

Welcome

AfL activity
Pupils' own answers

Welcome

Lesson 1

Look. What can you see?

1 grandma

2 grandpa

3 dad

4 mum

5 sister

6 brother

Hello, I'm Alice.

1 Listen, find and say.

2 Watch or listen. Move and sing.

Lead the way!

Let's go! Let's go!
Lead the way.
To Amazing Park,
To learn and play.

Hi! Hello!
How are you today?
How are you and you
and you?

I'm fine, thank you.
I'm happy today.
I'm OK.

SING

Chorus

6 < six

Key learning outcome: Identify and say six family words;
Sing a song about Amazing Park

Activity Book, p.4

Welcome

Lesson 1

1 Listen, look and circle.

2 Listen and tick (✓) or cross (✗).

4 < four I can say six family words

Objectives: Identify and say six family words; Sing a song about Amazing Park

Vocabulary: *brother, dad, grandma, grandpa, mum, sister*

Materials: Classroom Presentation Kit, Flashcards

Opening routine

To **focus** the class, do mindfulness routine 3 on p. 32.

Pupil's Book, page 6

✓ Look. What can you see?

Follow the **Assessment for learning routine** on p. 17.

1 🎧 0.1 Listen, find and say.

Follow the **Vocabulary presentation routine** on p. 17.

Give pupils more opportunities to hear and say the new words.

🗣️ Ask them to categorise the family members in different ways, e.g. by male and female, by age and in their 'couples' (grandpa and grandma, dad and mum, brother and sister).

Support Leave the picture and word flashcards on the board for reference during the listening activity. Play the audio, pausing after each word. Repeat the words if necessary for pupils to find in their books. Allow pupils time to find the words before pointing to the corresponding picture card on the board.

Reach higher More confident pupils can place word flashcards under the corresponding picture cards on the board.

2 📺 🎧 0.2 Watch or listen. Move and sing.

Follow the **Vocabulary practice routine** on p. 17.

Activity Book, page 4

1 🎧 0.1 Listen, look and circle.

Support Some pupils may be unfamiliar with this activity type. To demonstrate, place the *mum* and *dad* picture flashcards on the board, labelled *a* and *b*. Say: *Mum*. Then slowly and clearly draw a circle around the letter *a* for the picture of 'mum'.

Reach higher After completing the activity, say a word for pupils to trace with their fingers in the Activity Book.

- 1 Mum
- 2 Grandma
- 3 Brother
- 4 Dad
- 5 Grandpa
- 6 Sister

2 🎧 0.2 Listen and tick (✓) or cross (X).

Pupils identify the characters (*Sam and Lily*) and name the pairs of family members in each picture before listening. Pause the audio after each pair of words to give pupils time to decide on their answer.

Classroom management tip

When checking answers, ensure that you have protocols in place so that more confident pupils don't shout out. Remind pupils of how you expect them to behave, e.g. hands raised, no shouting out. Also ensure that once you have called on someone to answer, all pupils put their hands in their laps and look at the speaker.

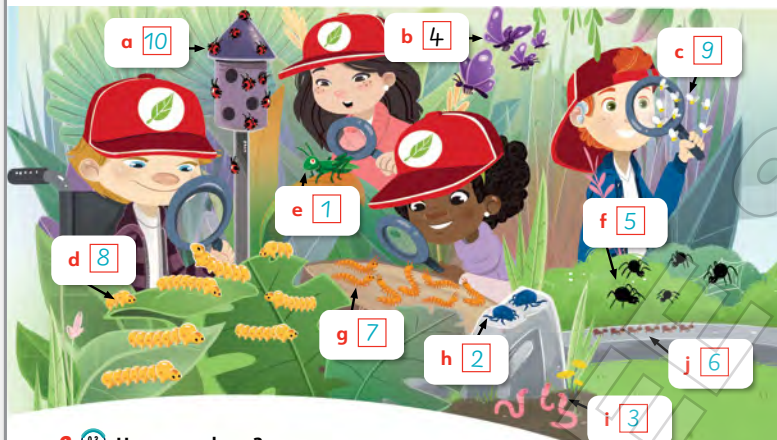
- 1 Mum and dad
- 2 Grandpa and brother
- 3 Dad and brother
- 4 Grandma and mum
- 5 Grandpa and sister
- 6 Sister and grandma

Closing routine

Do TPR Dynamic routine 2 on p. 32.

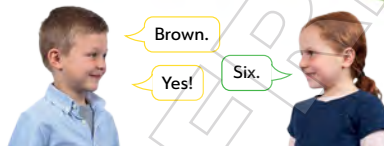
1 Look. Match the colours to the bugs (a-j).

- | | | | | | | | |
|--------|----------|--------|----------|-------|----------|-------|----------|
| yellow | d | blue | h | pink | i | black | f |
| green | e | red | a | brown | j | white | c |
| orange | g | purple | b | | | | |



2 How many bugs? Listen, count and write the number.

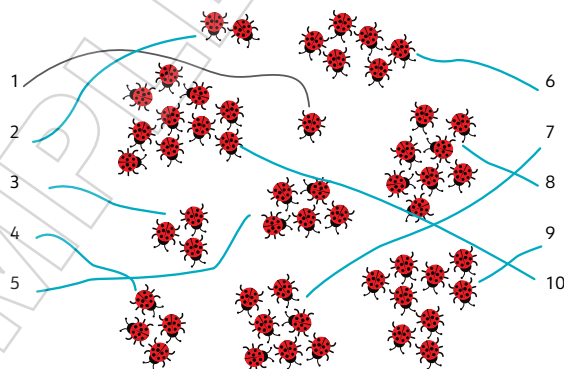
3 Look at the bugs. Say and point.



Activity Book, p.5 Key learning outcome: Identify and say colours and numbers 1-10

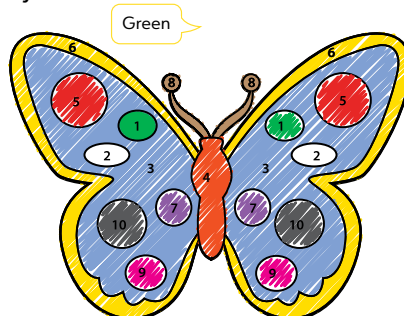
seven > 7

1 Listen and match. Say.



2 Look and colour. Point and say.

- 1 = green
- 2 = white
- 3 = blue
- 4 = orange
- 5 = red
- 6 = yellow
- 7 = purple
- 8 = brown
- 9 = pink
- 10 = black



I can say colours and numbers 1-10 five > 5

Objectives: Identify and say colours and numbers 1–10

Vocabulary: *black, blue, brown, green, orange, pink, purple, red, white, yellow; one, two, three, four, five, six, seven, eight, nine, ten*

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do TPR Dynamic routine 1 on p. 32 with the *Learning Lands* song from Lesson 1.

Pupil's Book, page 7

1 Look. Match the colours to the bugs (a–j).

Play some colour-themed vocabulary games to help pupils consolidate language in a fun way, e.g. *Show me!* and *Dictation* with colours (see Games Bank, p. 33).

Then pupils work in pairs to identify each colour in the list.

Support To help pupils connect the words with the images in a more visual way, ask them to draw lines from the colour words to the corresponding bugs in the picture below. Alternatively, they could use their finger to trace an imaginary line.

2 0.3 How many bugs? Listen, count and write the number.

Review numbers 1–10 on the board. Prepare pupils for listening by doing some examples, e.g. *Find the (blue) bug(s)*.

Engage Pause the audio each time after *How many?* More confident pupils can count aloud, while less confident pupils can point to the bugs as they listen, joining in where they can. This will give all pupils the opportunity to hear the numbers again and again.

Reach higher When reviewing answers, ask confident pupils to say the answer and then count each bug out loud, e.g. *Four. One, two, three, four!* Have them say and show the number using their fingers.

- | | |
|--|---|
| 1 A: Find the purple bugs.
B: Here!
A: How many?
B: Four. | 4 A: Find the pink bugs.
B: Here!
A: How many?
B: Three. |
| 2 A: Find the green bug.
B: Here!
A: How many?
B: One. | 5 A: Find the black bugs.
B: Here!
A: How many?
B: Five. |
| 3 A: Find the brown bugs.
B: Here!
A: How many?
B: Six. | 6 A: Find the red bugs.
B: Here!
A: How many?
B: Ten. |

- | | |
|---|--|
| 7 A: Find the blue bugs.
B: Here!
A: How many?
B: Two. | 9 A: Find the yellow bugs.
B: Here!
A: How many?
B: Eight. |
| 8 A: Find the white bugs.
B: Here!
A: How many?
B: Nine. | 10 A: Find the orange bugs.
B: Here!
A: How many?
B: Seven. |

3 Look at the bugs. Say and point.

Model the activity with confident pupils before placing pupils in pairs.

Activity Book, page 5

1 0.3 Listen and match. Say.

Support Review the numeric and written forms of numbers 1–10 on the board. Keep the numbers and words on the board for reference during the activity.

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten

2 Look and colour. Point and say.

Closing routine

Do Mindfulness routine 2 on p. 32.

Activity 1

blue, pink, purple and green

Lesson 3 **Story time**

- 1 Listen and look. What colour is the water?
- 2 Act out the story.

Benny and the button

1 Hello! I'm Sam. What's your name?
My name's Lily.

2 I'm seven. How old are you?
I'm six.

3 Look, Lily! It's a yellow button.

4 Oh! Look! The water is blue now!
Wow!

5 Look! It's pink too!
This is Benny!

6 It's OK, Benny!
Look! It's blue, pink, purple and green now!
Amazing Park is fun!

3 Watch the video.

8 < eight

Key learning outcome: Listen and respond to a story

Activity Book, p.6

Lesson 3 **Benny and the button**

After you read

- 1 Think about the story. Listen and number.

a b c d

- 2 Colour the water in the story. Trace.

1 green 2 pink 3 blue 4 purple

6 < six I can understand the story


Objectives: Listen, read and respond to a story

Recycled language: *blue, green, pink, purple, seven, six, yellow*

Materials: Classroom Presentation Kit, Story Cards, coloured pencils (blue, green, pink, purple)

Optional: Plastic jar tops in different colours to represent the button, a bottle of water

Opening routine


 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, page 8

Follow the **Before you read routine** on p. 21.

1 0.4 Listen and look. What colour is the water?

Pre-teach essential vocabulary (*button, water*) to help pupils understand the story. Play the track all the way through. Play it again, pausing after scenes 4, 5 and 6 to ask: *What colour is the water (now)?*

 Elicit which of these words from the story are similar in pupils' own language: *colour, green, blue, button, water, park*.

Engage If you brought the optional props, show them and ask pupils to find scenes in the story with a button and/or water.


Some pupils may be unfamiliar with the personal information questions and answers. Write on the board: *What's your name? My name's ... and How old are you? I'm ...* Ask and answer with pupils who know the language first to demonstrate. Then ask the questions for pupils to answer chorally. Even though their answers may be different, this will give them confidence. Set up a class mingle activity for further practice as necessary.

Reach higher Encourage longer answers from more experienced pupils, recasting their answers to produce *It's / The water is (blue) (now)*. Give praise for all efforts to produce oral answers.

2 Act out the story.

Follow the **Act out the story routine** on p. 21.

Reach higher Pupils do the role play using their own names and ages.

 Ask pupils if they liked the story. Elicit what they liked (or didn't like) about it. This allows pupils to give their **personal response** to a story.

3 Watch the video.

Follow the **Watch the video routine** on p. 23.

After watching the video once, ask pupils to close their books. Play the video again and pause at different points in the story, asking questions about what characters say, and specific colours/objects in the scenes. For example, point to Lily and say *name?* Point to the button and ask: *What colour is the button?*

Activity Book, page 6

Follow the **Activity Book routine** on p. 21.

1 0.4 Think about the story. Listen and number.

Reach higher Go over the example with the whole class. Confident pupils can complete the numbering activity before they listen. Other pupils can look at the scenes and familiarise themselves with the details in each one.

2 Colour the water in the story. Trace.

Before starting the activity, read out the colour words. Pupils hold up the corresponding coloured pencil and then put it on their desk ready to use in the activity.

Engage Use coloured pencils (see Materials) to check understanding. Hold up a pencil and say the corresponding colour. If the colour is in the story, pupils put their hands in the air. If it isn't, they put their hands on their heads. For *I don't know*, they put their hands on their shoulders.

Closing routine

Do Communication routine 3 on p. 32.

1 Listen and sing.



Monday



Tuesday



Wednesday



Thursday



Friday



Sunday



Saturday

Seven days!

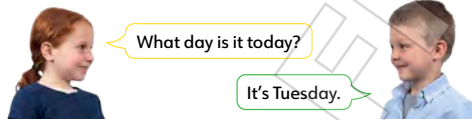


Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. (x 2)
One, two, three, four, five, six, seven, Days to learn and play.

Blue days, red days,
Green days, yellow days,
Pink days, orange days and
Purple days too!

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.
One, two, three, four, five, six, seven, Days to learn and play.

2 Ask a friend. Choose and answer.

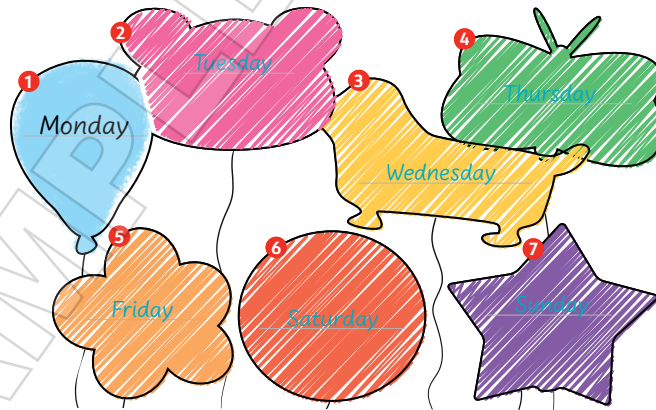


Activity Book, p.7

Key learning outcomes: Sing a song about the days of the week; Ask and answer about the days of the week

nine > 9

1 Trace. Listen and colour.



2 What day is it today? Choose and trace.

DAYS OF THE WEEK

Monday Tuesday Wednesday

Thursday Friday Saturday Sunday

Pupils' own answers

I can ask and answer about the days of the week seven > 7

Objectives: Sing a song about the days of the week; Ask and answer about the days of the week

Recycled language: *one, two, three, four, five, six, seven; blue, green, orange, pink, purple, red, yellow*

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

Pupil's Book, page 9

Engage Before introducing the song, do some consolidation activities with the whole class to ensure that all pupils are familiar with the days of the week.

- Write the days of the week on the board and have pupils say them in order (starting with *Monday*), getting faster and faster.
- Remove the words and write numbers 1–7 on the board. Write *Monday* under number 1. Point to the numbers in order and invite pupils to call out the missing day. Write the day under the corresponding number as pupils call them out.
- Ask pupils to close their eyes. Remove one or more days of the week. Pupils open their eyes and say the seven days chorally, including the missing day(s).

1 0.5 Listen and sing.

Draw pupils' attention to the photos of the children. Say the days of the week in order and ask pupils to copy the TPR actions in the photos. Repeat with the days in random order until pupils are familiar with the action corresponding to each day.

2 Ask a friend. Choose and answer.

Model the question and answer in speech bubbles with a confident pupil. Explain that pupils will work in pairs and choose different days when answering. Challenge pupils to answer the question about today and write the answer on the board: *Today is (Wednesday).*

Support If pupils are finding it difficult to produce the question orally, practise with a reverse drill of the question: *today? it today? is it today? day is it today? What day is it today?*

Activity Book, page 7

1 0.5 Trace. Listen and colour.

- 1 Monday. Colour it blue.
- 2 Tuesday. Colour it pink.
- 3 Wednesday. Colour it yellow.
- 4 Thursday. Colour it green.
- 5 Friday. Colour it orange.
- 6 Saturday. Colour it red.
- 7 Sunday. Colour it purple.

2 What day is it today? Choose and trace.

Read the question and answer options with the class. To help pupils recognise the written forms, say the days in random order. Pupils point to the corresponding word in their Activity Book. Pupils can do a cross-check with a partner to ensure they are pointing to the same words. Elicit what day of the week it is today and ask pupils to circle or write the answer.

Closing routine

Do Mindfulness routine 1 on p. 32.