## Objectives

- To name rooms in a house.
- To identify numbers 7-10.
- To review family members.
- To review numbers 1-6.
- To actively participate in a song.

## Language

- What shape/colour is it?
- What is number 3?
- What colour is number 10?
- What number is blue?

## Vocabulary

- **Review**: black, blue, brown, green, orange, pink, purple, red, white, yellow; circle, square, triangle; numbers 1-6
- **Key**: bathroom, bedroom, kitchen, living room; numbers 7-10
- **Review**: auntie, brother, cousin, daddy, grandad, granny, mummy, sister; numbers 1-6; blue, green, orange, purple; cold, hot; big, little
- **Story**: Mmm, it’s just right!

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### Unit 1: Home

- **Goldilocks**
  - To name rooms in a house.
  - To identify numbers 7-10.
  - To review family members.
  - To review numbers 1-6.
  - To actively participate in a song.
  - To listen to and follow a traditional story.
  - **Phonics**: Practising initial sound **CH**.

### Unit 2: Toys

- **In the park**
  - To name equipment in a park.
  - To identify movement up and down.
  - To actively participate in a song.
  - To listen to and follow a story.
  - To recognise a character’s feelings.
  - **Phonics**: Practising initial sound **R**.

### Unit 3: Body

- **Little Red Riding Hood**
  - To name parts of the body.
  - To identify the adjectives long and short.
  - To actively participate in a song.
  - To listen to and follow a traditional story.
  - **Phonics**: Practising initial sound **L**.

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### Contents
- **Hello**: To name colours.
- **Home**: To name shapes.
- **Toys**: To identify numbers 1-6.
- **Body**: To recognise the main characters.
- **Home**: To actively participate in a song.
### Objectives

#### Clothes
- To name clothes.
- To identify the prepositions *in*, *on* and *under*.
- To actively participate in a song.
- To listen to and follow a story.
- To recognise a character’s feelings.
- **Phonics:** Practising initial sound *Sh*.

#### Animals
- To name animals.
- To recognise animals noises.
- To identify the adjectives *fast* and *slow*.
- To actively participate in a song.
- To listen to and follow a traditional story.
- **Phonics:** Practising initial sound *Th*.

#### Food
- To name food.
- To identify the verbs *eat* and *drink*.
- To review fruit.
- To identify the adjectives *hungry* and *thirsty*.
- To actively participate in a song.
- To listen to and follow a story.
- To recognise a character’s feelings.
- **Phonics:** Practising initial sound *Th*.

### Language

#### Can you see the (skirt)?
- What colour is the (hat)?
- Where’s Alfie?

#### How many (elephants) are there?
- Is it fast or slow?
- What is Alfie playing with?

#### Do you like (sandwiches)?
- Is (he) hungry or thirsty?

### Vocabulary

#### Key
- boots, scarf, shorts, skirt, socks, T-shirt; doctor, pirate, princess, snowman, superhero; in, on, under
- elephant, lion, monkey, snake; fast, slow; fly, snail
- cake, juice, sandwiches, water; drink, eat; crisps, fruit, sweets, vegetables; hungry, thirsty; They are bad/good for you.
- bat, cat, monster, spider, witch; costume
- reindeer, sleigh
- presents, Santa, star, tree; numbers 1-7; black, blue, brown, green, purple, red, yellow
- basket

#### Review
- dress, hat, jumper, shoes, trousers; car, mouse, table
- apple, banana, orange, pear; happy, sad; numbers 1-8; fast, slow
- bunny, chocolate, egg; hand; big, little

### Festivals

#### Halloween
- To identify Halloween vocabulary.
- To actively participate in a song.
- What is (Otto)?
- Who is the (ghost)?

#### Christmas
- To identify Christmas vocabulary.
- To review numbers 1-7 and colours.
- To actively participate in a song.
- Is it a star?
- Is it a yellow star?

#### Easter
- To identify Easter vocabulary.
- To review adjectives *big* and *little*.
- To actively participate in a song.
- Is it big?
- Is it little?