

# MAP OF THE COURSE

**S**

## Hello!

### Vocabulary

Ani, Dan, Grog, Ina, Kit, Plok, Zac, Miss Klop

### Structures

Hello! I'm (Zac). Hi, Zac! / Hello, (Miss Klop). Hi, (Zac)! / Hello! I'm (Zac)! / Hello, I'm (Ani). Hi, (Ani)! Bye-bye, (Ani)!

**1**

## My class

### Vocabulary

bag, book, crayon, pencil, blue, green, red, yellow

### Structures

Hello, (Ani)! Bye-bye! / What's this? (It's) a (bag). / It's my (bag). / This is my (book). It's (red). / What's next? A (red book). / This is my (red pencil). Here you are. Thank you! / One for you and one for me. / (Red), please. / What colour is it? Green. / Look, a (red bag).

### Think!

Ordering and sequencing; visual perception

### Values

Sharing with others

### CLIL

ART: Mixing colours

### Phonics

/b/ sound

Show the class! Making a bag, pencil a crayon

**2**

## My family

### Vocabulary

baby, brother, daddy, grandma, grandpa, mummy, sister

### Structures

(Who's this?) (It's my) (mummy). / Who's this? (Mummy). / This is my (daddy). / This is my (mummy). I love my (mummy). / Look! Mummy, Daddy, baby.

### Think!

Focusing on detail; deductive reasoning; logical thinking

### Values

Loving your family

### CLIL

SCIENCE: Identifying members of animal families (lions)

### Phonics

/d/ sound

Show the class! Making a photo frame

**3**

## My toys

### Vocabulary

ball, doll, teddy bear, one, two, three

### Structures

What's this? (It's) a (ball). / A (red ball). / (Find a yellow doll, please.) Here it is! / (Count with me:) one, two, three (teddy bears). / Count with me: one, two. Two (teddy bears)! / Find a (red ball), please. / Put it in the box.

### Think!

Focusing on details; identifying shapes

### Values

Be tidy!

### CLIL

MATHS: Counting toys

### Phonics

/r/ sound

Show the class! Making a toy banner

**4**

## My food

### Vocabulary

apples, bananas, cake, ice cream, juice, milk, pears, hungry, thirsty

### Structures

Mmm ... (cake). I like (cake)! / I'm (hungry)! Here's some (cake). / (Pears) or (apples)? (Apples)! I don't like (pears). / I like (apples)! I don't like (pears). / I'm hungry/thirsty. Here you are. / Thank you! / Sorry! / Look! (Apples)! / Mmm ... (milk)! I like (milk)! Yummy!

### Think!

Focusing on detail; identifying food from extreme close-ups

### Values

Saying sorry

### CLIL

SCIENCE: Understanding what food comes from nature

### Phonics

/m/ sound

Show the class! Making a lunchbox

## Special Days: Mother's Day

### Vocabulary

mummy

### Structures

Happy Mother's Day!

## 5 My face

### Vocabulary

ears, eyes, face, hair, mouth, nose, teeth

### Structures

One nose, two ears, two eyes. / Touch your (ears). / I've got (green hair). / I've got (yellow hair). / I've got nice (hair). / I've got clean (teeth). / Time for school! Get ready! OK! / Brush your (hair/teeth). / Look! I've got (yellow eyes)! / I've got (blue eyes).

### Think!

Focusing on detail; identifying; discriminating

### Values

Keeping clean

### CLIL

PSHE: Learning about hygiene and understanding the importance of cleanliness

Phonics  
/n/sound

Show the class! Making a mask

## 6 My pet

### Vocabulary

bird, cat, dog, fish, frog, mouse, big, small

### Structures

What's this? A (dog). / This is a (dog). / What's this? It's a (frog). / Look! This is a (bird). It's (big). / This is a (cat). It's got (big teeth). / I love my (dog). / (Where does the mouse live?) Here. / This is a (bird). It's got a (small mouth). / This is a (small dog). This is a (big dog).

### Think!

Discriminating/Sorting by size; identifying

### Values

Caring for animals

### CLIL

SCIENCE: Learning about where animals live

Phonics  
/k/sound

Show the class! Making a paper cup animal

## 7 My clothes

### Vocabulary

dress, hat, T-shirt, shoes, shorts, socks

### Structures

A (yellow T-shirt). / I've got (a red dress). I like your (red dress). / Put on our (shoes). / I've got (a new dress). / Look at me! Wow! I like your new (dress)! / Help me, please. Here you are. Thank you! / How many (dresses)? Count. (One dress). / Look - I've got (blue shoes) and a (yellow dress).

### Think!

Discriminating/Sorting between old and new; making associations

### Values

Helping others

### CLIL

MATHS: Counting clothing items

Phonics  
/h/sound

Show the class! Making a paper wardrobe

## 8 At the beach

### Vocabulary

boat, bucket, castle, sand, sea, spade, sun, umbrella

### Structures

What's this? (It's) a (bucket). / Where's the umbrella? Here. / Where's Grandpa? He's in the (castle). / Where's the (bucket)? In the sea. / Where's (Plok)? He's in the (sea). / Let's make a castle! Yes! / (Does it float?) Yes. No. / This is my (castle). / Where's the (boat)? Here.

### Think!

Identifying; discriminating; making associations

### Values

Working together

### CLIL

SCIENCE: Understanding the concept of floating; experimenting

Phonics  
/s/sound

Show the class! Making a model of a castle on the beach



# MAP OF THE COURSE

**S**

## Hello!

### Vocabulary

brother, mummy, daddy, grandma, grandpa, sister, bag, book, crayon, pencil, blue, green, red, yellow, ball, doll, teddy bear, one, two, three

### Structures

Hello! I'm (Zac). Hi, (Zac)! / Who's this? (Mummy). / Look! A (red bag). I've got a (red bag). / Look! (Three balls).

**1**

## My room

### Vocabulary

bed, chair, lamp, table, computer, mat, robot, toy box, four, five, six

### Structures

What's this? (A bed). / Where's the (mat)? It's (in/on/under) the (chair). / Where's Kit? Kit is (in the toy box). / Go to bed early. Goodnight. / Count with me: four, five, six. / Look! It's my robot. It's (blue, green and yellow)!

### Think!

Observation: spotting differences through comparing similar items

### Values

Go to bed early

### CLIL

MATHS: Counting items

### Phonics

/l/ sound

Show the class! Making a robot

**2**

## My classroom

### Vocabulary

bin, board, door, window, desk, pen, pencil case, rubber, crayons, circle, square

### Structures

Look – a (door)! / Look at the (door). The door is (green). / How many (pens)? (Three). / What's in your pencil case? (Two pens). / How many (pens), (Dan)? No (pens), Miss. Oh dear! / (Six pens), Miss! Well done! / Oh dear! / Well done! / How many (circles)? (Four). / Look – (two pens and two pencils)! / How many (desks)? (Three).

### Think!

Logical thinking; sorting what items go in a pencil case

### Values

Being ready for school

### CLIL

MATHS: identifying and cutting out shapes; counting shapes

### Phonics

/p/ sound

Show the class! Making a pencil holder

**3**

## Jobs

### Vocabulary

doctor, firefighter, police officer, teacher, builder, chef, farmer, sailor, accident, fire

### Structures

(He's/She's) a (teacher). / Look! Here's (Mr Pad). (He's) a (police officer). / Help, please! OK, let me try. / Let's work together! / Oh no! (Fire)! Look! Here's a (firefighter)! Help, please! / Look at me! I'm a chef.

### Think!

Focusing on detail; observing; Logical reasoning; analyzing and discriminating parts of uniforms

### Values

Working together

### CLIL

PSHE: Emergencies (*who to call*)

### Phonics

/f/, /v/ sounds

Show the class! Making a chef's hat

**4**

## My toys

### Vocabulary

bike, car, plane, train, blocks, bus, kite, scooter, brown, pink, purple

### Structures

I've got a (bike). / I've got a (train). A (red toy train). / Let's play with the (blocks). / A (blue bike). / A (small/big) (blue bike). / Look what I've got! I've got a (train). A (blue toy train)! Wow! / I've got new (blocks)! Wow! That's great! / Wow! (A brown train)!

### Think!

Ordering and sequencing (*What's next?*)

### Values

Be happy for others

### CLIL

ART: New colours; tracing and colouring

### Phonics

/k/ sound

Show the class! Making a train

## 5 At the farm

### Vocabulary

cow, duck, frog, horse, rabbit, seven, eight, nine, ten, hard, soft

### Structures

I can see a (cow). / How many ducks? Count with me. (Eight)! / Where are the (horses)? Come with me. / How many horses? Count with me. One, two, three, four. / I love (horses). / It's hard/soft. / Look – this is my farm. / I can see a (cow).

### Think!

Observation: focusing on detail; identifying animals; counting animals in a large scene

### Values

Caring for animals

### CLIL

Science: Physical properties  
(hard/soft)

### Phonics

/t/ sound

Show the class! Making an animal farm

## 6 My food

### Vocabulary

carrots, oranges, potatoes, tomatoes, chicken, eggs, fish, pizza, apple juice, orange juice, water, hungry, thirsty

### Structures

(Carrots), please! / I (like/ don't like) (carrots). / What's for lunch? (Chicken.) / I like (carrots) and (chicken). / Do you like (eggs)? No, I don't. / (Chicken) and (carrots), please. Here you are. Thank you. / It's good for you! / I'm (hungry/thirsty). Here's some (pizza/water). / What's for lunch? Look – (carrots, eggs, tomatoes and chicken)! / I (like/don't like) (carrots).

### Think!

Observation: focusing on detail by identifying shapes and matching them to food items

### Values

Healthy eating

### CLIL

Science: Identifying solids and liquids

### Phonics

/e/ sound

Show the class! Making a healthy plate

## 7 My body

### Vocabulary

arms, feet, hands, legs, clap, kick, shake, stamp, climb, dance, swim

### Structures

These are my (arms). / These are my (hands). I've got (yellow hands). / I can/can't (clap my hands). / I can't (stamp my feet). I can dance like this! / (Stamp your feet). That's easy! / That's great! / I can (climb). I can't (dance). / This is my puppet. Look at the (arms/feet/hands/legs).

### Think!

Observation: focusing on detail by identifying shapes and matching them to actions items

### Values

Accepting others

### CLIL

PE: Physical movements and abilities

### Phonics

/a/ sound

Show the class! Making a puppet

## 8 The weather

### Vocabulary

cloudy, cold, hot, windy, boots, coat, gloves, scarf, summer, winter

### Structures

It's (cold) today. / What's the weather like today? It's (cold). / Look! I'm wearing my (brown boots). / Brr! It's cold! Put on your (hat). / It's (cold) and (windy) here. / I'm wearing my (pink dress). How lovely! / It's (cold/hot). I'm wearing my (coat/T-shirt). / It's (summer). It's (hot).

### Think!

Logical reasoning; creating associations by choosing weather appropriate clothes

### Values

Dressing for the weather

### CLIL

SCIENCE: Seasons  
(summer/winter – hot/cold)

### Phonics

/w/ sound

Show the class! Making a weather poster

## Special Days: Father's Day

Vocabulary  
daddy

Structures  
Happy Father's Day!



# MAP OF THE COURSE

## S Hello!

### Vocabulary

brother, daddy, mummy, sister, book, crayon, pencil case, rubber, one, two, three, four, five, six, seven, eight, nine, ten, blue, brown, green, pink, purple, red, yellow

### Structures

Hi, I'm (Ina). This is my (brother, Zac). / I've got a (crayon). / Count with me: one, two, etc. / This car is (blue).

## 1 My school

### Vocabulary

classroom, playground, school, school bus, sandbox, seesaw, slide, swing, angry, happy, sad

### Structures

This is a (school). Is this a (school)? Yes, it is./No, it isn't. / Let's play (on the slide/in the sandbox!) /Where's (Zac)? (On the swing./In the sandbox.) / Let's go to the playground. / Let's play on the (swing). / Let me help you. Thank you! Let's play together! OK! / He's/She's (happy). / (Grok/Ina) is (happy). This is my playground. This is a (swing) and this is a (slide). / Where's (Zac)? (On the slide). He's/She's (happy).

### Think!

Focusing on detail; matching missing puzzle pieces

### Values

Playing together

### CLIL

PSHE: Learning about emotions; empathy; emotional awareness

### Phonics

/ks/ sound

Show the class! Making a playground

## 2 My house

### Vocabulary

bathroom, bedroom, kitchen, living room, armchair, bath, cupboard, TV, castle, igloo, teepee

### Structures

Is the (baby) in the (bedroom)? Yes./No./ Where's (Daddy)? In the (bathroom). / There's a/an (bath) in the bathroom. It's (purple). / Where's the (armchair)? In the (living room). / Is (she) in the (living room)? Yes, (she) is. / Thank you! You're welcome! /Let me help you, (Mummy)! Thank you! / Is the (igloo) (blue and pink)? Yes, it is./No, it isn't. / This is my (bedroom). / This is my (bed) and this is my (lamp).

### Think!

Observation; matching furniture and appliances to the correct rooms; logical reasoning; organising

### Values

Helping around the house

### CLIL

ART: Learning about types of dwellings

### Phonics

/i/ sound

Show the class! Making a house

## 3 My party

### Vocabulary

drum, guitar, piano, trumpet, balloons, candles, lollipops, presents, circle, rectangle, square, triangle

### Structures

What's this? It's a (drum). / Wow! A (blue drum). / How many (lollipops)? Count with me: (1,2)! / How many (balloons)? (Five). / Happy birthday! This is for you. / This is for you! Thank you! / What shape is it? It's a (circle). / This is for you. You're (three) today. Happy birthday! / Wow! A (drum)! Thank you!

### Think!

Categorising; identifying gifts

### Values

Saying 'thank you'

### CLIL

MATHS: Learning basic shapes

### Phonics

/g/ sounds

Show the class! Making a birthday poster

## 4 My body

### Vocabulary

finger, head, toe, tummy, hear, see, smell, touch, ears, eyes, hands, nose, cat, chair, dog, fire, pizza, plane, sun, wind, fly, hop, jump, run

### Structures

This is my (head). / What's the matter? My (finger) hurts. / I can (smell) with my (nose). / I can (see) a (cat). I can't (see the wind). / Be careful! Don't ...! / Be careful! / I can (jump). I can't (fly). / I'm (Kim). I'm (five). This is my (foot). I've got five (toes). / What's the matter? My (tummy) hurts. / I (can/can't) run.

### Think!

Observing: understanding senses; focusing

### Values

Being careful

### CLIL

PSHE (*abilities*) Actions

### Phonics

/k/ sound

Show the class! Making a clay handprint/footprint

## 5 Wild animals

### Vocabulary

elephant, lion, snake, zebra, crocodile, giraffe, hippo, monkey, black, grey, orange, white, red, yellow

### Structures

What's that? It's a/an (lion/elephant). / Look at the (lion)! It's got (a big head). / There's a (crocodile)! It's (green). / Can the (giraffe) (climb)? Yes, it can./No, it can't. / Can it (swim)? Yes, it can./No, it can't. / Look! There's a (crocodile)! Wow! / I love animals! My favourite animal is the (lion). / The (elephant) is (grey). / This is a (lion). It's (orange and yellow). / What's that? It's (an elephant). It's (grey).

### Think!

Comparing and contrasting: understanding animal abilities

### Values

Respecting wildlife

### CLIL

ART: Colours animals

### Phonics

/ɒ/ sound

Show the class! Making an animal bookmark

## 6 My food

### Vocabulary

meat, pasta, rice, soup, cereal, cheese, honey, toast, bee, chicken, sheep, wool (cows, eggs, honey, milk)

### Structures

Mmm ... (pasta). I like (pasta)! / (What's for lunch?) (Meat). / (Cereal). I like (cereal)! I don't like (cereal). / What's for breakfast? (Cereal). / Ahh! Eggs and toast! My favourite! / What's for breakfast? Eggs, toast or cereal. / Don't waste food! / (Bees) give us (honey). / Mmm! Soup! I like soup. / (What's for breakfast/lunch?) (Soup).

### Think!

Sorting: identifying breakfast foods; distinguishing between food items that are for breakfast or lunch

### Values

Not wasting food

### CLIL

Science: Things we get from animals

### Phonics

/j/ sound

Show the class! Making a soup

## 7 My town

### Vocabulary

funfair, park, toy shop, zoo, bench, grass, pond, sky, ant, butterfly, fly, ladybird, bee

### Structures

Let's go to the (park)! There are (ducks) at the (park)! / Where's (Zac)? At the (funfair). / There's a/an ... There are ... (on the bench). / Look! There are (games) at the (funfair). / Look! There are (boats on the pond)! Let's go and see! / What's that? Put it in the bin. Well done! / The park is clean. / There's a/an ... There are ... (at the park). / This is my town. Look! There's a (zoo). There are (animals at the zoo).

### Think!

Making associations

### Values

Keeping your town clean: developing environmental awareness and a sense of social responsibility

### CLIL

SCIENCE: Learning about bugs

### Phonics

/z/ sound

Show the class! Making a model town

## 8 The weather

### Vocabulary

raining, snowing, sunny, windy, cloudy, cold, hot, jumper, raincoat, shirt, sunglasses, trousers, coat, T-shirt, autumn, spring, summer, winter, weather

### Structures

It's (windy). / Is it (raining) in (Blue Town)? No, it's (snowing). / What are you wearing? My (shirt). / It's (snowing). I'm wearing a (jumper). / Is it (raining)? No. It's (hot and sunny). / Where's your (bag)? I don't know. Let me go and look. / Take care of your things! / It's (spring). It's (sunny). / This is (spring), this is (summer), etc.

### Think!

Choosing weather-appropriate clothes

### Values

Taking care of your things

### CLIL

SCIENCE: Seasons

### Phonics

/dʒ/, /kw/ sounds

Show the class! Making a seasons banner

## Special Days: Children's Day

### Structures

Happy Children's Day!

