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| 1      | Vocabulary: Family | To name family members.  
 To understand the question: Who's this?  
 To actively participate in a song. | Key: brother, daddy, mummy, sister |
| 2      | Concepts: Number 1 | To identify number 1.  
 To actively participate in a song. | Key: number 1; mummy  
 Review: bag, book, crayon, pencil |
| 3      | Story: One at a time | To listen to and follow a story.  
 To recognise family vocabulary.  
 To identify number 1. | Key: brother, daddy, mummy, sister; number 1  
 'Story': One at a time! Sorry! |
| 4      | Consolidation: Review of family vocabulary and number 1 | To review family members.  
 To review number 1. | Key: brother, daddy, mummy, sister; number 1 |

**Phonics**

The sound $\Sigma$
Multiple intelligences

- Visual-spatial
- Bodily-kinaesthetic
- Musical
- Interpersonal
- Linguistic
- Logical-mathematical

Key competences

Evaluation ‘Check if the children can…’

identify and point to family members.
name family members.
respond to the question: Who’s this?
join in with the song.
complete the worksheet appropriately.
do the interactive game on the IWB.

identify number 1.
join in with the song’s actions.
join in with the song’s lyrics.
complete the worksheet appropriately.
do the interactive game on the IWB.

listen attentively to the story.
answer simple questions.
join in with the repetitive words.
follow the animated story.
complete the worksheet appropriately.

identify and name family members and number 1.
respond to the question: Who’s this?
manipulate the pop-outs.
complete the worksheet appropriately.
do the interactive game on the IWB.

Teacher’s i-solutions

All the teaching and learning materials organised into step-by-step lesson plans including:

- Quick lesson guides and tips
- i-posters
- i-flashcards
- i-story cards
- Animated songs
- Animated story
- Interactive games

Game Generator to create your own interactive games for consolidation, revision or just for fun.

My Worksheets section to edit or create your own personalised worksheets using any of the photocopiable material from the unit.
Learning objectives

To name family members.
To understand the question: Who’s this?
To actively participate in a song.

Vocabulary

brother, daddy, mummy, sister

Resources and Materials

Teacher’s i-solutions
Amanda Panda puppet
CD 1
Flashcards: George; brother, daddy, mummy, sister
Flashcard cube
Poster Side A
Poster pop-outs
Student’s Book
Stickers 2.1
Optional: Teacher’s Resource Book Worksheet 2.1 (1 per child)

Key competences

The children develop their ability to understand English and responding appropriately.
The children identify members of a family unit.

Introduction

Choose a routine song to begin the class.
Greet the Amanda Panda puppet and the George flashcard.

Vocabulary presentation

Use the flashcards of the family to present the new vocabulary.
Work with Poster Side A and poster pop-outs.
Do the listening activity.
Extend by giving your own instructions.

Vocabulary practice

Play a game with the flashcard cube.

Song

Use the flashcards of the family to accompany the song.
Sing My family.

Table time

Sing It’s time to work!
Work with Student’s Book Worksheet 2.1 and Stickers 2.1.
Sing Tidy up!

Optional extras

Play Guess it! on the Teacher’s i-solutions.
Play the Playground game.
Play Who’s hiding? with the flashcards.

Bye bye!

Say bye bye to the Amanda Panda puppet and the George flashcard.
Sing Bye bye!
Introduction
- Sing the Hello!, Good morning! or Good afternoon! song.
- Greet the children with the Amanda Panda puppet and the George flashcard.
- Use Amanda to tell the children they are going to learn some new words in English today. Say: George is very excited.

Vocabulary presentation
- Have George show the flashcards one by one to introduce his family. He says: This is my (daddy). The children repeat the family words.
- Display the four family flashcards and use George to say: Point to my (sister).
- Poster Side A: Display the poster and ask a volunteer to point to each character. Say: Point to (Amanda Panda).
- Show the poster pop-outs of the family members and say: This is (George’s)... Help the children to name each one.
- Play the poster audio. Pause after each character asks for a family member and ask a volunteer to give the correct poster pop-out to the correct character.

Vocabulary practice
- Hand out the four family flashcards. Then use the George flashcard to say: Give me my (brother). The child with the flashcard comes and gives it to him.
- Put the family flashcards into the flashcard cube. Give the children turns to throw the cube and name the picture it lands on. If no picture shows, the child throws again.

Song: My family
- Put the flashcards on the board in the following order: mummy, daddy, brother, sister. Review the words.
- Use the George flashcard to point to each one and say: I love my (mummy) and my (mummy) loves me.
- Play the song. Point to each flashcard as it is mentioned.

Transcript
Mummy, mummy,
I love my mummy,
And my mummy loves me!

Daddy, daddy,
I love my daddy,
And my daddy loves me!

Table time
- Sing It’s time to work!
- Student’s Book Worksheet 2.1: Point to George’s family photo and say It’s George’s family. This is his... Get the children to name the members. Repeat with Amanda’s family.
- Show the George sticker and pretend to put him with Amanda’s family. Get the children to say: No. Then put him with his own family and say: Yes!
- Hand out the worksheets and stickers. The children put the characters in the right photo.

Bye bye!
- Let the children say bye bye to the Amanda Panda puppet and the George flashcard.
- Sing Bye bye!
Interactive game

- Play Guess it! on the Teacher's i-solutions. If you have extra time, play more games from the Game Generator. See pages 17-20 for all games descriptions and ideas.

Table time

- Sing It's time to work!
- Teacher's Resource Book Worksheet 2.1 (1 per child)
  Get the children to say the names of the characters and the family members.
- Sing My family.
  Show the children that they have to trace the line from the character to their family.
  Encourage them to name the family members as they do it.

Games

- Playground game: Take the children to the playground or a large space. Put the flashcards up on different walls and review the words with the children. Stand with all the children in the middle of the space. Call out one of the words and take the children over to the flashcard. Repeat with other words. Finally encourage the children to go themselves to the picture.
- My family: Ask the children’s parents to send in photos of themselves and the child’s siblings. Let the children show each other their photos in small groups and tell others who the people are in the photos. Make a family display with the photos.
- Who's hiding?: Put the family flashcards in a pile. One child takes a flashcard and hides it behind their back. The others try to guess which family member it is, and when they get it right, the child shows them. The child who guessed correctly then gets a turn.
Learning objectives

To identify number 1.
To actively participate in a song.

Vocabulary

*number 1; mummy*
*bag, book, crayon, pencil*

Resources and Materials

**Teacher’s i-solutions**
Amanda Panda puppet
CD 1
Flashcards: *Otto; number 1*
Poster Side B
Poster pop-outs
Realia: bag, book, crayon, pencil
Student’s Book
Coloured stickers
**Optional:** Teacher’s Resource Book Worksheet 2.2 (1 per child)

Key competences

The children develop their listening and speaking skills, responding to questions in English.
The children begin their mathematical development, identifying the numeral 1 and differentiating between one and more objects.

Introduction

Choose a routine song to begin the class.
Greet the Amanda Panda puppet.
Introduce Otto with the *flashcard*.
Explain that he loves numbers.

Concepts presentation

Use the number *flashcard* to present number 1.
Work with **Poster Side B** and **poster pop-outs**.
Review the words *bag, book, crayon, pencil*.

Do the listening activity.

Concepts practice

Use real objects to demonstrate one.

Song

Use the *flashcard* of number 1 to point to during the song.

Sing *Number one*.

Table time

Sing *It’s time to work!*
Work with **Student’s Book Worksheet 2.2**.

Sing *Tidy up!*

Optional extras

Play *Match it!* on the **Teacher’s i-solutions**.
Work with **Teacher’s Resource Book Worksheet 2.2**, page 10.
Play *Find the ones*.

Arts and crafts: Make a number 1 display.

Bye bye!

Say bye bye to the Amanda Panda puppet and the *Otto flashcard*.

Sing *Bye bye!*
2.2

- Red crayon
- Number 1
- Books
- Chalks
- Book
Introduction
- Sing the Hello!, Good morning! or Good afternoon! song.
- Greet the children with the Amanda Panda puppet.
- Use Amanda to introduce Otto Octopus. Amanda shows the Otto flashcard and says: This is Otto Octopus. He is my friend. He loves numbers.

Concepts presentation
- Have Otto show the number 1 flashcard and say: One! Encourage the children to repeat the word.
- Hold up one finger and say: One. Get the children to do the same.
- Poster Side B: Display the poster and ask the children to name each thing. Do not worry about plurals; they need to say bag, pencil and mummy.
- Ask what number Otto is holding.
- Show the poster pop-outs of number 1.
- Play the poster audio. Pause after each sentence for the children to point to the correct picture and put a number 1. The children place the numbers with Blu-tack.

Concepts practice
- Put various objects on the floor. Pick up an object, hold up one finger and say: One (book). Get the children to copy you.
- Call out for a child to pick up one of an object: (Laura), give me one (pencil). Hold it up, along with one finger and say: One pencil.
- Continue until the children are confident with the concept of one.

Song: Number one
- Put the number 1 flashcard on the board. Point and let the children call out the number.
- Play the song through, point to number 1 and hold up one finger.

Transcript
One, one, number one!
This is one!
One, one, number one!
This is one!

Play the song again and get the children to join in singing. They also hold up one finger during the song.

Table time
- Student's Book Worksheet 2.2: Point to Otto and ask What number is it?
- Point to the two pictures with crayons and ask: Which is one crayon?
- Point to the picture of three books and ask: One book? Then repeat with the picture of one book.
- Hand out the worksheets and coloured stickers. The children put one sticker on the boxes with one object in.
- Sing Tidy up!

Bye bye!
- Let the children say bye bye to the Amanda Panda puppet and the Otto flashcard.
- Sing Bye bye!
Choose activities according to your timetable

**Interactive game**

- Play Match it! on the Teacher’s i-solutions. If you have extra time, play more games from the Game Generator. See pages 17-20 for all games descriptions and ideas.

**Table time**

- Sing It’s time to work!
- Teacher’s Resource Book Worksheet 2.2 (1 per child)
  - Get the children to name the number.
  - Show the children that they have to put plasticine on number 1. Alternatively, the children can colour or paint it.

**Games**

- Wave for one: Tell the children to wave their hands and shout one when you hold up one object. Hold up various objects and sometimes just one. When you hold up more than one, they remain quiet and still. When you hold up just one, they wave and shout out.
- One: Get the children to do movements but each time only once, e.g., clap, jump, hop, touch their knees.
- Find the ones: Write different numbers on the board, including various number 1s. Invite children out to find a number 1 and rub it out.

**Arts and crafts**

- Make a number 1 display. Draw a large number 1 on a card. Let the children help to paint it.
  - Stick on items in ones, e.g., one button, one crayon.
**Learning objectives**

To listen to and follow a story.
To recognise family vocabulary.
To identify number 1.

**Vocabulary**

*brother, daddy, mummy, sister; number 1*
*One at a time! Sorry!*

**Resources and Materials**

**Teacher’s i-solutions**

CD 1
Flashcards: George; brother, daddy, mummy, sister
Story cards
Student’s Book

**Optional:** Teacher’s Resource Book Worksheet 2.3 (1 per child)
Coloured stickers

**Key competences**

- The children participate in a story by saying repeated phrases.
- The children follow a story both aurally and visually developing their understanding of stories.

**Introduction**

Choose a routine song to begin the class.
Greet the George **flashcard**.
Get George to tell the children that there is a story today.

**Story presentation**

Review the family with the **flashcards**.
Sing the **Story chant**.

**Story**

Listen and show the **story cards**.
Listen again so the children can join in.
Ask questions to check understanding.
Watch the animated story.

**Table time**

Sing *It’s time to work!*
Work with **Student’s Book Worksheet 2.3**.
Sing *Tidy up!*

**Optional extras**

Play Which **story card?** on the **Teacher’s i-solutions**.
Work with **Teacher’s Resource Book Worksheet 2.3**, page 11.
Play Choose a **story card**.
Literacy: Make a class book with photocopies of the **story cards**.

**Bye bye!**

Say bye bye to the George **flashcard**.
Sing *Bye bye!*
**Introduction**

- Sing the Hello! Good morning! or Good afternoon! song.
- Greet the children with the George flashcard.
- Use George to tell the children they are going to listen to a story about Amanda, George and Alfie at school.

**Story presentation**

- Show the family flashcards and review the words.
- Sing the Story chant.

**Story: One at a time**

- Show story card 1, point to characters or objects and ask questions: Who is this? What colour is it? What’s this?
- Play the audio and show the story cards.

**Transcript**

**Narrator:** The children all get their bags at once.

**Amanda, Alfie and George:** Uff, mmmph, ow!

**Teacher:** No, no. One at a time!

**Amanda, Alfie and George:** Sorry!

**Narrator:** The children look out of the window.

**Amanda:** There’s my mummy and my brother.

**George:** There’s my daddy and my sister.

**Alfie:** There’s my mummy and my daddy.

**Teacher:** Time to go home, everyone.

**Narrator:** Oh dear. The children all go to the door at once.

**Amanda, Alfie and George:** Uff, mmmph, ow!

**Teacher:** No, no. One at a time!

**Everyone:** Sorry! Bye bye!

**Teacher:** Bye bye! See you tomorrow.

**Table time**

- Sing It’s time to work!
- Student’s Book Worksheet 2.3: Point to the first picture. Use your finger to follow the line down and say: Oh look, it’s George’s... (daddy and sister).
- Repeat with Amanda and Alfie.
- Hand out the worksheets and coloured pencils. The children trace the lines from the characters to their family members.
- The children then colour George’s daddy. Ask them to name the family members.
- Sing Tidy up!
- Sing Bye bye!

**Bye bye!**

- Let the children say bye bye to the George flashcard.
- Sing Bye bye!
Interactive game

- Play Which story card? on the Teacher’s i-solutions. If you have extra time, play more games from the Game Generator. See pages 17-20 for all game descriptions and ideas.

Table time

- Sing It’s time to work!
- **Teacher’s Resource Book Worksheet 2.3** (1 per child)
  - Get the children to say: *One at a time!*
  - Point to the first picture and say: *Yes, one at a time.*
  - Point to the second picture tand say: *No, no!*
  - Get the children to identify in which picture the children are good, in a line, one at a time.
  - Give out coloured stickers and the children put a sticker on the children being good.

Games

- **Choose a story card:** Put all the story cards on the board. Say: *Show me (the children getting their bags all at once).* The children point out the correct card.
- **Which story card?** Put three story cards on the board and describe one of them. Say: *I can see Amanda pointing to her mummy and brother.* The children point to the correct card.

Literacy

- Make a class book: Photocopy the story cards and staple them together to make a book. Leave it in the class so the children can read the story and say the words they know.
Learning objectives
To review family members.
To review number 1.

Vocabulary
brother, daddy, mummy, sister; number 1

Resources and Materials
Teacher’s i-solutions
Amanda Panda puppet
CD 1
CD 3
Flashcards: brother, daddy, mummy, sister; number 1
Flashcard cube
Poster Side A
Poster pop-outs
Pop-outs
Student’s Book
Stickers 2.4
Optional: Teacher’s Resource Book Worksheet 2.4 (1 per child)
Coloured stickers
Phonics Big Book: Susy
Teacher’s Resource Book Worksheet $ (1 per child)

Key competences
🔗 The children review the new language they have learnt.
🔗 The children use the IWB.

Introduction
1.1-1.13
Choose a routine song to begin the class.
Greet the Amanda Panda puppet.

Vocabulary and Concepts consolidation
Use the number flashcard to review number 1.
1.19
Sing Number one.
Work with Poster Side A and poster pop-outs to review family members.

Vocabulary and Concepts practice
Play a game with the flashcard cube.

Pop-outs
Use the pop-out to practise family members.
1.17
Sing My family.
Use the pop-out to talk about families.

Table time
1.14
Sing It’s time to work!
Work with Student’s Book Worksheet 2.4 and Stickers 2.4.
1.15
Sing Tidy up!

Optional extras
Play Simon says on the Teacher’s i-solutions.
Work with Teacher’s Resource Book Worksheet 2.4, page 12.
Play the Playground game.
Work with Teacher’s Resource Book Worksheet $, page 34.

Bye bye!
Say bye bye to the Amanda Panda puppet.
1.16
Sing Bye bye!