point to the ceiling / floor / window / door* and children respond.
- Use the puppet to give instructions in random order, e.g. *Mimi says point to the ... window!* Speed up as children get more confident in responding.

### Table time

#### Pupil's Book p 14

### Watch. Listen, point and sing *Wind the bobbin up*.

#### CD1 Track 30

- Play the audio of the song. Children listen, sing and point to the ceiling, floor, window and door in the picture.

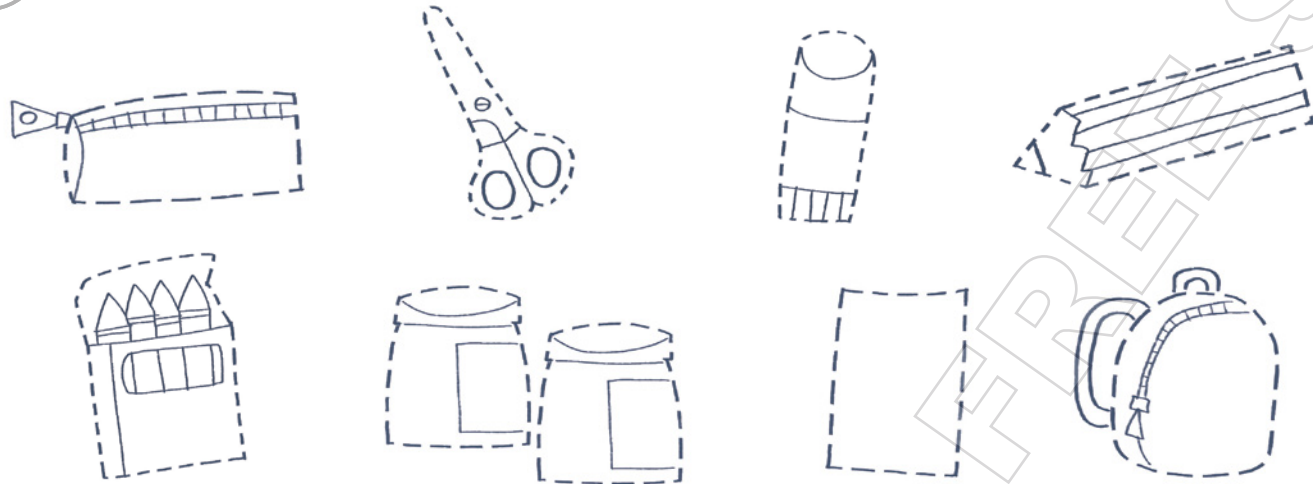
### Colour the ceiling, floor, window and door. Say.

- Children colour the ceiling, floor, window and door in the picture. If you like, turn this into a colour dictation, e.g. *Colour the ceiling blue.*
- Children point and name the places.



# Review

# Classroom



## I can ...

### Vocabulary



### Story



### Speaking



### Content



Trace and colour the classroom objects you know. Listen, point and say. Ask and say the classroom objects you've got. Complete the faces to show what you can do. **Language:** crayons, glue, paints, paper, pencil, pencil case, school bag, scissors; Have you got (a pencil)? Yes, I have. / No, I haven't. I've got (crayons).

## Learning objectives

- Review what you have learned in this unit
- Complete a self-evaluation
- Point to and say classroom objects you've got

## Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

## Main vocabulary

- crayons, glue, paints, paper, pencil, pencil case, school bag, scissors

## Key language

- Have you got a (pencil)? Yes, I have. / No, I haven't. I've got (crayons).

## Teacher's tip: Self-evaluation

Be prepared for children to take time to understand the concept of reviewing their learning. Model out loud the thinking processes involved and give encouragement and praise as children identify what they have learned and achieved in this unit. By being asked to review their learning regularly, children will gradually become familiar with the concept and begin to develop the metacognitive skills necessary to reflect on and evaluate their work.



### Game: *Guess the object.*

- Hide a classroom object behind your back. Children guess the object by asking *Have you got a pencil case?*

### Game: *Where's Mimi?*

- Choose one of the school area flashcards and put it face down on the floor.
- Put Mimi on top.
- Ask *Where's Mimi?*
- Children name the school areas until they guess the correct one.

### Watch the story video.



- Children watch the story video. Ask *What colour paints has Dylan got in his picture? Is Dylan good in the story?*

## Table time

### Pupil's Book p 15



### Trace and colour the classroom objects you know.

- Explain and demonstrate the activity.

### Listen, point and say.

- Play the audio. Children listen, point to the objects, and say the words

### CD1 Track 31

**Mimi:** I'm the teacher! Can you remember the classroom objects, Dylan?

**Dylan:** Yes, I can. School bag.

**Mimi:** School bag.

**Dylan:** Pencil case.

**Mimi:** Pencil case.

**Dylan:** Pencil.

**Mimi:** Pencil.

**Dylan:** Crayons.

**Mimi:** Crayons.

**Dylan:** Scissors.

**Mimi:** Scissors.

**Dylan:** Glue.

**Mimi:** Glue.

**Dylan:** Paper.

**Mimi:** Paper.

**Dylan:** Paints.

**Mimi:** Paints. Well done, Dylan! Very good!

### Ask and say the classroom objects you've got.

- Ask children questions about the classroom objects they've got. Encourage the children to ask you or the puppet similar questions.

### Complete the faces to show what you can do.

- Explain the four pictures: *I can name classroom objects; I can understand the story; I can ask and answer questions about classroom objects; I can identify places at school.*
- Demonstrate that children should complete the face with a smile or downturned mouth depending on how well they think they have done in the unit.
- Monitor and encourage children to think positively about their progress.

## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

### Classroom object flashcard games

- Choose one or two flashcard games with the Big Wheel mat and/or the puppet to review main vocabulary (see TB p 20 & 21).

### Sing *Have you got your school bag?*



### CD1 Track 22

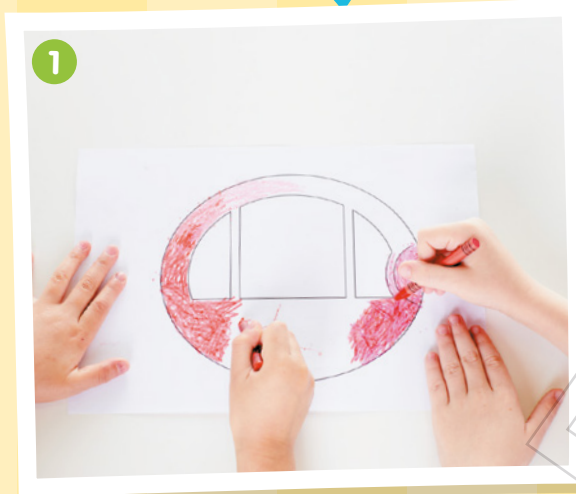
- Play the audio. Children sing and do the actions.
- Children ask and answer questions about classroom objects they've got.



# Project



Classroom



**Name the classroom objects you need. Make the Big Wheel. Say the colours. Draw a picture of you to go on the Big Wheel.** **Language:** Big Wheel; crayons, glue, paper, pencil; colours; I've got (crayons). I'm on (blue). Our Big Wheel is (fantastic)!

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## Learning objectives

- Work together to do a collaborative project
- Name classroom objects and colours
- Draw and colour a picture of yourself

## Materials

- Class CDs, Mimi puppet, photocopyable templates: Big Wheel pods, crayons, pencil, scissors, small pieces of paper and glue or sticky notes
- finger paints

## Main vocabulary

- Big Wheel; crayons, glue, paper, pencil; colours

## Key language

- I've got (crayons). I'm on (blue). Our Big Wheel is (fantastic)!

## Teacher's tip: Praising and encouraging children's effort



Drawing and colouring encourages the correct hold the children will need to establish for writing. Young children may be unable to colour within the lines, or draw a recognisable picture of themselves yet. Encourage their efforts, and give lots of praise.

## Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

### Prepare for your project.

- Say *Let's do a project! Let's make a Big Wheel for our class with pictures of everyone to go on the Wheel!* Explain that children should work together in groups for this project.
- Show children the six large, pod shaped cards you have prepared as the basis of the wheel.
- Demonstrate using crayons to colour the pod shaped cards.
- Demonstrate drawing a picture of your face on post-it paper to stick on the pod.

## Table time



### Pupil's Book p 16

### Name the classroom objects you need.

- Say e.g. *We're going to make a Big Wheel like this. Look at what we need for our project.* Hold up the objects and elicit the words: *crayons, pencil, pieces of paper, glue, paper* (templates).
- Say the words again. Children listen and point to the pictures in their books.

### Make the Big Wheel. Say the colours.

- Divide the children into groups or tables. Give out one large pod shaped piece of card to each group or table. Assign or children choose a colour for their pod.
- Make sure children have crayons of the colour available, as well as scissors and sticky notes.
- Children use crayons to colour their pod of the Big Wheel. Ask them what colour it is.

### Draw a picture of you to go on the Big Wheel.

- When they are ready, children draw a picture of their face on a piece of paper or sticky note and stick it on the pod. If you like, you can write the first names of the children on the post-it notes under their pictures.
- Arrange the pods to make a Big Wheel on the classroom noticeboard. Use thick black felt-tip pen or strips of white card to draw the structure and spokes of the wheel.
- Ask children *Do you like our Big Wheel?* Make the point that everyone has helped to make the Big Wheel and that they couldn't have made such a beautiful Big Wheel on their own.

## Alternative version of project

- The children could use finger paints instead of crayons to colour the wheel pods.



## Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)