

The park

Mimi's kite



Unit objectives

- Identify and name things in the park
- Sing the language song *There's a pond in the park*
- Say what there is in the park
- Understand and act out the story *Mimi's kite*
- Sing and act out the story song *Fly the kite*
- Ask and say what there is in the park
- Sing the values song *Put your rubbish in the bin*
- Recognise the value of looking after the environment
- Learn about the life cycle of a plant
- Understand the traditional story *Little Red Riding Hood*
- Review your learning and progress
- Participate in a collaborative project

Vocabulary and language

- **Main vocabulary:** bench, flowers, grass, path, pond, roundabout, seesaw, slide, swings, trees
- **Key language:** There's a (pond). There are (trees). Is there (grass)? Are there (trees)?
- **Content language:** flower, leaves, plant, roots, seed, sun, water; There's (a seed). There are (leaves).
- **Other language:** kite, windy; bin, clean, park, rubbish; apples, biscuits, cake, ears, eyes; house, teeth, wolf; It's (windy). Under the (tree). On the (bench). Put your (rubbish) in the (bin). I put my rubbish in the bin. What's in the park? My (seesaw) is (red). I like the (slide). Do you like the (slide)? Yes. / No.

Story



CD1 Track 42

Picture 1

Narrator: Mimi and Dylan are in the park with Mummy and Daddy. Mimi has got her kite.

Mimi: Look at my kite, Dylan. It's in the air.

Dylan: Where?

Mimi: Look, up there!

Dylan: Oh, wow! There's the kite!

Mimi: It's beautiful.

Picture 2

Narrator: Suddenly, it's very windy.

Mimi: Quick! Help me, Dylan!

Dylan: Yes, Mimi.

Narrator: Mimi and Dylan pull and pull but the kite is strong.

Picture 5

Narrator: Mummy and Daddy talk to the gardener.

Mummy: Look! Mimi and Dylan are in the tree.

Daddy: Can you help us, please?

Gardener: Yes, of course.

Daddy: Oh, thank you.

Picture 3

Mimi: Oh, look! We're in the air. There's the path and there's the pond.

Dylan: Oh, yes. And look, Mimi. There are the trees and flowers. Where's Mummy?

Mimi: She's on the bench.

Dylan: Oh, yes. And where's Daddy?

Mimi: He's under the tree. Watch out Dylan! There's a tree.

Picture 6

Mummy: Phew, what an adventure!

Daddy: You're safe now!

Mimi & Dylan: Yippee! Thank you.

Dylan: Are there swings in the park?
Gardener: Yes.

Mimi: Is there a slide in the park?
Gardener: Yes. Look over there.

Mimi: Oh, great. Can we play on the swings and slide now, please?

Dylan: We don't want to fly the kite!

Mummy and Daddy: Yes, of course!



Songs and story

Language song

There's a pond in the park CD1 Track 40

There's a pond in the park (Make a circular motion with hands)
There are trees and flowers too (Bring hands upwards and separate)
And there's a bench to sit on (Mime sitting)
A bench for me and you! (Point to self then hold out both arms)
There's a pond in the park
There are trees and flowers too
And there's a path to walk on (Make walking motion with fingers)
A path for me and you!
There's a pond in the park
There are trees and flowers too
And there's grass to lie on (Mime lying down)
Grass for me and you!
There's a pond in the park
There are trees and flowers too
And there are swings to play on (Move arms back and forth)
Swings for me and you!

Story song

Fly the kite CD1 Track 43

Fly, fly, fly the kite. Look! It's in the air. (Mime flying a kite, then look up in the air)
There's the kite. There's the kite. (Point excitedly)
Where? Look over there! (Shrug, then point)
Fly, fly, fly the kite. Now we're in the air. (Mime flying a kite, then lift your arms and turn around)
There's the pond. There's the pond. (Make a circular motion with hands)
Where? Look over there!
Fly, fly, fly the kite. Now we're in the air.
There are the trees. There are the trees. (Bring hands upwards and separate)
Where? Look over there!
Fly, fly, fly the kite. Now we're in the air.
There are the flowers. There are the flowers. (Mime smelling a flower)
Where? Look over there!
Fly, fly, fly the kite. Oh dear! We're in the tree. (Place hand on forehead)
Help us please! Help us please! (Place hands together)
Now we're safe! Yippee! (Punch both fists in the air)

Values song

Put your rubbish in the bin CD1 Track 46

Put your rubbish in the bin, in the bin (mime putting rubbish in the bin)
Put your rubbish in the bin, in the bin (repeat)
Play in the park, Have a lot of fun (skip on the spot, then wave arms)
Keep it clean
For everyone, everyone (open arms wide)
(Repeat)

Culture story

Little Red Riding Hood CD1 Track 48

Picture 1

Narrator: Little Red Riding Hood is going to visit Grandma.
Mummy: Here's a basket of food for Grandma: biscuits, cake and apples.
LRRH: Thank you, Mummy.
Mummy: Now remember, Little Red Riding Hood. Keep on the path. Don't talk to strangers.
LRRH: Yes, Mummy. Goodbye!
Mummy: Goodbye.

Picture 2

Narrator: In the wood there are trees and flowers. Little Red Riding Hood stops to pick flowers for Grandma. Suddenly a wolf appears.
Wolf: Hello, little one.
LRRH: Oh, hello.
Wolf: Where are you going?
LRRH: To see my Grandma. She lives in the house over there.
Wolf: Ahhaa.
Narrator: The wolf runs to Grandma's house.

Picture 3

Narrator: Little Red Riding Hood arrives at Grandma's house. She looks at the wolf.
LRRH: Grandma, what big eyes you've got!
Wolf: To see you, little one!
LRRH: Grandma, what big ears you've got!
Wolf: To hear you, little one!
LRRH: Grandma, what big teeth you've got!
Wolf: To eat you, little one!

Picture 4

Narrator: Suddenly, Daddy appears. The wolf runs away.
Daddy: You're safe now, Little Red Riding Hood.
LRRH: You're safe now, Grandma.
Grandma: Oh, thank you!

The park
Mimi's kite



Listen, point and repeat. Listen and stick the park stickers. Listen and play *Memory*. Circle the things in your park. Say. **Language:** bench, pond, roundabout, seesaw, slide, swing; blue, green, orange, pink, red, yellow; Where's the (seesaw)? It's on (pink).

Learning objectives

- Identify and name things in the park
- Listen and point to things in the park
- Remember things in a park in a memory game

Materials

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

Main vocabulary

- bench, pond, roundabout, seesaw, slide, swing; blue, green, orange, pink, red, yellow

Teacher's tip: Understanding safety at the park



After introducing the park vocabulary, remind the children that safety is important at the park. Ask them if they go up or down the slide. Ask if they sit down or stand up on the swings and seesaw and if they hold on with one or two hands. Use the children's responses to establish essential safety rules.

Circle time

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

Introduce things in the park

- Ask children if they go to the park. Ask them what they see there. As they respond in their shared language, show the flashcards and children repeat the words in English.
- Put the Big Wheel mat on the floor with the park flashcards face down (one on each colour). Use the puppet to turn them over and name them. The children repeat the words.

Game: Say the colour!

- Name the things in the park on the *Big Wheel* and children name the colour. Then the reverse.

Game: Sort the flashcards!

- Lay the flashcards out in jumbled order. Say e.g. *Can you find things to play on in the park?* (swing, slide, seesaw, roundabout). Children name the flashcards and group them together.

- Ask children e.g. *Do you go on the swing in the park? Do you like the swing?*

Table time

Pupil's Book p 17



Listen, point and repeat.

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

CD1 Track 36

Mimi: Look Dylan! Slide ... pond ... swing ... seesaw ... roundabout. Repeat, Dylan!

Dylan: Yes, Mimi. Slide ... pond ... swing ... seesaw ... roundabout.

Mimi: Very good, Dylan! Let's name the park words together!

Both: Slide ... pond ... swing ... seesaw ... roundabout.. Fantastic!

- Draw children's attention to the question mark on the *Big Wheel* in their books. They identify the missing item (bench).

Listen and stick the park stickers.

- Play the audio. The children listen and point to the items in their books.

CD1 Track 37

Where's the pond? It's on ... orange.

Where's the slide? It's on ... blue.

Where's the seesaw? It's on ... pink.

Where's the swing? It's on ... yellow.

Where's the roundabout? It's on ... green.

Where's the bench? Can you guess? It's on ... red. Yes, yes, yes! The bench is on red. Yes, yes, yes!

- Ask questions about all the things in the park in the same way and children respond.
- Play the audio again. Children listen and stick the park stickers.

Listen and play Memory.

- Children copy you covering your eyes with your hands. Play the audio. Children listen and remember the park item on each colour on the wheel.

CD1 Track 38

Close your eyes

One, two, three

Say the words

Play memory!

Blue ... slide!

Red ... bench!

- Play the game.

Circle the things in your park. Say.

- Children circle things they see in their park, then point and say the words.



Pupil's Book p 18

Look and match.

- Children match the things in the park.

Colour, point and say.

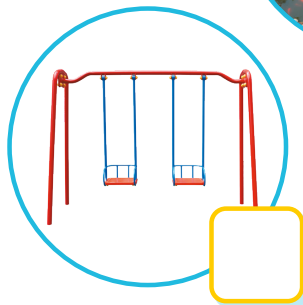
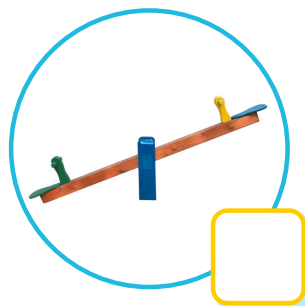
- They colour the pictures and point and say the words.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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



1:39 1:40 hello

Listen and find the new park words. Listen, point and sing *There's a pond in the park*. Tick (✓) the park objects in the song. Say. **Language:** bench, flowers, grass, path, pond, roundabout, seesaw, slide, swings, trees; There's (a pond). There are (trees).

Learning objectives

- Talk about things in the park
- Identify and name four new things in the park
- Sing the language song *There's a pond in the park*
- Say what there is in the park

Materials

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

Main vocabulary

- bench, flowers, grass, path, pond, roundabout, seesaw, slide, swing, trees.

Key language

- There's (a pond).
There are (trees).

Teacher's tip: Making a vocabulary wall



If possible, make a vocabulary wall on one of the walls of the classroom. Stick up photos or pictures of the vocabulary items from each topic while you are working on it. Encourage the children to draw the vocabulary items and add them to the display. If there is no space available on the walls, use the windows.

Circle time

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

Opening routines (see TB p 16)

Recycling activity: (six park words from lesson 1) (see TB p 19)

Lesson aims (see TB p 18)

Introduce the new things in the park.

- Put all ten flashcards of things in the park on the floor.
- Children identify the four new words (*trees, flowers, path, grass*).
- Use the puppet to point to and say the words in turn. Children repeat the words in chorus.
- Stick the four new flashcards on different walls in the classroom. Say e.g. *Point to the trees!* and children respond.
- Repeat with actions and pairs or small groups of children e.g. *Jump to the flowers!*

Introduce *There's a ... / There are ...*

- Tell the children about a park near your house. Show a real photo if you have one. Use the flashcards to describe the park e.g. *There's a pond. / There's a path. / There are trees. / There are flowers.*
- Repeat and children repeat the sentences with you.

- Lay out all the park flashcards. Encourage children to take turns to point to or pick up a flashcard and say a sentence about a park they know. Be ready to re-cast and re-model the sentences correctly back to the children, but do not attempt any kind of grammatical explanation or correct children.

Game: *Guess what's in the park!*

- Choose four of the flashcards e.g. *trees, flowers, path* and *bench*, and children say the words.
- Use the puppet to turn the flashcards face down and mix them up.
- Point to one flashcard and say *Guess what's in the park!* Children respond e.g. *There's a bench. / There are trees.* The child who guesses correctly mixes up the flashcards and points to another one. Children guess in the same way. Repeat several times.

There's a pond in the park song 🎵

CD1 Track 40

- Lay out the park flashcards face up on the floor.
- Hold up the flashcards of Alex and Lucy. Say *Let's listen and find out about the park near Alex and Lucy. What is there in the park?*
- Play the audio. Children listen and point to the flashcards with you as they hear them in the song.
- Children say sentences about what's in the park (pond, trees, flowers, bench, path, grass, swings).
- Play the audio again. Children join in singing the song. They point to themselves and hold out both arms in the last line of each verse.
- Remember that you can use the karaoke version of the song when children are confident.

Table time

Pupil's Book p 19 🎧



Listen and find the new park words.

- Children listen and find the four new park words. Repeat and children say the words.

CD1 Track 39

One ... two ... Which words are new?

Trees! Trees!

Path! Path!

Flowers! Flowers!

Grass! Grass!

Listen, point and sing

There's a pond in the park. 🎵

- Play the song. Children listen and point to the photos.

Tick (✓) the park objects in the song. Say.

- Play the song again with pauses. Children should tick the photos if they are in the song.
- Children look at the photos they have ticked and say what's in the park e.g. *There are trees.*



Pupil's Book p 20

Find and circle five differences.

- Children find and circle five differences.

Point and say.

- Children point and describe the differences e.g. *(In 1) there's a pond. / (In 2) there are trees.*

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Goodbye 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 *Mimi's kite*. Circle the weather in the story. Stick the story sticker.
Language: bench, flowers, kite, path, pond, slide, swings, trees, windy; It's (windy). There's the (pond). There are the (flowers). Is there (a slide)? Are there (swings)? Where's (Mummy)? Under the (tree). On the (bench).

Learning objectives

- Watch, understand and enjoy the story *Mimi's kite*
- Make a prediction about the story
- Identify the weather in the story

Materials

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

Main vocabulary

- bench, flowers, kite, path, pond, slide, swings, trees, windy

Key language

- It's (windy). There's the (pond). There are the (flowers). Is there (a slide)? Are there (swings)? Where's (Mummy)? Under the (tree). On the (bench)

Teacher's tip: Identifying emotions



Ask the children how they think Mimi and Dylan feel when they are up in the air with the kite (scared). How do they feel after the adventure is over (happy). Ask how they think Mummy and Daddy feel. Ask them to think about other times when they feel scared, happy etc.

Circle time

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

Opening routines (see TB p 16)

Recycling activity: (*There's a ... / There are ...* and things in the park) (see TB p 19)

Lesson aims (see TB p 18)

Introduce the story *Mimi's kite*

- Say *It's story time!* Play the *Story rhyme* (CD1 Track 4; see TB p 17)
- Say *Alex and Lucy are listening to a story about Mimi and Dylan in the park. Mimi has got her kite.* (Show or draw a picture or explain what this is.) *What's the weather like? What happens to Mimi and Dylan?* Encourage children to guess. Respond e.g. *Yes, maybe. Let's listen and find out!*

Watch and listen to the story *Mimi's kite*.

CD1 Track 42

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

- Ask the pre-questions again and check the answers. (It's very windy; Mimi, Dylan and the kite are in a tree.)
- Repeat the story. Encourage children to join in with words and phrases in the story.
- Ask e.g. *What can Mimi and Dylan see from the tree?* (path, pond, trees, flowers, bench, Mummy, Daddy) *Who rescues them?* (the gardener) *Do you like the story? Have you got a kite?*

Look and find.

- Say e.g. *Find the pond!* Children look at the story and point to the pond as fast as they can.
- Repeat with other things in the park e.g. *bench, path, grass, flowers.*

Table time

Pupil's Book p 21

Watch. Listen to the story *Mimi's kite*.



Story questions

Picture 1

Where are Mimi and Dylan? (*The park*)
What has Mimi got? (*A kite*)

Picture 2

What's the weather like? (*Windy*)
Does Mimi need help? (*Yes*)

Picture 3

Is Mummy under the tree? (*No*)
Where's Daddy? (*Under the tree*)

CD1 Track 42

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

Circle the weather in the story. Stick the story sticker.

- Demonstrate circling the weather in the story (it's windy) and sticking the story sticker.
- Ask *What do Mimi and Dylan want to play on at the end of the story?* (the swings and slide)

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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

Picture 4

Where are Mimi and Dylan? (*In the air*)
Do Mimi and Dylan need help? (*Yes*)

Picture 5

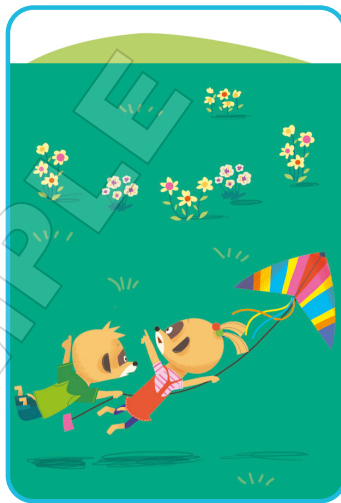
Who do Mummy and Daddy talk to? (*The gardener*)
Where are Mimi and Dylan now? (*In the tree*)

Picture 6

Are there swings in the park? (*Yes*)
Do Mimi and Dylan want to fly the kite? (*No*)



1 2 3 4 5



Watch. Listen, point and sing *Fly the kite*. Trace the numbers. Match the numbers and pictures in order. Say. **Language:** flowers, kite, pond, trees; numbers 1-4; There's the (pond). There are the (trees).

Learning objectives

- Watch, sing and act out the story song *Fly the kite*
- Listen to the story again and act it out
- Identify and say things in the park
- Talk about what there is in the park

Materials

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

Main vocabulary

- flowers, kite, pond, trees; numbers 1–4

Key language

- There's the (pond).
There are the (trees).

Teacher's tip: Checking in pairs



Encourage children to start working cooperatively by having them check each other's work once they have finished. With a partner, they can take turns to check the frames from the story song are correctly matched to the numbers.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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

Circle time

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

Opening routines (see TB p 16)

Recycling activity: (things in the park) (see TB p 19)

Lesson aims (see TB p 18)

Re-tell the story *Mimi's kite*.

- 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 word for something in the park in the story.

Play with an imaginary kite and mime the story.

- Mime holding the string of a kite and looking up at the sky. Get children to do the same.
- Use language from the story song (see TB p 55) as you mime a version of the story. Children listen and copy your actions.
- Repeat, encouraging children to join in saying phrases with you e.g. *It's very windy. / There's the pond. / Help us, please!*

Fly the kite song



CD1 Track 43

- Watch the video. Children listen and do actions as per the song.
- Watch the video again. Children listen, do actions and sing the song.
- Ask questions e.g. *Is it windy? Is the kite strong?* and children respond.

Say the missing words

- Hold up the puppet. Use the puppet to mime the story song as previously. Use language from the song and encourage children to say the missing words e.g. *Fly, fly, fly the ... (kite). / Look! It's in the ... (air) / There's the ... (pond).*

Table time

Pupil's Book p 22

Watch. Listen, point and sing *Fly the kite*.



CD1 Track 43

- Play the song (see TB p 55). Children listen, sing and point to the pictures.
- Remember that you can use the karaoke version of the song when children are confident.

Trace the numbers. Match the numbers and pictures in order. Say.

- They point and say *There's the (pond)*. Children trace the numbers and match the numbers and pictures to show the sequence of the objects in the song.

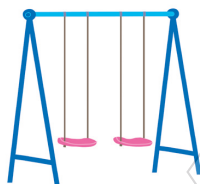
Lesson 5

Speaking



Life skills

The park



Watch. Listen and point. Circle what's in the park. Ask and say. Language: bench, flowers, grass, path, pond, roundabout, seesaw, slide, swings, trees; Is there (grass)? Are there (trees)? There's (a roundabout). There are (swings).

23

The park

Learning objectives

- Ask and say what there is in the park
- Watch, understand and enjoy a video
- Identify things in the park in the video

Materials

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

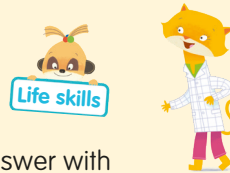
Main vocabulary

- bench, flowers, grass, path, pond, roundabout, seesaw, slide, swing, trees

Key language

- Is there (grass)? Are there (trees)? There's (a roundabout). There are (swings).

Teacher's tip: Scaffolding words to sentences



Initially, children may just answer with single words to describe what's in the park. Scaffold their sentences by re-casting and adding to what they say so that they gradually gain the confidence to start producing the full sentence: *There's a (slide). There are (trees).*

Circle time

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

Opening routines (see TB p 16)

Recycling activity: (story song) (CD1 Track 43; see TB p 19)

Lesson aims (see TB p 18)

Game: Take a photo!

- Stick the park flashcards in different places round the classroom.
- Ask children to imagine the classroom is a park and that they have a camera. Demonstrate what you mean.
- Divide children into pairs. Say e.g. *There's a bench in the park. Take a photo of the bench!* The pair you ask walk to the flashcard and mime taking a photo.
- Repeat with other flashcards and pairs of children.

Watch the video.

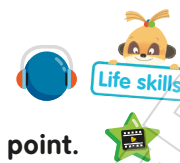


- Explain that Auntie Vicky is telling Alex and Lucy about a new park near her house.
- Ask *What is there in the park?* Children guess.
- Play the video.
- Ask the question again and children respond. (trees, grass, path, bench, swings, (big) roundabout)

- Watch again. Pause after sentences with *There's ... / There are ...* and children repeat.
- Ask *Do you want to go to the park near Auntie Vicky's house?*

Table time

Pupil's Book p 23



Watch. Listen and point.

- Children identify Alex, Lucy and Auntie Vicky. Point to the pictures around the photo and children say the words.
- Play the audio or video. Children listen and point to the pictures.

Circle what's in the park.

- Play the audio again. Use the pause button. Children circle the things that are in the park.

CD1 Track 45

Auntie Vicky: There's a new park near my house.

Alex: Are there trees?

Auntie Vicky: Yes. There are trees in the park.

Look!

Alex: Wow!

Lucy: Is there grass?

Auntie Vicky: Yes. There's grass in the park.

There's a path. There's a bench.

Are there swings?

Auntie Vicky: Yes. There are swings.

Lucy: Fantastic. Is there a roundabout?

Auntie Vicky: Yes. There's a big roundabout.

Lucy: Oh, amazing. I love roundabouts!

Alex: Me too.

Auntie Vicky: Come on. Put your coats on. Let's go!

Ask and say.

- Children ask and answer questions about what's in the park. e.g. One child asks *Are there trees?* and another child responds *Yes, (there are trees in the park).*

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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

Lesson
6

Values Looking after the environment

The park



Listen, point and sing *Put your rubbish in the bin*. Trace and colour the bin green. Find the rubbish and draw lines to the bin. Say. **Language:** bin, clean, park, rubbish; Put your (rubbish) in the (bin). I put my rubbish in the bin.



24

Learning objectives

- Recognise the value of looking after the environment
- Sing the values song *Put your rubbish in the bin*
- Identify when you can put rubbish in a bin

Materials

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

Main vocabulary

- bin, clean, park, rubbish

Key language

- Put your (rubbish) in the (bin).
I put my rubbish in the bin.

Teacher's tip: Looking after the environment



If possible, take the children outside the classroom into the playground to see if there is any rubbish lying around. Encourage them to pick it up and put it in the bin. Compare the playground before and after picking up the rubbish and encourage the children to always put their wrappers and other rubbish in the bin.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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

Put your rubbish in the bin song

CD1 Track 46

- Use the Mimi puppet to say *Listen to the song and put your rubbish in the bin!*
- Play the audio. Children listen and do actions (see song lyrics for suggested actions on TB p55).
- Play the audio again. Children sing the song and do the actions.

Table time



Pupil's Book p 24

Listen, point and sing *Put your rubbish in the bin.*

CD1 Track 46

- Play the song. Children sing and point to the rubbish and bin and children playing.

Trace and colour the bin green. Find the rubbish and draw lines to the bin.

- Children look at the picture. They colour the bin green and find and match all the rubbish to the bin.
- Check children have done this correctly by getting the children to count the pieces of rubbish with you (there are 9 pieces of rubbish).

Say.

- Children say sentences about where they put rubbish in the bin e.g. *I put rubbish in the bin in the park / in the classroom / in my bedroom / in the playground.*

Circle time

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

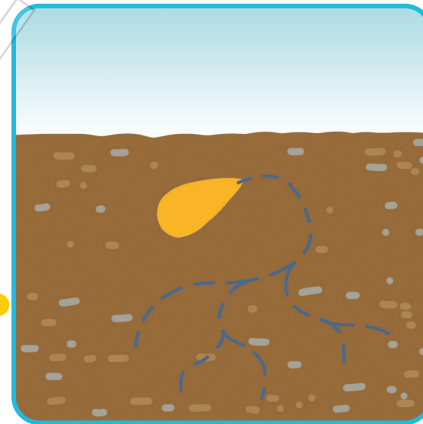
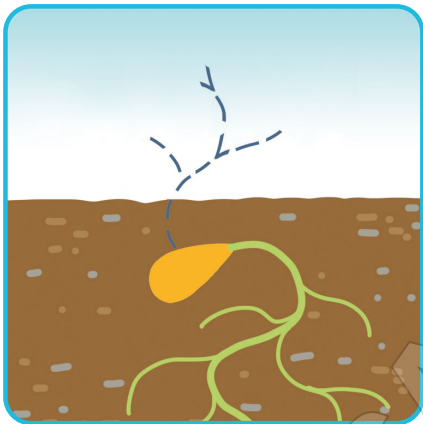
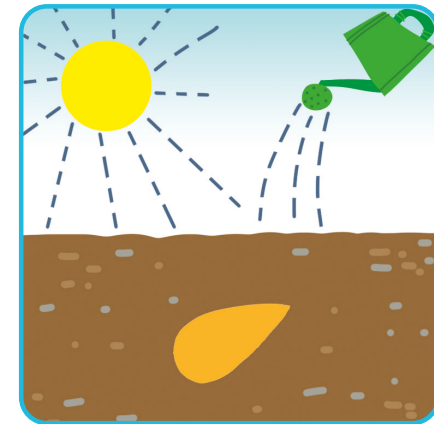
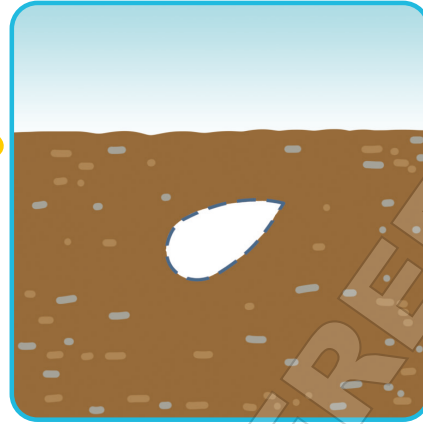
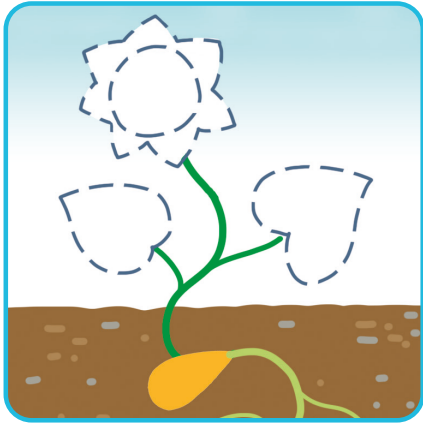
Opening routines (see TB p 16)

Recycling activity: (*There's ... / There are ...*) (see TB p 19)

Lesson aims (see TB p 18)

Watch the *Mimi's kite* story video.

- Play the story video.
- Take the parts of the narrator, Mummy, Daddy and the gardener yourself. Encourage children to join in acting out the story in two groups (Mimi, Dylan).
- Ask *What can Mimi and Dylan see from the tree? Is the park clean?* (explain what you mean) *Is there rubbish in the park?* (show children rubbish in a wastepaper bin to demonstrate what you mean). *Is it important to keep the park clean? Is it important to put rubbish in the bin?* and demonstrate this.



Listen and point. Trace and colour the pictures to show the life cycle of a plant.
Language: flower, leaves, plant, roots, seed, sun, water; There's (a seed). There are (leaves).

Learning objectives

- Learn about the life cycle of a plant
- Listen and identify parts of a plant
- Act out the life cycle of a plant

Materials

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

Main vocabulary

- flower, leaves, plant, roots, seed, sun, water

Key language

- There's (a seed).
There are (leaves).

Teacher's tip: Planting seeds



Looking after plants helps children understand how nature works. It also gives them responsibility for caring for something and pride in the results. Plant some seeds in pots in the classroom and involve children in observing their growth and helping to water and care for them.

Circle time

Hello song and 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.

- Show children a real plant or a photo of a plant with a flower.
- Use the printable flashcards to introduce the new words (*seed, plant, roots, leaves*). Children repeat the words.
- Explain that children are going to learn how a plant grows. Elicit their ideas. Use the flashcards of *water, sun* and *flower* as prompts for this.

Game: *Guess the flashcard.*

- Use the puppet to turn the seven flashcards face down and mix them up.
- The puppet points to one flashcard and children guess what it is. The child who guesses correctly has the next turn at mixing up the flashcards. Repeat several times.
- At the end, collect the flashcards in turn by asking individual children *Can you give me the plant, please?*

Mime the life cycle of a plant.

- Stick the flashcards on the board in the following order: *seed, roots, plant, leaves, flower*.
- Children stand up. Say *Imagine you're a tiny seed and you're going to grow into a beautiful flower!* Point to the flashcards in turn, use language from the audio below, and get children to mime growing from a seed into a flower with you. Repeat once or twice.

Table time

Pupil's Book p 25

Listen and point.

- Say *Lucy and Alex are asking Auntie Vicky about the life cycle of a plant.*
- Play the audio. Children listen and point to the pictures in the life cycle.
- Play the audio again. Use the pause button. Check children are pointing to the correct pictures.

CD1 Track 47

Alex:

Auntie Vicky:

How do flowers grow, Auntie Vicky?

A tiny seed is in the earth. The seed needs sun and water.

Little roots grow.

A tiny plant grows.

The plant grows big. There are leaves and a flower.

Lucy:

Alex:

Lucy:

Auntie Vicky:

Amazing!

The flower is beautiful!

Can we grow a flower, Auntie Vicky?

Yes, of course.

Trace and colour the pictures to show the life cycle of a plant.

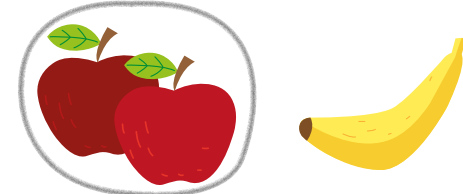
- Children trace and colour the pictures to show the life cycle of a plant.
- Play the audio again. Use the pause button. Children point to the pictures and repeat the sentences that describe the life cycle.
- Children point to the pictures in turn and say e.g. *There's a seed. / There are roots.*

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

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



Watch. Listen and point to the story *Little Red Riding Hood*. Circle the words you hear in the story. Say. **Language:** apples, biscuits, cake, ears, eyes, flowers, house, path, teeth, trees, wolf; There are (trees).

Learning objectives

- Watch, understand and enjoy the traditional story *Little Red Riding Hood*
- Act out the story
- Identify items from the story

Materials

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

Main vocabulary

- apples, biscuits, cake, ears, eyes, flowers, house, path, teeth, trees, wolf,

Key language

- There are (trees).

Teacher's tip: Enjoying traditional stories



Listening to traditional stories is a motivating way to engage children and to boost their confidence especially if they are already familiar with the story in their own language. If this is the case, ask children to tell you what the characters in the story are called in their language, whether the same characters are 'good' and 'bad', and whether the story they know has the same or a different ending.

Circle time

Hello song and 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 the story *Little Red Riding Hood*.

- Explain that children are going to watch and listen to one of Alex and Lucy's favourite traditional stories: *Little Red Riding Hood*.
- Ask if children know who Little Red Riding Hood is. Give clues e.g. *Little Red Riding Hood has got a red cape with a hood* (demonstrate/draw this). *Grandma lives in a house in a forest* (there are lots of trees). *Little Red Riding Hood visits Grandma with a basket of food and meets a wolf* (mime or explain meaning, or children guess).
- If children know the story, ask *Do you like the story of Little Red Riding Hood? Do you want to watch and listen to the story in English?*

Watch and listen to the story.



CD1 Track 48

- Ask *What's in the basket of food for Grandma?* (biscuits, cake, apples) *What happens to the wolf at the end of the story?* (the wolf runs away) Encourage children to guess and listen to their ideas.
- Play the video. Children watch and listen to the story.
- Ask the pre-questions again and children respond.
- Play the video again. Use the pause button. Ask questions and clarify as necessary.
- Ask *Is Little Red Riding Hood safe at the end of the story? Is Grandma safe? Who is your favourite character in the story?*

Mime and act out the story.

- Divide the children into two groups: Little Red Riding Hood / wolf. Take the part of Mummy, Daddy and the narrator yourself.
- Play the video or audio or tell the story yourself. Children mime being Little Red Riding Hood or the wolf in their groups.

Table time

Pupil's Book p 26



Watch. Listen and point to the story *Little Red Riding Hood*.



CD1 Track 48

- Play the audio of the story. Children listen and point to the pictures.
- Say e.g. *Find Grandma / the wolf / flowers!* etc. and children respond.

Circle the words you hear in the story. Say.

- Play the audio again. Use the pause button. Children circle the words they hear in the story.
- Children point to the pictures they have circled and say the words.
- Ask the children if they enjoyed learning a traditional story in English and listen to their response.

Closing time

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

Story questions

Picture 1

Who is Little Red Riding Hood going to visit? (*Grandma*)
 What food has Little Red Riding Hood got for Grandma? (*Biscuits/cake/apples*)

Picture 2

Are there trees and flowers in the wood? (*Yes*)
 Who does Little Red Riding Hood talk to in the wood? (*Wolf*)

Picture 3

Where does Little Red Riding Hood go now? (*Grandma's house*)
 Who has got big teeth? (*Grandma/Wolf*)

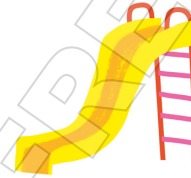
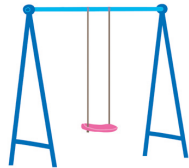
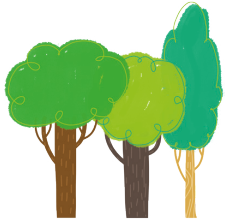
Picture 4

Who comes to Grandma's house now? (*Daddy*)
 Are Little Red Riding Hood and Grandma safe? (*Yes*)



Review

The park



I can ...

Vocabulary



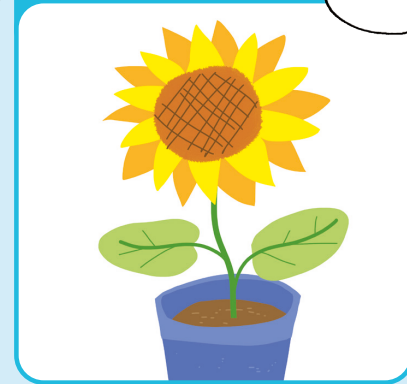
Story



Speaking



Content



Circle the park words you know. Listen, point and say. Listen and answer. Ask and say. Complete the faces to show what you can do. **Language:** bench, flowers, grass, path, pond, roundabout, seesaw, slide, swing, trees; What's in the park? There's (a pond). There are (flowers).



Learning objectives

- Review what you have learned in this unit
- Complete a self-evaluation
- Ask and say what there is in the park

Materials

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

Main vocabulary

- bench, flowers, grass, path, pond, roundabout, seesaw, slide, swing, trees

Key language

- What's in the park?
There's (a pond).
There are (flowers).

Teacher's tip: Giving thinking time



Giving children adequate thinking time can help them to focus their ideas and concentrate. Show children how to put their fingers on their head and think quietly before raising their hand to answer the question. Remind them that nobody should say the answer during thinking time.

Circle time

Hello song and 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)

Park flashcard games

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

Sing *There's a pond in the park.*



- Play the audio. Children sing and do the actions.

Game: *What's in the park?*

- Hide one of the flashcards behind a book. Ask the children to guess which item it is, saying e.g. *There's a bench.* Slowly reveal the flashcard until the children can see it.

Game: *Memory chain.*

- Choose one of the things in the park and say e.g. *There's a slide.* The child next to you repeats your item and adds another e.g. *There's a slide and a seesaw.* Continue until the chain breaks down.

Watch the story video



- Children watch the story video. Ask *Where are Mimi and Dylan in the story? What can they see?*

Table time



Pupil's Book p 27

Circle the park words you know.

- Demonstrate that children should circle the park words they know. Children say the words.

Listen, point and say.

- Play the audio. Children check the words they know, point to the pictures and repeat the words.

CD1 Track 49

Mimi: I'm the teacher!
Can you remember what's in the park, Dylan?

Dylan: Yes, I can. Trees.

Mimi: Trees.

Dylan: Flowers.

Mimi: Flowers.

Dylan: Path.

Mimi: Path.

Dylan: Grass.

Mimi: Grass.

Dylan: Pond.

Mimi: Pond.

Dylan: Bench.

Mimi: Bench.

Dylan: Swing.

Mimi: Swing.

Dylan: Slide.

Mimi: Slide.

Dylan: Seesaw.

Mimi: Seesaw.

Dylan: Roundabout.

Mimi: Roundabout.

Well done, Dylan!

Both: Fantastic!

- Children circle more pictures if they now feel confident they know them.

Listen and answer. Ask and say.

CD1 Track 50

- Play the audio. Children listen and answer the questions.
Mimi: What's in the park near you? Is there a path?
Mimi: Is there a bench?
Mimi: Are there trees?
Mimi: Are there flowers?
Mimi: Are there swings?
Mimi: Is there a slide?
Mimi: Is there a seesaw?
- Play the audio again. Children listen, repeat and answer the questions.
- Children ask and answer questions about what's in the park near them.

Complete the faces to show what you can do.

- Explain the four pictures: *I can name things in the park; I can understand the story; I can say what's in the park; I can identify stages in the life cycle of a plant.*
- 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)

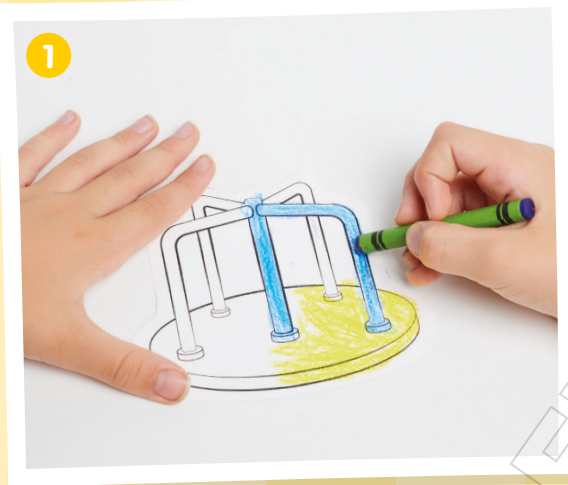
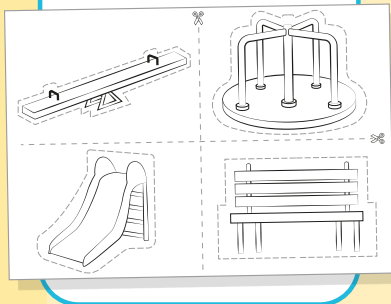
Closing routines (see TB p 16)

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

Project



The park



Choose and colour an object for the park. Make a poster of your ideal park. Ask and say.
Language: bench, roundabout, seesaw, slide; colours; There's a (slide). There are (seesaws).
My (seesaw) is (red). I like the (slide). Do you like the (slide)? Yes. / No.

Learning objectives

- Work together to do a collaborative project
- Choose and make something for the park
- Ask and answer questions about the project

Materials

- Class CDs, Mimi puppet, photocopyable templates, coloured card, crayons or paints, glue

Main vocabulary

- bench, roundabout, seesaw, slide; colours

Key language

- There's a (slide). There are (seesaws). My (seesaw) is (red). I like the (slide). Do you like the (slide)? Yes. / No.

Teacher's tip: Engaging children individually



While the children are working on the project, use the opportunity to circulate round the class and ask children questions individually e.g. *Do you like the slide? What's your favourite thing at the park?* etc. Get down to the children's level, make eye contact and show interest when listening to their responses to ensure that they feel comfortable.

Circle time

Hello song and 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 and make a poster of a park with a children's playground!*
- Show children the template of things to play on in the park. Explain that children should choose and colour their favourite thing to play on in the park.
- Explain and demonstrate that children will then use their pictures to make a poster of the park.

Table time



Pupil's Book p 28

Choose and colour an object for the park. Make a poster of your ideal park.

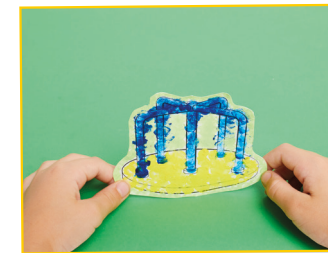
- Say e.g. *We're going to make our poster of the park like this. Look at what we need for our project: a picture of our favourite thing to go on in the park, crayons (or paints) and glue.* Children listen and point to the pictures.
- Children choose the picture they want to do. Give a copy of this project template to each child. Make sure children have crayons (or paints) available.
- Children colour or paint the picture of what they want to go in the park.
- When they are ready, invite children to come and stick their pictures on to the poster of the park you have prepared.

Ask and say.

- Talk about the pictures and poster using language of the unit and other language children know. Count how many of each item there are in the poster and find out the class's favourite.
- Ask children *Do you like our poster of the park?* Make the point that everyone has helped to make the poster and that they couldn't have made such a beautiful poster of the park on their own.

Alternative version of project

- The children could use finger paints instead of crayons to paint their park picture. To make a 3D model, stick small pieces of card to the back of the park objects.



Closing time

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