### Theme

- **Vocabulary:** Park toys

### Learning objectives

- To name equipment in a park.
- To review toy vocabulary.
- To understand the question: *What's (Alfie) on?*
- To actively participate in a song.
- To identify the movements *up* and *down*.
- To understand the question: *Is (Amanda) up or down?*
- To actively participate in a song.

### Vocabulary

- **Key** seesaw, slide, springer, swing
- **Review** ball, car, doll, teddy
- **Key** *down, up; slide*
- **Key** seesaw, slide, springer, swing; *down, up*
- **Review** Numbers 1-4; car; horse
- **Story** *I like (slides)! Me too!*
- **Key** seesaw, slide, springer, swing; *down, up*
- **Review** ball, doll; green, orange, pink, yellow

### Unit 2: Toys

#### Lesson 1

- **Concepts:** *Up and down*

#### Lesson 2

- **Story:** *In the park*

#### Lesson 3

- **Consolidation:** Review of park toys vocabulary and *up and down*

#### Lesson 4

- **Phonics** The sound *R*
### Multiple intelligences

- Visual-spatial
- Musical
- Interpersonal
- Intrapersonal
- Linguistic

### Evaluation ‘Check if the children can...’

- identify the vocabulary items.
- name the vocabulary items.
- respond to the question: What’s... on?
- join in with the song.
- complete the worksheet appropriately.
- do the interactive game on the IWB.

- identify movements.
- respond to the question: Is... up or down?
- join in with the song.
- 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 the vocabulary items.
- follow the instructions on the audio.
- manipulate the pop-outs.
- complete the worksheet appropriately.
- do the interactive game on the IWB.

### Key competences

**Lesson 1**
- Visual-spatial
- Musical
- Interpersonal
- Intrapersonal
- Linguistic

**Lesson 2**
- Visual-spatial
- Bodily-kinaesthetic
- Musical
- Interpersonal
- Linguistic
- Logical-mathematical

**Lesson 3**
- Visual-spatial
- Interpersonal
- Linguistic

**Lesson 4**
- Visual-spatial
- Bodily-kinaesthetic
- Musical
- Interpersonal
- Intrapersonal
- Linguistic
- Logical-mathematical

### 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 equipment in a park.
To review toy vocabulary.
To understand the question: What’s (Alfie) on?
To actively participate in a song.

Vocabulary

seesaw, slide, springer, swing
ball, car, doll, teddy

Resources and Materials

Teacher’s i-solutions
Amanda Panda puppet
CD 1
Flashcards: seesaw, slide, springer, swing; Amanda, Alfie, George, Otto; ball, car, doll, teddy (Amanda and Friends 1*)
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)

* All the flashcards available to print or project on the Teacher’s i-solutions.

Key competences

The children widen their English vocabulary and use their speaking and listening skills.
The children gain independence by using their initiative to choose where they want to place the stickers.

Quick lesson plan

Introduction
1.1-1.7 🎵 Choose a routine song to begin the class.
Greet the Amanda Panda puppet.
Review toy vocabulary with the flashcards.

Vocabulary presentation
Use the park flashcards to present the park toys.
Work with Poster Side A and poster pop-outs.
1.4 🎧 Do the listening activity.
Extend by giving your own instructions.

Vocabulary practice
Play a game with the flashcard cube.

Song
Use the flashcards of park toys to accompany the song.
1.4 🎵 Sing In the park.

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

Optional extras
Play What’s this? on the Teacher’s i-solutions.
Play What’s Amanda on? with the flashcards.
Arts and crafts: Draw a picture of a park.

Bye bye!
Say bye bye to the Amanda Panda puppet.
1.10 🎵 Sing Bye bye!
Introduction

Sing the Hello!, Good morning! or Good afternoon! song.
Sing the routine songs and say the day, month, season and weather.
Greet the children with the Amanda Panda puppet.
Use the toy flashcards to review the names of toys: ball, car, doll, teddy.

Vocabulary presentation

Have Amanda show the park toy flashcards one by one and say: This is a (swing). The children repeat the words.
Show the flashcards in random order for the children to call out the words.
Poster Side A: Display the poster and ask a volunteer to point to a park toy. Say: Point to a (slide). Give the children more precise instructions: Point to the swing in park number 2.
Show the poster pop-outs of the park toys.
Play the poster audio. Pause after each sentence and ask a volunteer to follow the instruction.

Vocabulary practice

Put the park toy flashcards into the flashcard cube.
Divide the class into two teams and ask each team to choose a park toy.
Throw the cube until one of the team’s words appears on top. They win a point.
Continue with the teams choosing a different toy.

Song: In the park

Put the park toy flashcards on the board: swing and springer on the left, seesaw and slide on the right.
Play the song. Get the children to point to each flashcard as it is mentioned.

Transcript

There’s a swing in the park, And a springer, and a springer.
There’s a see saw in the park, A swing and a springer.
There’s a see saw in the park, A slide, and a slide.
There’s a see saw in the park, A see saw and a slide.

Extension: Give the children your own instructions and ask questions. Say: Put a small see saw in park number 1. Where’s the (horse springer)? How many swings in park number 2?

Table time

Sing It’s time to work!
Student’s Book Worksheet 2.1: Point to a toy or a park toy and ask What’s this?
Take a character sticker and ask the children which park toy to put it on. Make sure they understand that they can decide for themselves where to put it, there is no correct answer.
Hand out the worksheets and stickers. The children put the characters on the park toys they want to.
Ask individual children: What’s (Amanda) on?
The children can ask each other in pairs where the different characters are.
Then they circle the toy they like best.

Sing Tidy up!

Bye bye!

Let the children say bye bye to the Amanda Panda puppet.

Sing Bye bye!
Interactive game

- Play What’s this? 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

- 1.8 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 toys.
- 1.4 Sing In the park.
  Look at the first line of springers and ask the children to identify the picture which is different from the others.
  The children circle the picture which is different from the others in each line.

Games

- Playground game: Take the children to the playground or a large space. Put the park toy flashcards up on different walls and review the words with the children. Tell the children to go to a park toy of their choice. Ask: What’s (Ana) on?
- What’s Amanda on?: Divide the class into teams. Put the four park toy flashcards on the board. Review the words. Put the character flashcards each on top of a toy so the toy is covered. Ask: What’s (Amanda) on? If a child answers correctly, they win a point for their team.
- Teddy bears’ party in the park: If there is a park near to the school, ask permission to take the children there. Get them to bring their favourite soft toy to school and go to the park.

Arts and crafts

- The children draw a picture of a park.
Learning objectives

To identify the movements up and down.
To understand the question: Is (Amanda) up or down?
To actively participate in a song.

Vocabulary

down, up; slide

Resources and Materials

Teacher's i-solutions
Amanda Panda puppet
CD 1
CD 3
Flashcards: down, up; slide
Poster Side B
Poster pop-outs
Student's Book
Optional: Teacher's Resource Book Worksheet 2.2 (1 per child)

Key competences

The children use their listening and speaking skills, while singing and responding to questions in English.
The children use their mathematical reasoning skills to identify directional movement.

Introduction

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

Concepts presentation

Use the flashcards to present up and down.
Work with Poster Side B and poster pop-outs.
Do the listening activity.
Extend by giving your own instructions.

Concepts practice

The children move up and down.

Song

Use the flashcards of up and down to point to during the song.
Sing Up and down.

Table time

Sing It's time to work!
Work with Student's Book Worksheet 2.2.
Sing Tidy up!

Optional extras

Play What's missing? on the Teacher's i-solutions.
Play Song actions.
Traditional action songs: Incy Wincy spider and Teddy bear, teddy bear.

Bye bye!

Say bye bye to the Amanda Panda puppet.
Sing Bye bye!
2.2

- Children playing on a slide
- A rocket in flight
- A frog
- A boy climbing steps
- An airplane
Introduction
- Sing the Hello!, Good morning! or Good afternoon! song.
- Sing the routine songs and say the day, month, season and weather.
- Greet the children with the Amanda Panda puppet.
- Have Amanda jump up and down, and say: Today we are learning up and down!

Concepts presentation
- Draw a zig-zag line across the board. Go over the line and each time say: up or down as the pen moves.
- Get volunteers to take over.
- Show the up and down flashcards and get the children to say the words.
- Poster Side B: Display the poster and explain that this is a roller coaster.
- Show the poster pop-outs of the characters.
- Move Amanda along the roller coaster each time saying up or down. Encourage the children to join in.
- Play the poster audio. Pause after each sentence. The children place the character somewhere along the roller coaster with Blu-tack.

Concepts practice
- Get the children to stand up.
- Show them how to stretch up high and then bend down low.
- Call out up or down and get the children to move themselves in that way.

Song: Up and down
- Put the up, down and slide flashcards on the board. Point and let the children call out the words.
- Play the song through and point to the flashcards.

Transcript
I climb up.
Up, up, up!
I climb up the slide,
And then... I slide down!
I slide down.
Down, down, down!
I slide down the slide,
And then... I climb up!

- Play the song again and get the children to join in singing.

Table time
- Sing It’s time to work!
- Student’s Book Worksheet 2.2: Point to Amanda and ask Is Amanda pointing up or down? Repeat with Alfie.
- Ask the children to point to things or people that are going up. Do the same for down.
- Get a child to draw a line from Amanda to something that is going up. Repeat with the other up pictures. Then do the same with Alfie and the down pictures.
- Hand out the worksheets and pencils. The children match Amanda to the up pictures and Alfie to the down ones.

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

* Play What’s missing? 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)
  Point to a picture and ask if the person is going up, down or not.
  Repeat with the other pictures.
  The children circle the people who are going up or down.
  They trace the line of the bouncing ball.

Games

* Playground game: Take the children to the playground or a large space. Give them balls and get them to practise bouncing them so they move up and down. Ask them to say how the ball is moving.
* Up and down: Take the children to a wide staircase. Have some children stand halfway up. Give instructions, e.g.: Girls, go up. Boys, go down.
* Song actions: Make up some actions for the song, e.g., pretend to walk up with your fingers and then slide down with them. Or the children can pretend to be climbing up and then slide down, but sit down on the floor. Play the song and the children do their actions.
* The Grand Old Duke of York: Have the children pretend to march like soldiers. Say the rhyme The Grand Old Duke of York. The children march in time. They move their arms up and down to represent marching up or down the hill.

Traditional action songs

* Incy Wincy spider: The children follow the actions on the video to show the spider going up and down.
* Teddy bear, teddy bear: The children follow the actions on the video to move like the teddy bear.
Learning objectives
To listen to and follow a story.
To recognise a character’s feelings.
To recognise equipment in a park.

Vocabulary
seesaw, slide, springer, swing; down, up
Numbers 1-4; car; horse
I like (slides)! Me too!

Resources and Materials
Teacher’s i-solutions
CD 1
Flashcard: George
Story cards
Student’s Book
Optional: Teacher’s Resource Book Worksheet 2.3 (1 per child)

Key competences
The children participate in a story by saying repeated phrases.
The children identify with the characters’ actions and learn how friends can help each other.

Introduction
Choose a routine song to begin the class.
Greet the George flashcard.

Story presentation
Show the park scene on story card 1 to set the scene.
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.
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.
- Sing the routine songs and say the day, month, season and weather.
- Greet the children with the George flashcard.

Story presentation
- Show story card 1 and ask: Where are they? What is Alfie on?
- Ask other questions: What colour is the seesaw? What are the springers? How many swings?
- Sing the Story chant.

Story: In the park
- Play the audio and show the story cards.

Transcript
Narrator: Today Amanda, George and Alfie are in the park.
George: Ooh look, a slide!
Narrator: So George, Amanda and Alfie climb up... and slide down.
Amanda, Alfie and George: Whee!
Amanda: Me too!
George: Me too!
Narrator: Then Alfie sees the springers.
Amanda: Mine’s a car. Brrmm, brrmm!
Amanda: The children colour a number under each picture in order to sequence the pictures from the story.

Check: Look at each story card one at a time to review the story:
1. George is on the... (slide).
2. Alfie’s springer is a... (horse).
3. Is George up or down? (Up.)
4. Is George happy or sad? (Sad.)
5. What is Amanda on? (A swing.)
6. Is Alfie up or down? (Up.)
7. Is Amanda helping George? (Yes.)
8. Is George happy or sad? (Happy.)
9. Can George swing now? (Yes.)

Watch the animated story.

Table time
- Sing It’s time to work!
- Student’s Book Worksheet 2.3: Point to the four scenes and ask the children to think carefully and decide the order they go in.
- Point to the first one and ask: Number 1, 2, 3 or 4?
- Repeat with the others.
- If necessary, put the story cards on the board in order to help the children to sequence the events.
- Hand out the worksheets and crayons. The children colour a number under each picture in order to sequence the pictures from the story.
- Sing Tidy up!

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 games descriptions and ideas.

Table time

- Sing It’s time to work!
- Teacher’s Resource Book Worksheet 2.3 (1 per child)
  Review the story with the children.
  Ask: What is the problem for George? Let the children explain in their own language and say: He can’t swing.
  Then ask: How does Amanda help George? Say: She teaches him.
  Point to the problems on the left and ask which one is from the story. Then point to the solutions.
  The children colour the frame of the problem red and the solution green.

Games

- Choose a story card: Put all the story cards on the board. Say: Show me (the children on the seesaw). 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 Alfie pushing George on the swing. The children point to the correct card.
- Act it out!: Put the children into groups and assign roles. The children practise together. Allow volunteer groups to act out their story for the class.

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 park toys vocabulary.
To review the movements up and down.

Vocabulary
seesaw, slide, springer, swing; down, up
ball, doll; green, orange, pink, yellow

Resources and Materials
Teacher’s i-solutions
Amanda Panda puppet
CD 1
CD 3
Flashcards: down, up; seesaw, slide, springer, swing;
Alfie, Amanda, George
Flashcard cube
Poster Side B
Poster pop-outs
Review game poster for Units 1 and 2
Pop-outs
Student’s Book
Stickers 2.4
Optional: Teacher’s Resource Book Worksheet 2.4 (1 per child)
Phonics Big Book: Rosie the red rabbit
Teacher’s Resource Book Worksheet R (1 per child)

Key competences
The children use their initiative with the pop-outs in order to complete the jigsaw.
The children use the IWB.

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

Vocabulary and Concepts consolidation
Use the flashcards to review up and down.
Work with Poster Side B and poster pop-outs to review up and down.

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

Pop-outs
Sing In the park.
Use the pop-out to make a jigsaw.

Table time
Sing It’s time to work!
Work with Student’s Book Worksheet 2.4 and Stickers 2.4.
Do the listening activity.
Sing Tidy up!

Optional extras
Play Memory on the Teacher’s i-solutions.
Work with Teacher’s Resource Book Worksheet 2.4, page 12.
Play Snakes and ladders with the review game poster for Units 1 and 2.
Traditional action songs: Incy Wincy spider and Teddy bear, Teddy bear
Work with Phonics Big Book: Rosie the red rabbit, page 8.
Work with Teacher’s Resource Book Worksheet R, page 34.

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