

Scope and Sequence

Say hello!
page 2

Character names
Hello, Stars and Heroes song

Hello, (Nemo)!

W
Welcome
page 4

Colours
black, blue, brown, green, orange,
pink, purple, red, white, yellow

Hello. Hi. Goodbye.
I'm (name).

Relationship skills:
Saying hello

	Vocabulary	Grammar	Personal and Social Skills	Cross-curricular
1 My family page 8	Family 1 Numbers 1–6 Family 2	I'm six. Are you five? Yes./No. Who's this? This is my brother.	Self-awareness: Identifying my emotions 1 happy, sad Are you happy? I'm sad. Story: A new friend	Social Science: Family trees children, grandparents, parents
Project	My family tree » page 88	Self-management skills: getting ready for project work Listen! Draw!	Online module-Phonics Aa, Bb and Cc	
2 My room page 18	Room Toys 1 Toys 2	It's brown. It's a teddy bear. Is it a puppet? Yes./No.	Self-awareness: Identifying my emotions 2 grumpy I'm not grumpy. Story: The puppet show	Maths: Shapes circle, square, triangle
Project	My toybox » page 89	Presentation skills: presenting project work Hello, I'm (Mia). It's my toybox. It's blue.	Online module-Phonics Dd, Ee and Ff	
3 My school page 28	School items 1 Numbers 7–10 School items 2	I've got a pen. I've got two rulers. How many books? I've got...	Self-awareness: Identifying my emotions 3 nervous I'm not nervous. It's OK. Don't worry. Story: The surprise	Maths: Plus and minus is, minus, plus
Project	My desk » page 90	Self-management skills: preparing for project work I've got my (pencil). I'm ready!	Online module-Phonics Gg, Hh and Ii	
4 My body page 38	Body Actions Head and face	Stamp your feet. Don't touch your head! What's this? It's my nose.	Self-awareness: Expressing my emotions cry, smile I'm happy. I smile. Story: Fun with Shelly	Technology: Coding up, down, left, right Go left!
Project	My snowman » page 91	Presentation skills: presenting a project confidently It's OK. Don't worry. Smile!	Online module-Phonics Jj, Kk and Ll	

	Vocabulary	Grammar	Personal and Social Skills	Cross-curricular
5 My clothes page 48	Clothes 1 Clothes 2 Clothes 3	My coat is red. My trousers are blue. I'm wearing my T-shirt.	Self-management: Being brave brave I'm (not) brave. Story: The school trip	Science: Weather cold, hot, wet
Project	My clothes » page 92	Self-management skills: colouring a project I've got my (crayons). I colour my picture.	Online module-Phonics Mm, Nn and Oo	
6 Nature page 58	Bugs Nature 1 Nature 2	I can see a beetle. What colour is it? It's yellow.	Social awareness: Teamwork Let's all help. Good idea! Story: A good team	Maths and art: Symmetry spots, stripes
Project	My garden » page 93	Presentation skills: being a good listener Thank you! Clap your hands, everyone.	Online module-Phonics Pp, Qq and Rr	
7 Food page 68	Food and drink Food 1 Food 2	I like cake. I don't like lemons.	Social awareness: Being kind kind Let's all share. Thank you. Story: Cam's lunch	Science: How tomatoes grow grow, seed, soil
Project	My food » page 94	Self-management skills: being helpful and sharing I can help.	Online module-Phonics Ss, Tt, Uu and Vv	
8 Animals page 78	Animals Activities 1 Activities 2	I can walk. Birds can hop.	Self-awareness: Asking for help I can do it. I need help. Story: Sports day	Science: Animal needs food, home, space
Project	My animal » page 95	Presentation skills: showing appreciation I like your picture. Well done!	Online module-Phonics Ww, Xx, Yy and Zz	

1 My family



2 Watch and circle for Merida.



3 Listen and find. Then say and play.

4 Listen, chant and act.

1 Watch and tick (✓).



1   Listen, point and stick. Then play.

Sticker time



2   Listen and show. Then play.



3  Count, clap and say. 



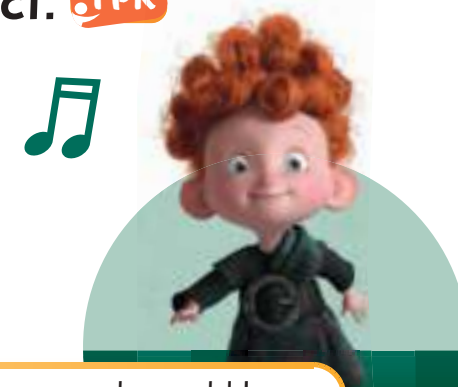
1   Listen, point and say.



2   Listen and colour. Then play.



3  Listen, sing and act. 



 Sing-along  



A new friend



1 Listen to the story. Point to .



Spot!

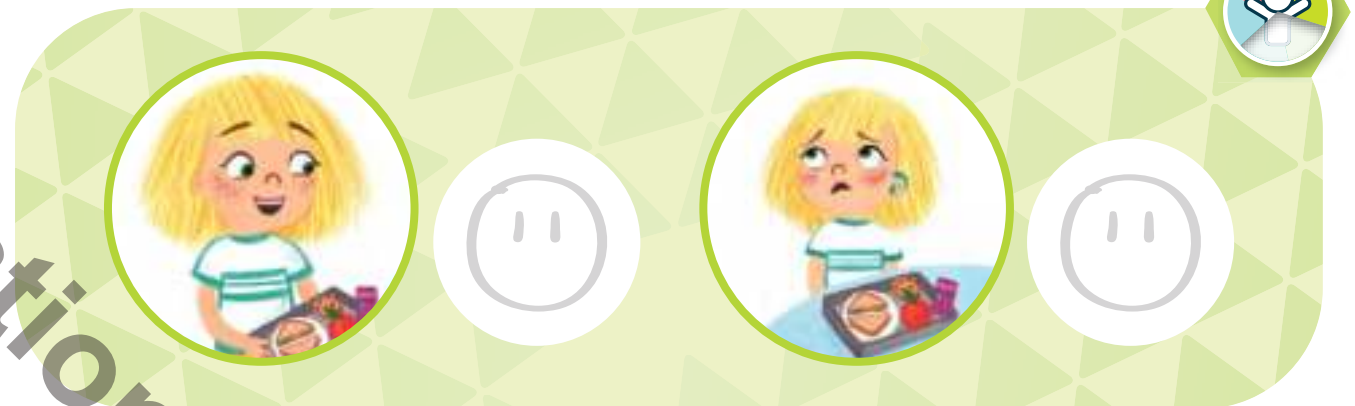


The end

2 Listen, circle and say.



3 Look and draw  or .



4 Act out the story.

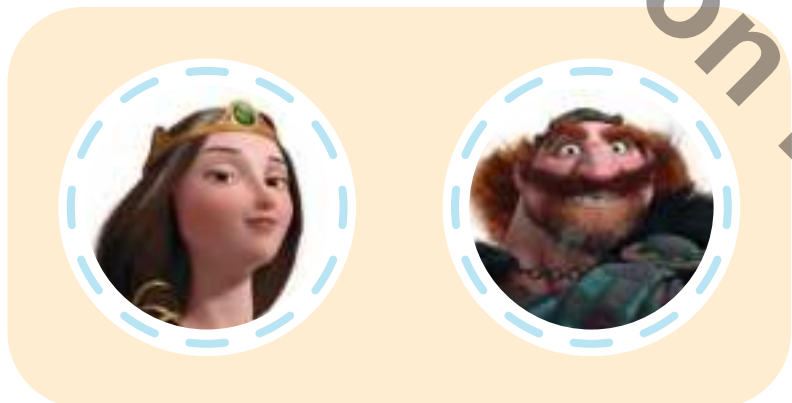


I can understand a story.

1   Listen, point and say. Then play.



2   Watch and circle.



3   Listen and find. Then ask a friend.



I can ask about family members.

Extra Lesson

Go online
Phonics



Happy and sad

1   Listen, point and say.



2   Draw ☺ or ☹ for you. Then ask a friend.



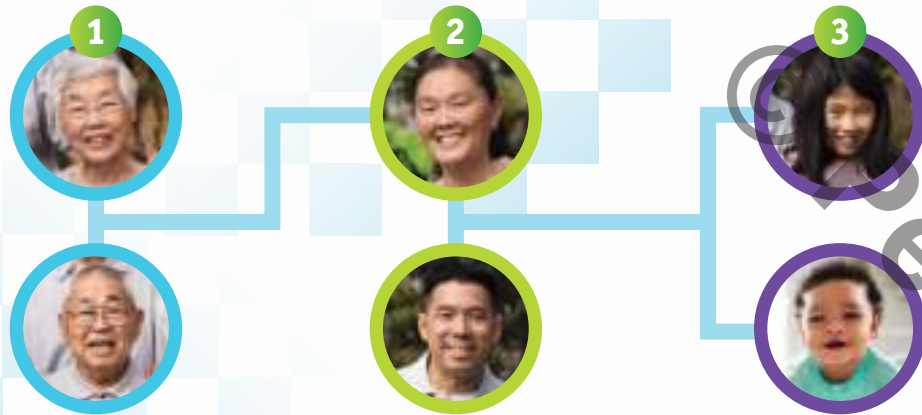
3  Act and say.



Self-awareness: I can say how I feel.

Family trees

1  **Let's explore!** Listen, point and say.



2   **Think** Look and colour.



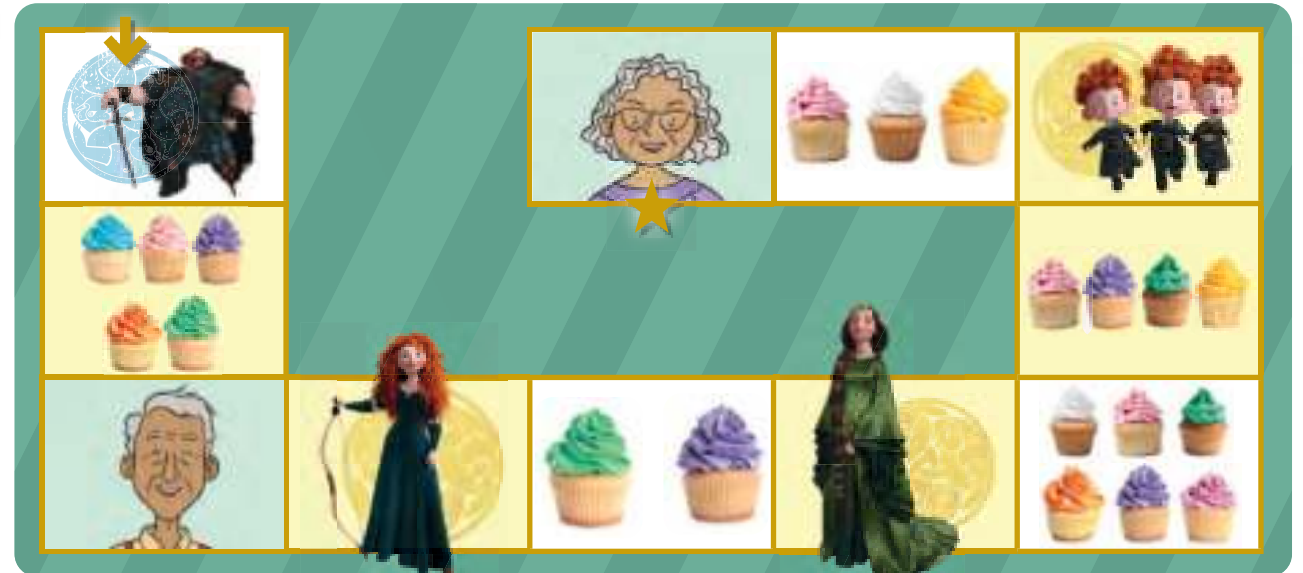
3  **Do** Look, find and say.



I can understand and talk about family trees.

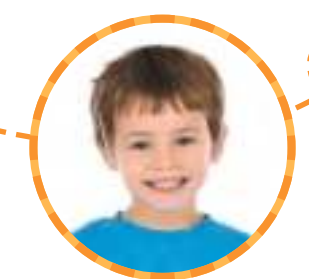
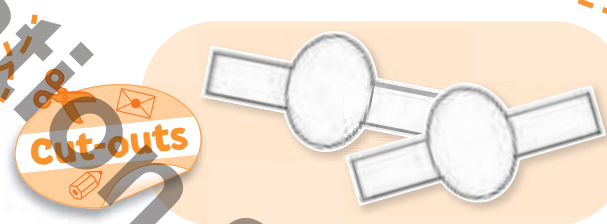
I can do it!

1  **Play and say.**



2   **Listen and say. Then make and play.**

Let's talk!



3   **Draw your family and say.**
Then stick!



Sticker time



 **Unit 1!**

1

My family

**Video quiz**

1

**Watch again and circle.**

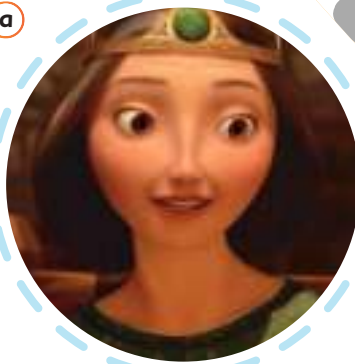
1

Who's a

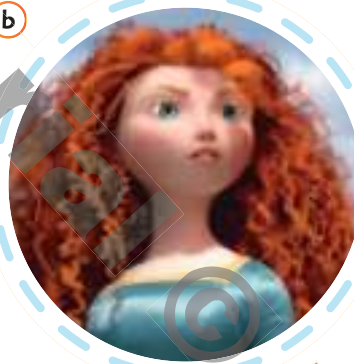


?

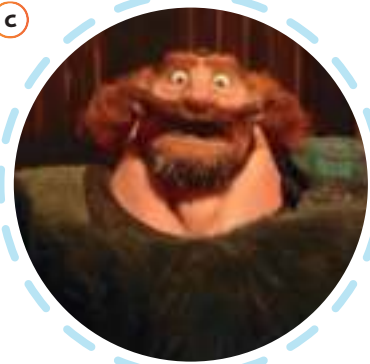
a



b



c



2

The brothers are ...

a



b



2



Listen and colour. Then say.



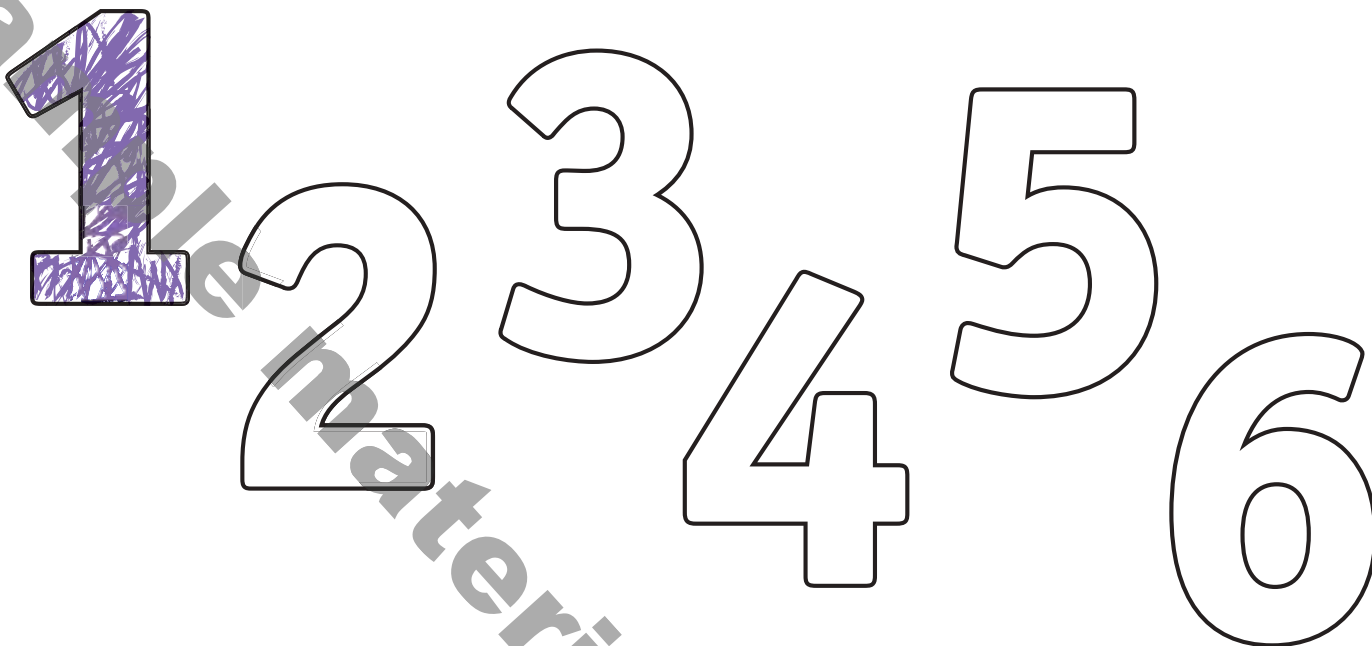
I can

name family members.

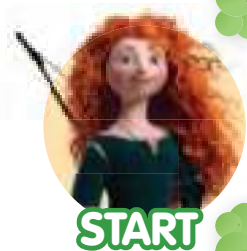
1



Listen and colour. Then say.



2

Follow and count . Then say.

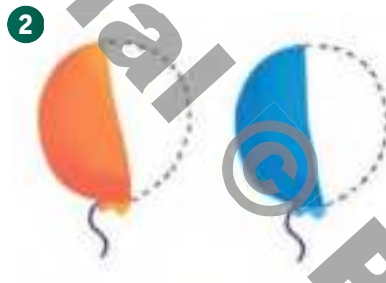
START



1   Listen and colour.



2   Trace, colour and match. Then say.



I can say how old I am.

A new friend

LESSON 4
Story



1 Listen and circle.

1

a



b



2

a



b



2 Match. Then say for Cam.

1

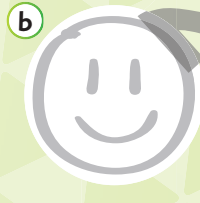


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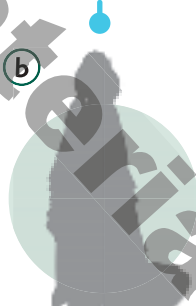
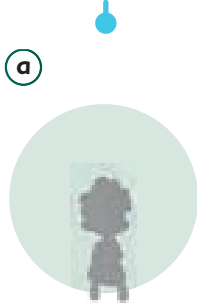
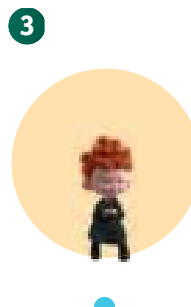


a

b



1 Match. Then ask and answer for Merida.



2 Listen and tick (✓). Then say.





Happy and sad

LESSON 6

Myself and others

Self-awareness

1



Circle 😊 green and ☹️ blue.

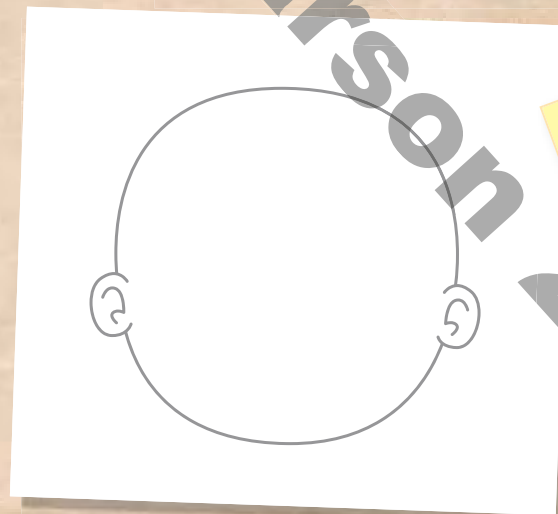
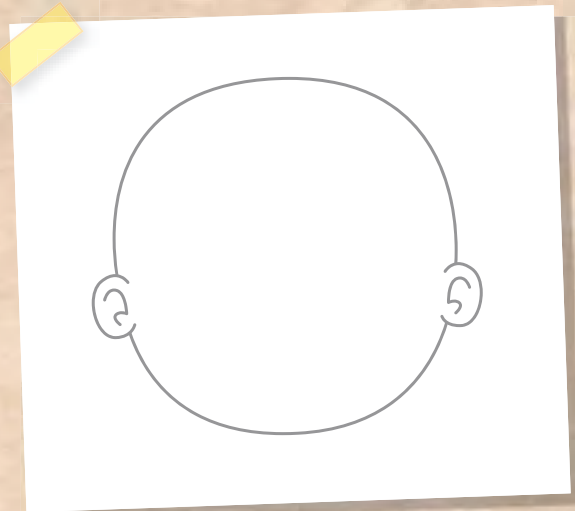


2



Draw 😊 and ☹️. Then say.

My portfolio 



Family trees

1



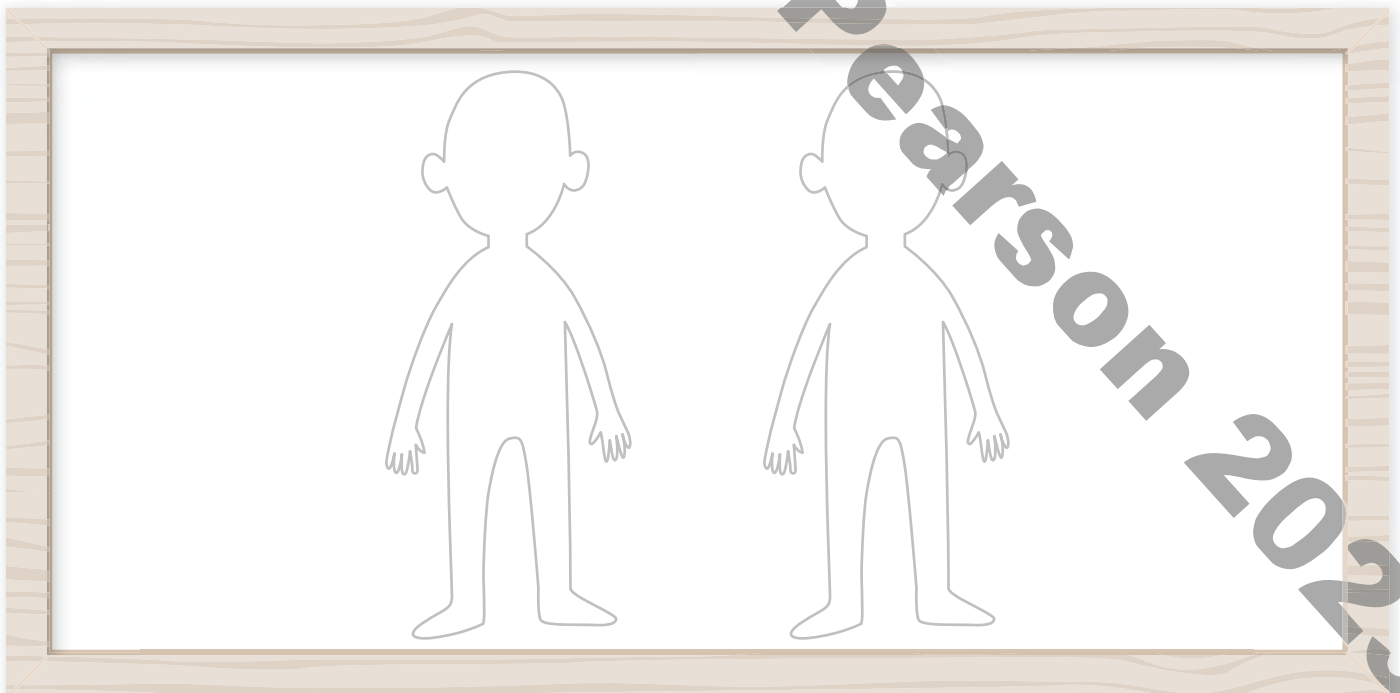
Match and say.



2



Draw your family. Tell a friend.



I can

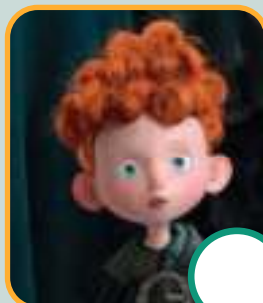
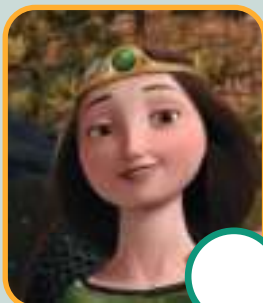
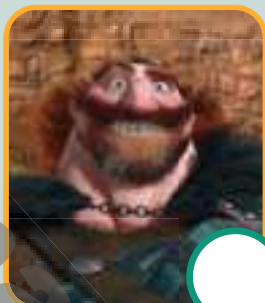
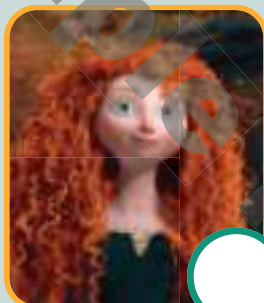
understand and talk about family trees.



My progress journal



- 1** Listen and point. **2** Tick (✓) what you know.



1



2



3



4



5



6



3   Colour. Then listen, point and say.



4   Draw for you. Then say.



Unit 1!

 Choose and stick.

My favourite activity:



1 My family

Unit objectives

By the end of this unit, pupils can:

- name family members and count to six
- say how old they are
- ask and answer about family members
- say how they feel (*happy, sad*)
- understand and talk about family trees

Skills development

Listening: recognise and understand words for family members and numbers, and simple questions, answers and statements

Speaking: introduce their family; say their age; name simple emotions; talk about family trees

Lesson 1 Vocabulary

brother, dad, mum, sister

Vocabulary chant: *Hello, Mum!*

Lesson 2 Vocabulary

one, two, three, four, five, six

Lesson 3 Grammar

I'm six. Are you five? Yes./No.

Song: *Sing with me!*

Lesson 4 Story

A new friend

friend, sad, happy; Oh, no!

Lesson 5 Vocabulary and Grammar

baby, cousin, grandad, grandma

Who's this? This is my brother.

Lesson 6 Myself and others

Self-awareness: Identifying my emotions 1

happy, sad; Are you happy? I'm sad.

Lesson 7 My world

Social Science: Family trees

children, grandparents, parents

Lesson 8 I can do it!



Cut-outs

Who's this?



Project

My family tree

Self-management skills: getting ready for project work

Listen! Draw!

Disney · PIXAR BRAVE

King Fergus

Merida's father, the king. He's a big, strong warrior who hates bears!

Queen Elinor

Merida's mother, the queen. She's wise and calm. She's the real leader of the land.

Merida

The daughter of the king and queen. She's independent, adventurous and brave.

Angus

A horse who is Merida's loyal friend and companion.

The triplets

Merida's younger brothers. They're often naughty and they love cake!

Merida loves spending time outdoors, shooting arrows and climbing mountains. However, Merida's future has already been planned out: she's expected to marry a lord and she isn't happy with this plan. But things don't turn out as expected.



Video 1A: Merida's family
Video 1B: Who's this?

Did you know?

Disney designed a new tartan pattern for the Dunbroch clan and registered it with the Scottish Register of Tartans.

Online module-Phonics

Extra Lesson

Words with Aa, Bb and Cc sounds in initial position
apple, bear, cake

Objectives

Lesson aim: name family members

Target language: brother, dad, mum, sister

Recycled language: colours; greetings; Hello, I'm...

Receptive language: cake, bear, happy; They love stories. This is (mum). Here's...

Materials: Video 1A; Audio; Flashcards / Word cards (Family 1, Level characters); Sticker (Merida); Mickey Mouse puppet

CSE Skills

Listening: can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures and gestures (16); can recognise familiar words and phrases in short, simple songs or chants (18)

Speaking: can say single words related to familiar topics, if supported by pictures or gestures (18); can recite a short, simple rhyme or chant (16)

Teacher toolkit

Video summary – 1A

Merida's family **Videoscript** see p.200

Merida lives happily with her mum, dad and three younger brothers in a castle. One day, Merida's mum turns into a bear. Merida and her mum go fishing in the river and have lots of fun.

Identifying my emotions 1

happy, sad

Talk about Merida's feelings and behaviour in the video story. Say: *Imagine you're Merida. You're happy!* Pupils mime what Merida does when she's happy in the video story, e.g. tell stories, eat cake, play games. Then pupils point to other things in the video that make them feel happy. This will develop pupils' empathy with the characters and will help them understand their own feelings and behaviour.

Self-awareness

Warm-up

- Greet pupils with the Mickey Mouse puppet and sing the *Hello, Stars and Heroes* song together (track 0.1).

Presentation

Video story

- Pupils look at the Big Picture. Introduce the film and the characters: *This is the film Brave. This is (Merida / King Fergus / Queen Elinor).*
- Point to different items in the picture, e.g. grass, castle, and ask: *What colour?* (green, brown, etc.).

1 Watch and tick (✓).

- Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's video time! Let's watch!*
- Play Video 1A. Pupils watch and listen.
- Play the video again, pausing when you see the horse [0:15], Merida's dad [0:34] and Merida's mum [0:54]. Point to the picture of the characters in the book, then point to the screen and elicit yes or no with a TPR response (yes – nod head, no – shake head from left to right).
- Pupils tick the correct pictures.

2 Watch and circle for Merida.

- Use facial expression and mime to pre-teach *happy* and *sad*. Pupils copy you.
- Point to each small picture and ask: *happy or sad?* Use the accompanying mime to support understanding. Pupils point to the pictures and say the correct words.
- Ask: *Is Merida happy or sad?* Play the video again, pausing at 1:47 to elicit the answer (*happy*).
- Ask pupils to circle the correct picture.

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. For Stretch pupils, then show each word card, say the words, and pupils repeat.

Practice

3 1.1 Listen and find. Then say and play.

- Pupils explore the Big Picture. Point to the people in the Big Picture and say the family words: *sister, dad, mum, brother.*
- Play the audio, pausing after each word. Pupils point to the family member in the Big Picture. Check that they are pointing to the correct person. Play the audio again, pausing for pupils to say the words. Play the audio a third time, and pupils say and point to the family members.
- Point to different people in the Big Picture, and pupils say the correct words.

SUPPORT Point to different people in the Big Picture and say the words. Pupils repeat the words.

STRETCH Pupils work in pairs, taking turns to point to a family member for their partner to name.

1 My family



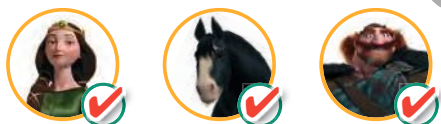
2 Watch and circle for Merida.



3 Listen and find. Then say and play.

4 Listen, chant and act. TPR

1 Watch and tick (✓).



4



I can name family members.

Collect your friend!

page 2

Audioscript (track 1.1)

1 sister // 2 dad // 3 mum // 4 brother

4 1.2 Listen, chant and act.

- Place the family flashcards around the classroom. Say: *Hello, Mum!* and wave to the *mum* flashcard. Repeat with the other flashcards.
- Play the audio and demonstrate the TPR action. Pupils listen to the chant, waving when they hear *hello*.
- Play the audio again. Pupils join in with the chant and wave to the corresponding flashcards around the classroom. For the last line, pupils wave to the whole class.

TPR chant

hello – wave your hand

Audioscript (track 1.2) Hello, Mum!

Hello, Mum! Hello, hello. [x2]

Hello, Dad! Hello, hello. [x2]

Hello, Sister! [x2] Hello, Brother! [x2]

Hello, hello, everyone!

Collect your friend! Show the flashcard of Merida to help pupils identify the correct sticker. Pupils stick the sticker on p.2 in the Pupil's Book. Ask: *Who's this? (Merida).*

Wrap-up

- Play *Talk to Mickey* (see Games Bank p.207). Give four pupils a family flashcard each. Invite a different pupil to whisper a word to the Mickey Mouse puppet, e.g. *brother*. Make Mickey say: *Hello, (brother)!* and the pupil with the *brother* flashcard responds: *Hello, Mickey!*
- Sing the *Goodbye song* (track 0.7), and pupils say goodbye to Mickey as they leave class.

Activity Book

pages 6–7

Audioscript see p.201

1 1A Watch again and circle.

1 Who's a bear? a

- Pupils watch the video again and circle the character who turns into a bear.

2 The brothers are... a

- Pupils identify how Merida's brothers feel in the picture. Ask: *happy or sad? (happy)* Pupils circle the correct emoji.

2 1.1 Listen and colour. Then say. *mum – blue, brother – green, sister – red, dad – black*

- Pupils listen and colour the circles next to each family member. They say the members of Merida's family.

Objectives

Lesson aim: count to six

Target language: *one, two, three, four, five, six*

Recycled language: colours; family

Materials: Audio; Flashcards / Word cards (Family 1, Numbers 1–6); Stickers; Mickey Mouse puppet; (optional) a photo of a cake

GSE Skills

Listening: can recognise cardinal numbers up to six in short phrases and sentences spoken slowly and clearly (10)

Speaking: can use cardinal numbers up to six (10); can say how many things there are up to six (13)

Teacher toolkit ✨

Teaching vocabulary

Make a game out of vocabulary practice. Hide a number of fingers behind your back, and pupils guess how many. Play the game as a class or ask pupils to play in pairs.

Home-school link

Encourage pupils to count different items in their home or things they see when they are out and about, e.g. the number of dogs in the park. They count and say how many to their families.

Warm-up

- 🐭 Greet pupils with the Mickey Mouse puppet and sing the *Hello, Stars and Heroes* song together (track 0.1).
- 🐭 Make Mickey hold up each of the family flashcards. Pupils wave and say hello to each of the family members, e.g. *Hello, Sister!*
- Say: *Listen and chant!* Play the chant (track 1.2). Pupils join in and do the actions.

Presentation

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. For Stretch pupils, then show each word card, say the words, and pupils repeat.

1 1.3 Listen, point and stick. Then play.

- 🐭 Show pupils a photo of a cake. Put the cake photo near the Mickey Mouse puppet and make him act enthusiastically. Ask: *Is Mickey happy?* (yes) *Why?* Encourage pupils to point to the photo of the cake.
- Ask: *How many cakes?* Listen and point. Play the audio, and pupils point to the corresponding photos. After number two, say: *one, two*, then point to the sticker space. Play the rest of the audio and do the same after *four*.
- Pupils look at the stickers and the photos. Play the audio again, and pupils place the stickers in the correct positions. Then play the audio one more time, pausing for pupils to stick each sticker.
- Play the audio a third time, pausing after each number. Pupils point to the corresponding photos and repeat the words.

SUPPORT Say a number from one to six, e.g. *four*. Pupils find the corresponding photo and then count the cakes as a class, e.g. *one—two—three—four*.

STRETCH Pupils play a game in pairs. One pupil says a number from one to six, e.g. *four*, and the other pupil points to the corresponding photo and counts, e.g. *one—two—three—four*.

Audioscript (track 1.3)

one... two... three... four... five... six

Teaching star ✨

Support understanding 🐭 After showing the cake to the Mickey Mouse puppet (see activity 1), pretend to take the cake from the photo and eat it. Say: *Mmm... one cake!* Then pretend to take more cakes from the photo and hand these invisible cakes to pupils. Count up to six: *one cake, two cakes, three cakes*, etc.

Practice

2 1.4 Listen and show. Then play.

- Point to the photo and ask: *How many?* (*four*). Show pupils how to use their fingers to count from one to six.
- Play the audio and pause for pupils to hold up the correct number of fingers.

LESSON 2

Vocabulary

1 Listen, point and stick. Then play.

Sticker time



2 Listen and show. Then play.



3 Count, clap and say. **TPR**



10

I can count to six.

Play the game as a class. Make the Mickey Mouse puppet choose a number flashcard. Make Mickey say the number, and pupils hold up the correct number of fingers. Then invite one or more pupils to hold Mickey and choose a number.

SUPPORT Say a number, then count with pupils from one up to this number, e.g. *Four! One... two... three... four.* Pupils hold up each finger in turn until they have *four*.

STRETCH Pupils play the game in pairs, taking turns to say a number for their partner to show using their fingers.

Audioscript (track 1.4)

four... six... three... five... two... one

3 **Count, clap and say. TPR**

- Hold up one finger, then clap once. Say: *one*. Repeat with *two, three, four, five, six*.
- Point to the first picture and count the arrows as a class (*one, two, three, four, five*). Then clap five times and say: *five*.
- Point to the second picture, and pupils work on their own to count the items (*two*). Then pupils clap twice and say *two*. Do the same with the third picture (*three*).

SUPPORT Do the whole activity as a class. Count the items in each picture, then clap the same number of times and say the number.

STRETCH Pupils work in pairs to count the items in each picture, clap the same number of times and say the number.

Extra activity (class game) Play *Colour hunt* (see Games Bank p.206). Say the name of a colour, and ask pupils to look for items of that colour in the classroom and point to them or count them. Repeat with other colours.

Wrap-up

- Play *Mickey says* (see Games Bank p.207). Make the Mickey Mouse puppet say a number from one to six, and pupils clap the same number of times.
- Sing the *Goodbye song* (track 0.7), and pupils say goodbye to Mickey as they leave class.

Activity Book

page 8

Audioscript see p.201

- 1.2 Listen and colour. Then say.** *1 purple, 2 blue, 3 red, 4 green, 5 yellow, 6 orange*
 - Pupils listen to the audio and colour the numbers accordingly. They say each number and the colour, e.g. *one, purple*.
- 2 Follow and count the cakes. Then say.** *one, two, three, four, five, six*
 - Pupils trace a path through the maze from Merida to her brothers. They count the cakes along the way and say the numbers.

Objectives

Lesson aim: say how old you are

Target language: *I'm six. Are you five? Yes./No.*

Recycled language: numbers

Materials: Audio; Flashcards / Word cards (Family 1, Numbers, 1–6); Mickey Mouse puppet

GSE Skills

Listening: can understand the main information when people introduce themselves, e.g. name, age (19); can understand simple questions about personal information, e.g. name or age, if spoken slowly and clearly (20); can get the gist of a simple song, if supported by gestures (21)

Speaking: can say how old they are, using a basic phrase (12); can sing a simple song, if supported by pictures (22)

Teacher toolkit

Teaching grammar

Show pupils a TPR action to help them identify questions and answers. For *question*, hold up your index finger, then bend it down twice quickly (ASL). For *answer*, hold up both index fingers in front of you and point towards the class. Once pupils know these signs, you can use them to prompt questions and answers from the class or from individual pupils.

Differentiation

Some pupils may not yet be ready to ask questions or to answer orally. Try not to pressure pupils into speaking if they don't feel comfortable. Instead, allow them to demonstrate receptive understanding of the structures by holding up a specified number of fingers.

Warm-up

- Greet pupils with the Mickey Mouse puppet and sing the *Hello, Stars and Heroes* song together (track 0.1).
- Review numbers one to six from Lesson 2. Hold up a series of random number flashcards and pupils jump the correct number of times on the spot.

Presentation

1 1.5 Listen, point and say.

- Pupils look at the picture. Ask: *Who's this? (Merida/mum/dad). What colour is it? (purple).*
- Play the audio, pausing after each line for pupils to point to the picture. Play the audio again. Point to Merida and ask: *Are you six?* Pupils say *yes/no* or answer with a TPR response, e.g. nodding or shaking their head.
- Play the audio one more time and encourage pupils to join in with Merida when she says how old she is (*I'm six*).

SUPPORT Pupils hold up the correct number of fingers to show how old Merida is.

STRETCH Pupils role-play the last two lines of the dialogue: *Are you five? No, I'm not. I'm six!*

Audioscript (track 1.5)

This is Merida. And this is her mum... and dad.

'It's my birthday!' says Merida.

'Are you five?' asks Dad.

'No, I'm not! I'm six!' says Merida.

Practice

2 1.6 Listen and colour. Then play.

- Point to the first picture and ask: *How many balloons?* Help pupils count the balloons (*one, two, three, four, five, six*).
- Play the audio and pause after the first exchange. Demonstrate the answer by colouring four balloons. Play the rest of the audio, pausing after each exchange for pupils to colour the correct number of balloons in each picture.
- Play the audio again, pausing after each question and each answer for pupils to repeat them. Drill the question *Are you (four)?* as many times as necessary, until pupils can repeat this confidently.
- Play the game. Silently, choose one of the pictures. Invite different pupils to ask *Are you...?* questions to find out which picture you have chosen. Continue until a pupil guesses correctly.

SUPPORT If pupils have difficulty using the full question form *Are you...?*, encourage them to say only the number.

STRETCH Pupils play the game in pairs, taking turns to choose a picture silently and asking questions to guess the picture.

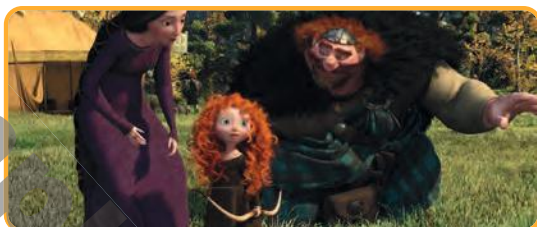
Audioscript (track 1.6)

1 Are you four? // Yes, I'm four.

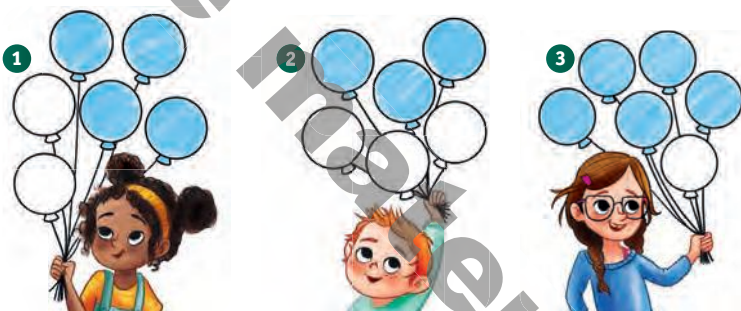
2 Are you three? // Yes, I'm three.

3 Are you six? // No, I'm five.

1 Listen, point and say.



2 Listen and colour. Then play.



3 Listen, sing and act. TPR



I can say how old I am.

3 1.7 Listen, sing and act.

- Point to the picture of Merida's brother and ask: *Who's this? (brother).*
- Play the song audio, and pupils listen. Demonstrate the TPR actions. Then play the song again, and pupils do the actions and clap to the beat of the song.
- Play the song a third time and encourage pupils to join in with some of the words as they do the TPR actions and dance. When pupils are confident with the words, play the karaoke version (track 1.7_karaoke), and pupils sing along.

TPR song

numbers – hold up the correct number of fingers
Oh, yeah! – jump / give a fist pump

Audioscript (track 1.7) *Sing with me!*

Sing with me! [x3] One, two, three.
I'm five, I'm five. Are you five? Yes, I'm five!
Sing with me! [x3] Four, five, six.
I'm six, I'm six. Are you six? Yes, I'm six!
Sing with me! [x3] One, two, three.
Sing with me! [x3] Four, five, six.
Oh, yeah!

Teaching star

Linguistic competence Help pupils use an appropriate intonation in questions by using an exaggerated, sing-song voice. Use your hand to show how the tone moves up and down.

Extra activity (whole class) Do a class survey. Ask each pupil questions with *Are you...?* to find out how old they are. Invite confident pupils to ask questions for you. Draw a chart on the board to show the age range of your pupils. Then add a tick mark next to each number for each answer.

Wrap-up

- Play Mickey's card (see Games Bank p.207) with the number flashcards and the Mickey Mouse puppet. Pupils take turns to guess how old Mickey is, e.g. *Are you (five)?*
- Sing the Goodbye song (track 0.7), and pupils say goodbye to Mickey as they leave class.

Activity Book

page 9

Audioscript see p.201

1 1.3 Listen and colour. 5, 3, 6

- Pupils look at the pictures and listen to the audio. They colour the candles in each picture.

2 Trace, colour and match. Then say. 1 b, I'm six; 2 a, I'm two; 3 c, I'm five

- Pupils trace over the dotted lines to match the balloons and the children. They complete the colouring of each balloon and count the number of balloons in each group. They read the number on each child's T-shirt and say how old they are.

Objectives

Lesson aim: understand a story about feeling different emotions

Story language: *friend, sad, happy; Oh, no!*

Recycled language: numbers; *I'm (six).*

Receptive language: *Look. Come here. This is my friend.*

Materials: Audio; Story cards (Welcome, Unit 1); Mickey Mouse puppet; (optional) a cap

CSE Skills

Listening: can understand a few basic words and phrases in a story that is read aloud (18)

Speaking: can repeat phrases and short sentences, if spoken slowly and clearly (16)

Teacher toolkit ✨

Story summary

A new friend

Maya is feeling sad because she is sitting alone at the lunch table. The children invite her to join them and they all have lunch together. Maya is happy with her new friends.

Identifying my emotions 1

In the story, Maya feels both happy and sad. Pupils show you their happy and sad faces. Say: *You're (happy)!*, and pupils smile. Do the same for *sad*. Use the Mickey Mouse puppet to model corresponding body language, e.g. *happy*: head raised, arms out to the sides, bouncing or clapping; *sad*: head down, arms down or folded.

Self-awareness

Warm-up

- 🐭 Greet pupils with the Mickey Mouse puppet and sing the *Hello, Stars and Heroes* song together (track 0.1). If you have a cap, put it on Mickey's head.
- 🐭 Make Mickey show the story cards from the Welcome unit story. Elicit the characters' names. Alternatively, say their names, and pupils point to the correct characters (*Maya, Leyla, Cam and Peter*).

Presentation

1 🎧 1.8 Listen to the story. Point to Maya.

- 🐭 Make the Mickey Mouse puppet stand up. Say: *Sit down, Mickey. It's story time!*
- Point to the small picture of Maya and elicit her name and her age (*six*). Pupils find Maya in each of the story frames.
- Play the audio. Pupils listen to the story and follow in their books. As they listen to the exchange for each story frame, they point to Maya in the picture.
- Use the story cards to tell the story again, with or without the audio. Pause after each story frame to ask a comprehension question, e.g. *Who's the teacher?* (pupils point) *Who's Maya?* (pupils point) *Is Maya happy?* (no) *Who's Ted?* (pupils point) *Is Maya happy now?* (yes).

Spot! Pupils find the apple juice in the story. (**Answer:** story frames 1, 4 and 6)

Teaching star ✨

Diversity and inclusion Some pupils may have specific learning differences like dyslexia or AD(H)D, which can make following a story challenging. Point to and say the number in each frame and show pupils how we move from one story frame to the next. Ask them to move their finger through the frames as you play the audio.

Practice

2 🎧 1.9 Listen, circle and say.

- Point to the picture of each character and elicit their name. Play the first part of the audio, then pause. Ask: *Maya or Cam?* Pupils point to the picture of Maya, and then they circle the picture. Do the same for the second part of the audio (*Leyla or Cam?*) and the third part of the audio (*Ms Smart or Peter?*).
- Give each pupil a role: Maya, Cam or Ms Smart. Play the audio, and pupils role-play their character. Encourage them to join in with saying single words or full sentences.

Audioscript (track 1.9)

1 **Maya:** One, two, three, four. Oh, no!

2 **Cam:** Ted's one.

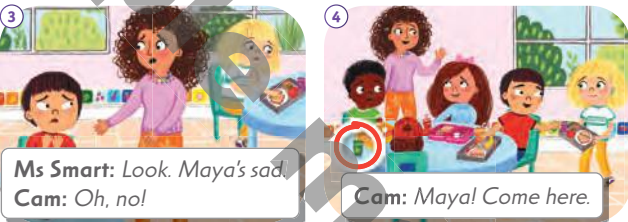
3 **Ms Smart:** Are you happy, Maya?



A new friend



1 Listen to the story. Point to .



The end

2 Listen, circle and say.



3 Look and draw or .



4 Act out the story.



I can understand a story.

3 Look and draw or .

- Point to each picture of Maya and ask: *Is she happy or sad?* Mime the emotions and draw a happy face and a sad face on the board.
- Pupils draw a happy mouth or a sad mouth to complete each emoji.

4 Act out the story.

- Pupils look at the photos of the children. Ask: *Is he/she happy or sad?* Then pupils find a story frame where Maya feels happy and a story frame where she feels sad. They copy Maya's expression in each frame.
- Pupils act out different parts of the story and say some of the words, with or without the audio as a prompt. Walk around the class, praising pupils' acting efforts.

SUPPORT Allow pupils to act out the story silently.

STRETCH Pupils act out the story in groups of three (Cam, Maya and Ms Smart). Confident pupils can say some of the words.

Extra activity (story extension) Give each group of pupils a story card. Each group acts out the scene on their story card, and the other pupils point to the correct story frame in their books.

Wrap-up

- Place the story cards on the board. Make the Mickey Mouse puppet say a line from one of the story frames, e.g. *Maya! Come here!* Invite a pupil to come up and touch the correct story card. Repeat with other lines and different pupils.
- Sing the *Goodbye song* (track 0.7), and pupils say goodbye to Mickey as they leave class.

Activity Book

page 10

Audioscript see p.201

1 Listen and circle. 1 a, 2 b

- Pupils listen again to extracts from the story. They circle the correct picture in each pair.

2 Match. Then say for Cam. 1 b, 2 a

- Pupils draw matching lines from the pictures of Cam to the corresponding emoji to show how Cam feels. They point to each picture or emoji and say: *happy/sad*.

Objectives

Lesson aim: ask and answer about family members

Target language: *baby, cousin, grandad, grandma; Who's this? This is my brother.*

Recycled language: family; numbers

Receptive language: *fun, present*

Materials: Video 1B; Audio; Flashcards / Word cards (Family 1, Family 2); Story cards (Unit 1); Mickey Mouse puppet; (optional) photos of people in your family; (optional) pupils' family photos

CSE Skills

Listening: can understand simple language related to naming and describing family members (21)

Speaking: can name everyday objects, animals or people around them or in pictures, using single words (18)

Teacher toolkit

Video summary – 1B

Who's this? Videoscript see p.200

We meet a young Merida and her family outside the castle. Merida's dad gives her a bow, and she practises shooting arrows. Merida misses the target and goes to search for her arrow in the forest. The video presents examples of the target grammar in context, e.g. *Who's this? This is Merida.*

Teaching grammar

Bring in photos of people in your family and use the target language to introduce them: *Who's this? This is my...* Then ask pupils to imagine they are you. Ask: *Who's this?* and encourage them to answer using the sentence: *This is my...*

Warm-up

- Greet pupils with the Mickey Mouse puppet and sing the *Hello, Stars and Heroes* song together (track 0.1).
- Remind pupils of the story from Lesson 4. Make Mickey show one of the story cards, point to different characters and ask: *Who's this?* Demonstrate meaning by doing a TPR action: shrug your shoulders and put your hands facing upwards. Invite different pupils to say the names of the characters.
- Play the story audio again (track 1.8), and pupils mime each of the characters as they speak.

Presentation

Flashcards / Word cards (optional) Show the flashcards one by one to introduce the new vocabulary. Repeat several times, encouraging pupils to remember the words. For Stretch pupils, then show each word card, say the words, and pupils repeat.

1 1.10 Listen, point and say. Then play.

- Point to the photos. Invite pupils to say family words they already know.
- Say: *Listen and point.* Play the audio, and pupils listen. Play the audio again, and they point to the photos. Play the audio one more time, pausing after each word for pupils to say the word.
- Say a number, e.g. *four*, and pupils point to the corresponding photo and say the word (*baby*). Repeat with other numbers and words.
- Pupils can play the game in pairs, taking turns to say a number and the corresponding family word.

Audioscript (track 1.10)

1 grandma // 2 grandad // 3 cousin // 4 baby

2 1B Watch and circle.

Video story

- Ask pupils to look once more at the Big Picture in Lesson 1 and remind them of the film *Brave*. Point to Merida, mum, dad and the brothers. Ask: *Who's this?* and invite different pupils to answer.
- Ask pupils to look at the pictures in activity 2 and ask: *Who's this?* Pupils answer (*Merida, mum, dad*).
- On the board, draw a picture of Merida's bow and mime using it. Then mime giving the bow to the Mickey Mouse puppet. Ask: *Who gives a bow?* and do the TPR action again.
- Make Mickey stand up. Say: *Sit down, Mickey. It's video time!*
- Play the video, and pupils watch. Play the video again, pausing after Merida's dad gives her the bow [1:07]. Ask again: *Who gives a bow?* and point to the small pictures. Pupils answer: *dad* and circle the correct picture.

Practice

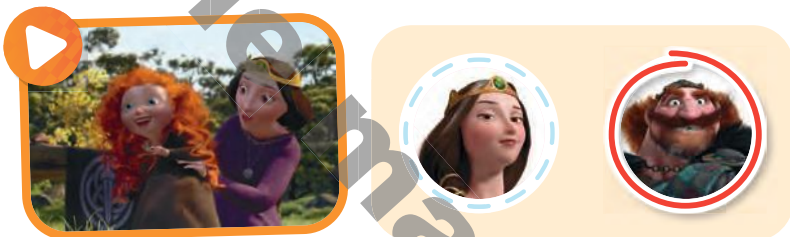
3 1.11 Listen and find. Then ask a friend.

- Ask pupils to look at the picture and point to the boy with the cake. Ask: *Who's this?* (*Cam*). Point to the picture and say: *This is Cam's family.*
- Play the audio, and pupils point to each person in the picture.

1 Listen, point and say. Then play.



2 Watch and circle.



3 Listen and find. Then ask a friend.



14

I can ask about family members.

Extra
LessonGo online
Phonics

- Play the audio again, pausing after each exchange for pupils to repeat the last word: *cousin, grandma, grandad, baby brother*.
- Play the audio a third time, pausing after *This is my...*, for pupils to say the correct family word, e.g. *grandma*. Encourage more confident pupils to say the full sentence.
- Point to a person in the picture and ask: *Who's this?* Pupils say the answer to the pupil sitting next to them.

SUPPORT Pupils answer your questions as a class. Prompt as needed by saying *This is my (cousin)*.

STRETCH Pupils work in pairs to ask and answer questions about the picture, following the model in the audio.

Audioscript (track 1.11)

- 1 Who's this? // This is my cousin.
- 2 Who's this? // This is my grandma.
- 3 Who's this? // This is my grandad.
- 4 Who's this? // This is my brother. My baby brother.

Teaching star

Communication Making communication real and relevant to pupils' lives is more likely to motivate them to talk. Ask pupils to bring in family photos like Cam's, then ask them to present their families to the class. Encourage pupils to share information, such as their family members' names and ages.

Extra activity (video extension) Tell pupils to choose a character from Video 1B in activity 2 (Merida, mum, dad). Play the video again, and pupils role-play their character.

Wrap-up

- Play *What's this?* (see Games Bank p.206). Place all the family flashcards face down. Say a word and invite a pupil to find the corresponding flashcard. As the pupil turns over each card to reveal the picture, ask him/her to say the word. Ask the class to say yes or no. Repeat with different pupils.
- Sing the *Goodbye* song (track 0.7), and pupils say goodbye to the Mickey Mouse puppet as they leave class.

Activity Book

page 11

Audioscript see p.201

1 Match. Then ask and answer for Merida.

1 c, 2 b, 3 a

- Pupils draw lines to match the pictures of Merida's family. They imagine they are Merida and ask and answer with a friend, e.g. *Who's this? This is my (mum)*.

2 1.5 Listen and tick (✓). Then say.

1 a, 2 b

- Pupils look at each picture and name the family member they see. Play the audio. Pupils listen and tick the correct picture in each pair and say the word.

Online module-Phonics

Extra
Lesson

Words with Aa, Bb and Cc sounds in initial position

apple, bear, cake



Objectives

Lesson aim: say how I feel

Target language: *Are you happy? I'm sad.*

Recycled language: *no, yes; happy, sad*

Materials: Audio; (optional) Video 1 A; *Myself and others* poster; Stickers; Mickey Mouse puppet

GSE Skills

Listening: can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (16); can get the gist of a simple song, if supported by gestures (21)

Speaking: can sing a simple song, if supported by pictures (22); can ask people how they are, using a basic phrase (14)

Teacher toolkit

Identifying my emotions 1

In this lesson, pupils explore how to cheer each other up when they feel sad. At this age, pupils can understand basic emotional expressions and situations. Use the Mickey Mouse puppet to help pupils connect the lesson to real life actions. Make Mickey look sad. Invite individual pupils to help Mickey feel happy again. They can give him a hug, sing and dance for him, etc.

Self-awareness

Home-school link

Tell pupils to find something that makes them feel happy at home. This could be a toy, a place, some food or even a person. When they find it, they say to their families: *I'm happy!*

Warm-up

- Greet pupils with the Mickey Mouse puppet and say the *Hi, hello!* chant together (track 0.5).
- Review *happy* and *sad*, using Mickey. Make Mickey act sad and ask: *Is Mickey happy? (no) Is Mickey sad? (yes)*. Use mime to tell pupils that Mickey likes singing and dancing.
- Show the *Myself and others* poster and point to the Unit 1 picture. Say: *I'm happy* and invite pupils to identify the happy girl in the picture. Then say: *I'm sad* and invite pupils to identify the sad girl in the picture.

1.12 Listen and sing.

- Choose an action to represent *happy* (e.g. cheering or giving a fist pump). Play the audio. Pupils mime *happy* as they listen.
- Play the audio again, pausing after each line. Pupils repeat the words.
- Play the audio one more time, and pupils join in with *Hello. Hello*. Encourage pupils to clap to the rhythm as they sing.
- Ask several pupils: *Are you happy today?* They say *yes* or *no*.
- Make Mickey act out *happy* and ask: *Is Mickey happy now? (yes)*.

Audioscript (track 1.12) *I'm happy today*

Hello. Hello. I'm happy today. [x2]

Hello. Hello. Are you happy today? [x2]

Presentation

1 1.13 Listen, point and say.

- Remind pupils of the situations and the characters in Video 1 A in Lesson 1 and the story. If required, play Video 1 A and look at the story again.
- Pupils look at the pictures. Say the names of each of the characters (*Merida, Cam, Maya*) and ask pupils to find their picture.
- Point to the first picture and ask: *Is she happy or sad? (happy)*. Do the same for the other pictures.
- Play the audio and ask pupils to point to the pictures, pausing after each one to elicit the correct emotion.
- Point to each picture again, and pupils say and act out *happy* or *sad*.

Audioscript (track 1.13)

Are you happy, Merida? Merida says, 'No, I'm sad.'

Are you happy, Merida? Merida says, 'Yes, I'm happy.'

Are you happy, Maya? Maya says, 'No, I'm sad.'

Are you happy, Cam? Cam says, 'Yes, I'm happy.'

Practice

2 Draw 😊 or ☹️ for you. Then ask a friend.

- Pupils look at the first photo. Mime eating ice cream and say: *I'm happy*. Ask: *Are you happy?* and elicit answers. Draw a happy emoji on the board.
- Pupils look at the fourth photo. Mime being outside in the rain and say: *I'm sad*. Ask: *Are you sad?* and elicit answers. Draw a sad emoji on the board.
- Point again to each of the photos and ask: *Are you happy or sad?* Give pupils time to complete the emojis.

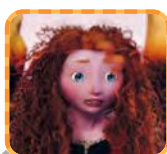
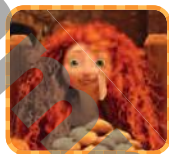


Happy and sad

LESSON 6

Myself and others

1 Listen, point and say.



Listen and sing.

2 Draw ☺ or ☹ for you. Then ask a friend.



3 Act and say.



Self-awareness: I can say how I feel.

15

- Then point to each photo again and ask: *Are you (happy)?* Pupils say: *I'm happy* or *I'm sad*.

SUPPORT Ask and answer as a class. Point to each photo and ask: *Are you happy/sad?* Pupils respond yes or no.

STRETCH Pupils work in pairs, taking turns to point to a photo and ask: *Are you happy?* for their partner to answer yes or no.

Teaching star

Growth mindset Praise pupils for effort and attitude rather than for their abilities. This motivates pupils and helps build resilience. Clap your hands and say: *Well done!*

3 Act and say.

- Pupils look at the first photo. Ask: *Are you happy?* (yes). Pupils mime hugging someone. Do the same for the second photo, and pupils mime giving someone a gift.
- Mime and say: *I'm sad*. Encourage pupils to try to make you happy by miming one of the strategies in the photos. Then mime and say: *I'm happy! Thank you!*

- Pupils work in pairs, taking turns to role-play feeling sad and to role-play doing something to make their partner feel happy, saying *(I'm) sad!* or *(I'm) happy!* as appropriate.

★ **I'm a hero!** ★ Point to the sticker picture and elicit that Maya is making Leyla happy. Ask the class to act feeling sad and invite a pupil to try to make them happy. Repeat with other pupils. Then pupils stick the sticker in their books.

Extra activity (fast finishers) Pupils think about the last time their family member or friend was sad. They draw a picture showing what they did to make their family member or friend happy.

Wrap-up

- Invite four pupils to stand near the *Myself and others* poster. Say: *I'm (happy)*. Pupils find the happy girl in the Unit 1 picture as quickly as they can on the poster. Do the same with *I'm sad*.
- Play *Behind the doors* (see Games Bank p.206). Hold your hands in front of your face like two closed doors. Make a face showing an emotion, behind your hands. Ask pupils to guess the emotion. Then open the two doors and show pupils your expression. Then invite pupils to play the game. For this version, pupils make a happy or a sad face.
- Sing the *Goodbye* song (track 0.7), and pupils say goodbye to the Mickey Mouse puppet as they leave class.

Activity Book

page 12

1 Circle ☺ green and ☹ blue. *Leyla/Cam – green, Peter/Maya – blue*

- Pupils look at the picture and identify who is feeling happy or sad. Ask pupils to show you a green and a blue pencil. Say: *happy – green*, and pupils show you their green pencil. Repeat for *sad – blue*. Tell pupils to circle the happy children in the picture in green, and the sad children in blue.

2 Draw ☺ and ☹. Then say.

- Pupils complete each picture by drawing themselves feeling happy and sad. They then say how they feel in each picture: *(I'm) (happy/sad)*.

Objectives

Lesson aim: understand and talk about family trees

Target language: children, grandparents, parents

Recycled language: family

Materials: Audio; Flashcards / Word cards (Family 1, Family 2); Mickey Mouse puppet; (optional) people of different ages from magazines

GSE Skills

Listening: can understand simple language related to naming and describing family members (21)

Speaking: can name people around them or in pictures, using single words (18)

Teacher toolkit ✨

Cross-curricular

Family trees are a visual way of showing different family relationships. Usually, they have older family members at the top and the youngest family members at the bottom. However, they can also have older members on the left and youngest members on the right as shown in the Pupil's Book. Allow pupils to present their family tree information in whichever way they prefer.

Home-school link

Pupils ask their families to help them make their own family tree using family photos, if possible. Encourage them to say: *Who's this?* and *This is my (mum)*.

Warm-up

- 🐭 Greet pupils with the Mickey Mouse puppet.
- 🐭 Use Mickey to hold up the family flashcards (*mum, dad, brother, sister, grandma, grandad*). For each flashcard, ask: *Who's this?*, and pupils answer.
- Draw a very simple tree outline on the board and divide it into three horizontal sections. Say: *It's a family tree*. Place the *grandad* or *grandma* flashcards at the top of the tree, and the *brother* or *sister* flashcards at the bottom. Hold up the other family flashcards and pupils tell you where they should go in the family tree.

Presentation

1 🎧 1.14 Let's explore! Listen, point and say.

- Pupils look at the photos. Say: *It's a family tree*. Ask: *Who's this?* Elicit known family vocabulary, e.g. *grandma, grandad, mum, dad, brother, sister*.
- Play the audio, and pupils point to the photos.
- Play the audio again, pausing after each word. Point to each photo and say: *grandma and grandad – grandparents*. Use a gesture, e.g. putting your two hands together to show that *grandparents* is the word for both *grandma* and *grandad*. Repeat for *parents (mum, dad)* and *children (brother, sister)*.
- Play the audio one more time, pausing for pupils to repeat the words.

Audioscript (track 1.14)

Family trees

1 grandparents // 2 parents // 3 children

Teaching star ✨

Application Make a family tree for Merida's family on the board. Draw a family tree outline first, then elicit which family member goes where. If possible, use pictures of the characters or invite pupils to draw the characters and then stick them in the correct place. Then pupils work in pairs, taking turns to ask and answer questions about Merida's family.

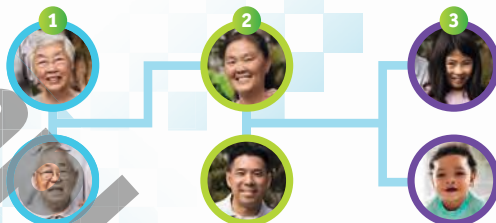
Practice

2 Think Look and colour.

- Pupils look at the pictures. Ask: *Who's this?* and elicit the family members in each picture. Say: *parents/grandparents/children*, and pupils point to the correct picture.
- Tell pupils to look at the colour key, and ask: *What colour?* (*blue, green, purple*). Ask pupils to look back at the photos in Activity 1. Point to the frame around the first photo and say: *Grandparents. What colour?* Elicit the answer (*blue*). Repeat for the other photos (*parents – green, children – purple*).
- Ask pupils to look again at the pictures in Activity 2. Pupils colour the frame around each picture, according to the colour key.
- Pupils compare their answers in pairs, then check as a class. Say: (*parents*), and pupils answer with the corresponding colour (*green*).

Family trees

1 Let's explore! Listen, point and say.



2 Think Look and colour.



3 Do Look, find and say.



16

I can understand and talk about family trees.

3 Do Look, find and say.

- Pupils look at the picture. Ask: *Who's in the family?* Pupils name the different family members in the picture.
- Say: *Point to (mum). Point to (grandparents).* Pupils find the people in the picture, point and repeat the family words.

SUPPORT Pupils talk about the picture, using family words they already know (e.g. *mum, dad*) instead of the new words from this lesson (*parents*).

STRETCH Pupils work in pairs, asking and answering about the picture: *Who's this?* (*grandparents*).



Thinking skills Create

After activity 3, pupils can draw a picture of their own family, following the model in activity 3. Encourage them to talk about their picture, talking about their family members and identifying grandparents, parents and children.

Extra activity (extension) Bring in some pictures of people of different ages cut out from magazines. Pupils work in groups. Give each group a variety of pictures. They put the pictures into categories: parents, grandparents, children. Ask them to select several pictures to create an imaginary family tree. They come up with a design for their family tree and stick the pictures into position.

Wrap-up

- Hold up the Mickey Mouse puppet and make him hold up the family flashcards one by one for pupils to say the words. Make Mickey ask pupils questions about their families, e.g. (*Marcus*), *who's in your family?* (*mum, dad, sister*). Invite pupils to say family words or point to the flashcards.
- Sing the *Goodbye* song (track 0.7), and pupils say goodbye to Mickey as they leave class.

Activity Book

page 13

1 Match and say. 1 b, 2 c, 3 a

- Pupils look at the photos and draw lines to match the members of each generation of the family, i.e. *grandma – grandad*. They name the family members, using language from Lesson 7 and the previous lessons, e.g. *mum, dad, parents*.

2 Draw your family. Tell a friend.

- Pupils complete the picture by drawing members of their own family. They describe their picture to a friend. e.g. *This is my (mum). This is my (dad).*

Objectives

Lesson aim: review target language from Unit 1

Target language: family, numbers; *I'm (happy).*

Recycled language: colours

Materials: Audio; (optional) Video 1A, Video 1B; Flashcards / Word cards (Family 1, Family 2, Numbers 1–6); Stickers; Mickey Mouse puppet; small cards and counters (e.g. rubbers, pencil sharpeners); Cut-outs (Unit 1), with a cut-out model prepared; sticky tape; *My progress poster*

CSE Skills

Listening: can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures and gestures (16); can understand simple language related to naming and describing family members (21)

Speaking: can say single words related to familiar topics, if supported by pictures or gestures (18); can say how many things there are up to ten (13)

Teacher toolkit

Video review

You can return to Video 1A and Video 1B at the end of the unit for a 'second play'. Review the target structures, and pupils wave their hands when they hear one of these structures in the video.

Home-school link

Ask pupils to use at home the language they've learnt in the unit. Encourage them to say *Hello, (mum)!* to their family members, and to count items at home or on their way to or from school.

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Play *Pass Mickey!* (see Games Bank p.207). For this version, use the family flashcards and ask pupils to count to six as they pass the Mickey Mouse puppet around.
- Play the song audio (track 1.7), and pupils join in with the actions. If pupils are confident with the words, play the karaoke version (track 1.7_karaoke).

I can do it!

1 Play and say.

- To play the game, each pupil will need two small cards and a counter. They draw and colour one circle on one card (*one*), and two circles on the other card (*two*). Then they place these dice cards face down on their desks.
- Play the game as a class. A pupil turns over a card and says the number of circles on the card, *one* or *two*. Starting from the square with the arrow, move your counter the same number of squares on the game board. Then ask a question about the picture on the square, e.g. *Who's this? How many cakes?* Pupils whisper the answer to their partner, then the whole class shouts out the answer all together, on the count of three (*one, two, three!*). Repeat until your counter reaches the square with the star, and pupils clap to show that the game has ended.

SUPPORT Play the game as a class, but ask questions that only require the answers *yes* or *no*, e.g. *Is this Merida? Is she happy? Is she six?* After pupils answer, model the target answer, either *yes* or *no*, and pupils repeat it.

STRETCH Pupils play the game in pairs. They mix their cards together and place them face down in a pile on their desk. Then they take turns to turn over a card, say *one* or *two* and move their counter the same number of squares on the board. When they land on a square, they look at the picture and say the family word or count the number of items.

Let's talk! ✂

2 1.15 Listen and say. Then make and play.

- Show pupils the finger puppets you have made. For each finger puppet, ask: *Who's this?* Pupils say which family members they think they are.
- Play the audio, and pupils listen and repeat the sentences.
- Pupils use scissors to cut carefully around the dotted lines of the cut-outs. Tell pupils to draw any family member they like on the oval part of their puppets. As they work, monitor and help as necessary.
- Help pupils stick the puppets together with tape and then place them on their fingers. Pupils work in pairs, taking turns to ask and answer about their puppets: *Who's this? This is my (mum).*

SUPPORT Pupils can say only the name of the family member they have drawn on their puppet, e.g. *dad, sister*.

STRETCH Pupils can mingle. They pair together *sister* and *brother* puppets and say *children*, pair together *mum* and *dad* puppets and say *parents*, and pair together *grandad* and *grandma* and say *grandparents*.

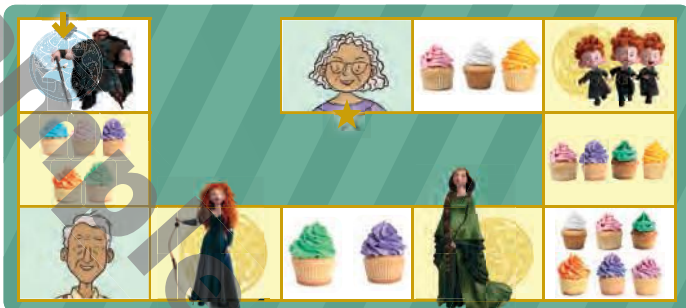
Audioscript (track 1.15)

A: Who's this?

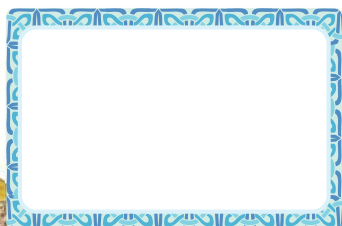
B: This is my dad. Who's this?

A: This is my sister.

I can do it!

1 Play and say.2 Listen and say. Then make and play.

Let's talk!

3 Draw your family and say.
Then stick!Sticker
time

Unit 1!

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Teaching star

Classroom management It can be tricky to assess individual pupils when you have a large class. To check whether pupils understand the target vocabulary, call out a word and ask pupils to find a corresponding picture in their books. Check to see if they are pointing correctly, and make a note of any words that some pupils may need to review.

3 Draw your family and say. Then stick!

- Ask pupils to think about their own family and draw a picture.
- In pairs, pupils ask and answer about their drawings: *Who's this? This is my (dad).*
- Pupils stick the sticker to show they have completed Unit 1.

My Star and Hero! Pupils look at the picture of Merida on p.2 in the Pupil's Book. They describe Merida, e.g. *Who's this? This is (Merida). (She's) (happy).* They can also point to her hair, eyes and clothing, and name the colours.

Extra activity (class game) Pupils play *Miming* (see Games Bank p.206), using the unit flashcards.

Wrap-up

- Draw pupils' attention to the *My progress* poster and ask them to identify the picture that reflects this unit. Say the *I can...* statements and pupils listen (*I can ask and answer about family. I can say I'm happy. I can say I'm sad.*).
- Pupils reflect on which lesson they most enjoyed in Unit 1. Have a class vote and choose one activity to do again as a class, e.g. watch the video, sing the song or chant, listen to the story or play a game.
- Sing the *Goodbye* song (track 0.7), then pupils say goodbye to the Mickey Mouse puppet and tell him their favourite word from Unit 1.

 Activity Book

pages 14–15

Audioscript see p.201

My progress journal

1 1.6 Listen and point.

- Pupils listen to the audio and point to the pictures.

2 Tick (✓) what you know.

- Pupils point to each picture and say the word if they can. They tick the words they know in English.

3 1.7 Colour. Then listen, point and say.

- Pupils use the colour key to colour and complete the picture. They can choose any colours they wish to colour baby brother's clothes. They name the family members they can see. Play the audio, and pupils point to each family member. They use the audio as a model to talk with a partner, e.g. *Who's this? This is my (dad).*

4 Draw for you. Then say.

- Pupils draw candles on the cake to show how old they are. They show their picture to a friend or to the class and say: *I'm (six).*

 Choose and stick.

- Pupils look back through the lessons in their Pupil's Book and Activity Book and think about the activity they enjoyed most. They stick their star sticker next to it.

Objectives

Lesson aim: draw and describe my family tree

Target language: *Listen! Draw!*

Recycled language: family; *This is my (mum).*

Receptive language: *Listen, everyone. Listen to me.*

Materials: Audio; Flashcards / Word cards (Family 1, Family 2, Numbers 1–6); Mickey Mouse puppet; pens, pencils, crayons, ruler, rubber, paper; (optional) photos of famous families around the world

CSE Skills

Listening: can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures (19)

Speaking: can say single words related to familiar topics, if supported by pictures (18)

Teacher toolkit

Project skills: Self-management

In this lesson, pupils learn how to prepare for doing their project. Use gestures to indicate that children should listen to your instructions before starting their project, e.g. put your finger to your lips and say: *Shh!* Then point to your ear and say: *Listen!*

Extend

Do some research together to find out about famous families around the world. Bring in some photos if possible or ask pupils to bring in pictures from magazines or books.

Warm-up

- Greet pupils with the Mickey Mouse puppet.
- Make Mickey hold up family flashcards, e.g. *mum, dad, grandma, grandad, brother*, and elicit the words.
- Play the chant audio (track 1.2), and pupils join in with the actions.

Let's review

1 9.1 Listen and point.

- Pupils look at the picture of the family tree. Point to individual family members and ask: *Who's this? (grandad, mum, dad, brother, sister). How many (children)? (two).*
- Play the audio. Pupils listen and point to the family members in the family tree.

Audioscript (track 9.1)

This is my family tree.

This is my grandad. This is my mum... and my dad.

This is my sister. And this is me!

Get ready

2 9.2 Listen and tick (✓). Then say.

- Explain to pupils they are going to draw their own family tree.
- Play the audio, counting from one to three on your fingers and pausing the audio after *Listen to me*. Put your hand to your ear, then put your finger on your lips. Encourage pupils to put their fingers on their lips and to listen. Play the rest of the audio. Demonstrate an action for *draw*, e.g. mime drawing with an imaginary pencil, and ask pupils to copy you.
- Ask pupils to look at the photos and point to the one which shows the children listening to the teacher. Play the audio again, and pupils tick the correct photo.
- Pupils do the action for *Listen* and say the word. Then they do the action for *Draw* and say the word.

Audioscript (track 9.2)

One. Two. Three. Shh. Listen, everyone!

Listen everyone. Listen to me!

Now draw your family tree.

Create

3 Draw your family tree. Then show a friend.

- Pupils now go to their Activity Books and create their project.

Activity Book

page 86

1 Find and circle mum. Then point and say. *grandma, mum, dad, brother, sister*

- Pupils look at the family tree and find *mum*. They point to all the family members in the family tree and say the words.

My family tree



Let's review

1 Listen and point.



Get ready

2 Listen and tick (✓). Then say.



Create

3 Draw your family tree. Then show a friend.

Activity Book page 86



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I can draw and describe my family tree.

2 Now draw for you.

- Ask pupils to think about their own family and to draw a family tree. Pupils can use the same design as in the Pupils' Book and Activity Book or they can use their own ideas. Encourage them to include two or three generations of their family if possible.
- At this stage, depending on the time you have available, pupils can either use their completed planning in the Activity Book as their final work, or they can use their planning as a draft and create their family tree on a separate piece of paper.
- Circulate around the class, helping as necessary. Encourage pupils to put up their hands and ask for help if needed.

- When they are ready, pupils work in pairs, taking turns to show and describe their family tree.
- Invite more confident pupils to show and describe their picture to the class, e.g. *This is my family tree. This is my (mum).*

ACHIEVE

Pupils draw a family tree and name each family member in their picture, using *This is...*. They count the number of people in their picture. They show that they can listen to you as they get ready for the project work.

SUPPORT

Pupils recognise words for family members and numbers from *one* to *six*, and they say individual words.

STRETCH

Pupils work in pairs, taking turns to ask and answer questions about their family tree, e.g. *Who's this? This is my (mum).* They also ask and answer about how they feel, e.g. *Are you happy? Yes!*

Wrap-up

- Place the pupils' pictures around the classroom. Hold up the Mickey Mouse puppet and make Mickey comment on the projects, e.g. make Mickey clap his hands and say: *Well done!*
- Give pupils time to look at each other's work. Encourage them to name the family members they can see and respond to the pictures.
- Pupils say goodbye to Mickey as they leave class.

Activity Book

page 86

3 Think and colour for your project.

- Pupils colour the stars to show how well they think they did in their project.