Unit 1: Lesson 1

**STARTER ACTIVITIES**

Present Tommy to the class, say: **Look! Who's this?**

- Show them Tommy sleeping head down.
- The children call Tommy until he awakes. You can pull Tommy out bit by bit so they guess he is a tiger.
- Tommy finally emerges and greets the children. Go round the circle with Tommy, saying: **Hello! My name's Tommy. What's your name?** The children respond and give Tommy a hug.

- Sing a song or do an action chant with Tommy
- Sing **Hello!** saying the name of each of the children in the spaces of the song. Each time you say a name, take Tommy to the child to give him/her a kiss.
- Do Polly's gym 17 with the children standing in a circle.

**LESSON A**

**PREPARATION**

- Tommy
- Flashcards: teacher, floor, book, crayon in the cloth bag
- CD
- A yellow crayon
- A simple story book in English or one you can easily tell in English (optional)
- Stickers

**ALL TOGETHER TIME**

**1.5**

- Playing with Tommy: teacher, floor, book, crayon
  - Create interest: Say: **Look! Tommy is at school.** Move Tommy to the cloth bag and say: **Look! What's in here?**
  - Introduce new vocabulary: Put the story book you have chosen and the crayon beside you. Take the flashcards out of the cloth bag one by one and say: **Oh, it's a picture! A picture of a book!** For each flashcard ask a child to come out and touch the real thing that the flashcard represents. For the teacher flashcard, hide behind the desk for them to find you.
  - Play a flashcard game: **Move please, Tommy!** Put a flashcard down on the carpet with Tommy partly hiding the picture. Say: **Can you move, Tommy?** Slowly move Tommy from the flashcard and ask: **What is it? Is it a (crayon)? Oh! It's a teacher!**
  - Action song 1: **Pick up a crayon** 1.17
    - Use Tommy to act out the song using the real crayon and book as the children listen to it.
    - Put Tommy somewhere so he can watch the children. Play the song again, this time miming the words. Encourage children to join in with the mimes.
    - Worksheet 1.1: teacher, floor, crayon, book
      - Display and talk about the worksheet: Point and say: **Look! Here's Tommy! Here's a crayon. Here's a book!** Tommy is colouring in his book with his crayon.
      - Practise the task: Ask children to come out and point to the classroom objects and colour the T-shirt with a crayon. Say: Point to the book. Good. Now get a yellow crayon and colour Tommy's T-shirt. Thank you!

**1.6**

- **Display and talk about the worksheet:** Point and say: **Look! Tommy is at school.** Move Tommy to the cloth bag and say: **Look! What's in here?**
- **Practise the task:** Ask children to come out and point to the classroom objects and colour the T-shirt with a crayon. Say: Point to the book. Good. Now get a yellow crayon and colour Tommy's T-shirt. Thank you!

**TABLE TIME 1.6**

- Give out the stickers and say: **It's a book.** Help the children to stick them in the right place.
- The children finish colouring Tommy's T-shirt with a yellow crayon.
- Encourage the children to identify book and crayon on the worksheet and teacher and floor in the classroom.

**OPTIONAL ACTIVITY A story**

Read the story book to the children or tell them another story in English.

**LESSON B**

**PREPARATION**

- Tommy
- Flashcards: teacher, floor, book, crayon in the cloth bag
- CD
- Photocopy the worksheet for all the class

**ALL TOGETHER TIME 1.5**

- Playing with Tommy: teacher, floor, book, crayon
  - Recap vocabulary: Show the cloth bag. Say: **What's in the bag? Do you remember?** As Tommy takes the flashcards out of the bag, say: **Oh! Look! It's a (crayon)!**
  - Play a flashcard game: **Tommy's guessing game**
    - Put the flashcards face down on the floor. Tommy tries to guess what each one is. **I think it's a (book).** Then he turns the flashcard over with a child's help and says: **Good! Yes, it's a (book)! No! It's a (floor)!
  - Action song 1: **Pick up a crayon** 1.17
    - Sing and act out the first half of the song. Repeat with the second half of the song.
    - **Tommy's music 1.18**
    - Practise the actions with the children.
    - The children find a space. Play Tommy's music and the children follow the instructions.

**OPTIONAL ACTIVITY Tommy's instructions**

Put the four flashcards on the floor and call out children individually. Tommy says: Glue the crayon to the teacher, please. Put the book on the floor, please. Help the children to carry out the instructions as necessary.

- **Photocopiable Worksheet 1.1: crayon, box of crayons, book, bookshelf, teacher, floor**
  - Display and talk about the worksheet: Point and say: **Look, here's a crayon. And here's a box of crayons. Look, here's a book. And here's a bookshelf.**
  - Practise the task: Make a line from the crayon to the book with your finger. Call a child out. Say, and help them to: **Follow the line from the crayon to the box. Now, from the book to the bookshelf!**

**TABLE TIME 1.6**

- The children draw a line from the crayon to the box and from the book to the bookshelf. They colour the crayon and the book.
- Encourage the children to identify crayon and book on the worksheet, and teacher and floor in the classroom.
Unit 1: Lesson 2

LESSON A

PREPARATION
• Tina
• Flashcards: yellow (with a post-it over the duck)
• CD
• A yellow crayon in the cloth bag
• Yellow gomets
• Yellow and non-yellow objects, e.g. a ball, a crayon, a car or gomets
• A set of building blocks

ALL TOGETHER TIME • 1.5
• Playing with Tina: yellow
  + Create interest: Introduce Tina to the children: Is it Tommy? No! Who is it? It’s Tina! Tina greets everybody and asks their names. Tina has forgotten something. She looks in the cloth bag and finds a yellow crayon. Ask: What is it? Help Tina draw on a piece of paper with the yellow crayon. Say: Look! It’s yellow.
  + Introduce a new concept: Show the yellow flashcard with the post-it covering the duck. Say: Yellow. Tina produces the yellow objects one at a time and gives them to children to put next to the yellow flashcard. Tina says: Look! It’s yellow! Come here, please! Put it next to the yellow flashcard. Thank you!
  + Check comprehension by producing yellow and non-yellow objects and asking children: Is this yellow? Does this go here? Yes/No!
  + More practice: Scatter all the building blocks on the floor. Ask each child in turn to come out and pick up a yellow block to give to Tina. Each time, Tina says: Can I have a yellow one, please? Thank you! At the end, the children return all the other blocks to the container.
  + Colour song 1: Yellow duck • 1.8
    + Take the post-it off the duck on the yellow flashcard. Say: It’s a duck! A yellow duck! Establish an action for duck. The children do the action and say: Quack, quack.
    + Play the song. Children do the actions and join in with the singing.
  + Optional activity: A yellow display
    The children collect yellow objects from around the classroom and arrange them on a table. You may like to cover the table in yellow paper before.

Worksheet 1.2: yellow, duck
• Display and talk about the worksheet: Point and say: Look! Ducks! It’s a mummy duck and baby ducks. The baby ducks are yellow! Look! The sun! The sun is shining!
• Practise the task: Give some children a yellow gomet to stick on the mummy duck. Give other children a yellow crayon and ask them to colour the sun yellow.

TABLE TIME • 1.6
• The children stick yellow gomets on the duck and colour the sun yellow.
• Encourage the children to identify yellow.

LESSON B

PREPARATION
• Tina
• Flashcard: yellow
• CD
• Photocopy the worksheet for all the class
• Yellow gomets
• Yellow paint and card (optional)
• Yellow chalk

ALL TOGETHER TIME • 1.5
• Playing with Tina: yellow
  + Recap the concept: If the children have made a yellow display, Tina can admire it and talk about the items, emphasising that they are all yellow. Alternatively, Tina can ask children to bring her yellow things from the classroom.
  + More practice: With yellow chalk, draw parallel lines to make a yellow path on the classroom floor. Children take turns to walk along the path in different ways: jumping, hopping, and crawling. Jump along the yellow path, please! Children must try and stay inside the path. Play music and encourage the children to dance at the side of the path. Stop the music every so often and say: Yellow! Everyone on the yellow path! The children stand on the path. When the music starts again they move off the path and dance.
  + Colour song 1: Yellow duck • 1.8
    + Show the flashcard. Say: Look! Yellow! Look! A yellow duck
    + Play the song and the children do the actions and join in with the singing.
    + Put a yellow gomet on each child’s finger. As you give the gometts out, encourage each child to say: Yellow! Please. Thank you. Play the song again and every time they hear the word yellow, they wave their finger with the yellow gomet on.
  + Photocopiable Worksheet 1.2: yellow, sun, frog, tomato, banana
    + Display and talk about the worksheet: Point and say: What’s this? A banana. Is it yellow? Yes! What’s this? A tomato. Is it yellow? No!
    + Practise the task: Call out children and give them a yellow crayon to colour a part of the banana or the sun.

TABLE TIME • 1.6
• The children colour the banana and the sun yellow.
• Encourage the children to identify yellow.

Optional activity: A yellow sun
• Draw the outline of the sun on a large piece of paper. Fill a tray with yellow paint. The children take turns at putting a hand in the paint then pressing their hand on the sun.
Unit 1: Lesson 3

LESSON A

PREPARATION
- Tommy, Tina, Polly
- Flashcards: teacher, floor, book, crayon hidden around the room before the class
- Story cards: Story 1: Wake up, Tommy!
- CD
- Book, crayon

ALL TOGETHER TIME
- Playing with Tommy, Tina and Polly: teacher, floor, book, crayon
- Use Tommy and Tina to introduce Polly to the children. They can try to guess what animal she is.
- Recap vocabulary: Tommy whispers to you and you say: Show me a (book).
- Children show you the real thing.
- Play a flashcard game: Hide-and-seek
- Tommy says to Polly: Where’s my picture of the book? Polly scratches her head and says: I don’t know. Take Tommy and Polly around the room looking for the flashcards. Say: Is the book here on the floor? Oh, here it is! On the table!
- Story 1: Wake up, Tommy!
- Create interest: Tommy starts to sing All together 1.19 – as you begin to put Tommy, Tina and Polly in a circle. Say: Listen! The All together song! Where’s Tommy? Oh! He’s at school!
- Introduce the story: Display story card 1 and ask: Who can you see? Tommy and Tina and Polly and the teacher. Look at the teacher, she’s reading a story book.
- Listen to the audio: Play the audio and display the pictures one at a time. Before playing the audio for story cards 2 and 4, ask the children what they can do to wake Tommy up. You may choose to go through the story asking the questions before the audio and then play the audio without stopping.
- Check comprehension: Point, mime and ask questions. What is the teacher doing? What is Tommy doing? What does the teacher do? What do Tommy and Polly say?
- Listen and join in: Put the story cards on the floor and play the audio again, encouraging children to join in with what Tommy is doing.

OPTIONAL ACTIVITY Story practice
Show the children the story cards at random. Point to and talk about what you can see on each story card. Look, here’s Tommy. He’s sleeping. And here are Polly and Tina. They aren’t sleeping. They’re tickling Tommy. They’re saying “Wake up Tommy!” Encourage the children to join in with the actions.

- Worksheet 1.3. teacher, floor, Tommy, Tina, Polly
- Display and talk about the worksheet: Point to each of the characters in turn and ask: Who’s this? Ask: What is Tommy doing? Yes, he’s sleeping. Shall we clap / tickle him?
- Practise the task: Call a child out. Say: Pick up the yellow crayon and colour Tommy. Continue with other children.

TABLE TIME
- The children colour Tommy
- Encourage the children to identify teacher, floor, Tommy, Tina and Polly.

LESSON B

PREPARATION
- Tommy, Tina and Polly
- Flashcards: teacher, floor, book, crayon
- Story cards: Story 1: Wake up, Tommy!
- CD
- Photocopy the worksheet for all the class
- Yellow gomets

ALL TOGETHER TIME
- Playing with Tommy, Tina and Polly: Tommy, Tina, Polly, teacher, floor, book, crayon
- Recap vocabulary with a flashcard game: Give the book to Tommy, please
- Put Tommy, Polly and Tina sitting beside you and the flashcards laid out on the carpet. Call out children and say: Give the (book) to (Tommy), please. Tommy says: Thank you. Give Tommy to the child to hug. Continue with other children, characters and flashcards.
- Story 1: Wake up, Tommy! 1.19
- Recap the story: Show children the story cards one at a time and mime with them what they see in the picture. Read the text on the back of the card.
- Listen to the audio: Put the story cards face down and in order on the carpet or board. Call out a child. Help them to turn over the cards at the appropriate time.
- Story chant 1: Wake up, Tommy! 1.20
- Act out the chant: The children listen to the audio and follow the rhythm, by tapping the floor with their feet or moving their knees in time to the chant.
- Listen to the audio: Put Tommy on the floor as if he is sleeping. Say: Tommy’s sleeping! Let’s wake him up! The children listen to the audio. As they listen to the chant, clap your hands, tickle Tommy and, finally, make Tommy jump up awake.
- Display story cards 2 and 4. Children listen to the chant and join in with the actions.

OPTIONAL ACTIVITY Act out the story
Assign the roles of Tommy, Polly, Tina and the teacher. Tell the story or play it on the CD and help the children to act out their parts.
- Photocopiable Worksheet 1.3: Tommy’s sleeping, Tommy’s awake
- Display and talk about the worksheet: Point and say: Look! Tommy’s sleeping! Wake up, Tommy! Look! Tommy’s awake! Call a child out. Mime and say: Point to Tommy sleeping. Point to Tommy awake. Continue with other children.
- Practise the task: Call a child out. Say: Stick a yellow sticker on Tommy awake. Help them to follow your instruction. Continue with other children.

TABLE TIME
- The children put a yellow gomet on the drawing of Tommy awake
- Encourage the children to identify teacher, floor, Tommy, Tina and Polly
Unit 1: Lesson 4

LESSON A

PREPARATION
- Tommy
- Flashcards: book, crayon, floor, teacher, yellow duck
- Poster 1 and Blu-tack
- Pop-out 1
- CD (optional)

ALL TOGETHER TIME
- Playing with Tommy: book, crayon, floor, teacher, yellow duck
  * Recap vocabulary: Tommy shows the children the flashcards and says the words.
  * Play a flashcard game: Tommy’s guessing game
    Put the flashcards face down on the floor. Tommy tries to guess what each one is: I think it’s a crayon. Then he turns it over with the help of a child and says: Good! Yes, it’s a crayon! or No, it’s a floor!

- Poster 1: book, crayon, floor, teacher, yellow duck
  * Create interest: Display the poster of Tommy, Tina and Polly and the four poster pop-outs.
  * Play with the poster: Put four pieces of Blu-tack in the following places: Tommy’s hand, Tina’s hand, Polly’s beak and the floor. Call out a child and say: Pick up the (picture of the teacher), please, and give it to (Tina). Call out more children to place the remaining pop-outs. Now, remove the pop-outs by calling out a child and saying: Can you get the (crayon) from (Tommy), please, and give it to me?

- Pop-out 1: Tommy’s sleeping. Tommy’s awake. Go to sleep! Wake up!
  * Display and talk about the pop-out: Show Tommy sleeping and say: Shh! Tommy is sleeping. Say: Wake up, Tommy, and turn the pop-out around. Look! Now Tommy is awake. Give a Tommy pop-out to a child to hold. If they show the awake side, mime it and say: Look! Tommy is awake. Go to sleep, Tommy. The child turns the pop-up around. Look! Now Tommy is sleeping. If they hold up the sleeping side, reverse your instructions.

- Play a circle game: Children sit in a circle and pass around a Tommy pop-out. Say: Wake up, Tommy! and the child with the pop-out waves it in the air and everyone says: Hello, Tommy.

- Worksheet 1.4: book, crayon, floor, teacher, duck, Polly, Tina, Tommy
  * Display and talk about the worksheet: Point and say: Look! It’s Tommy, Tina and Polly. Who has the (crayon)? What is on the floor?
  * Practise the task: Call out children to colour each of the items.

TABLE TIME
- The children colour the crayon, the duck, the book and the background of the photo of the teacher.
- Encourage the children to identify book, crayon, floor, teacher, duck, Polly, Tina and Tommy.
- The children prepare their pop-outs.

OPTIONAL ACTIVITY Listen and play
- Listen to Story 1 and/or Story chant 1: Wake up, Tommy! Children move their pop-outs as they listen.

LESSON B

PREPARATION
- Tommy
- Flashcards: book, crayon, floor, teacher, yellow duck
- Poster 1
- Photocopy the worksheet for all the class
- Stickers
- CD

ALL TOGETHER TIME
- Playing with Tommy: book, crayon, floor, teacher, yellow duck
  * Recap vocabulary: Tommy shows the children the flashcards and says the words.
  * Play a flashcard game: Give the book to Tommy, please
    Sit Tommy beside you and display the flashcards. Call out children and say: Give the (book) to Tommy, please. Tommy says: Thank you. Give Tommy to the child to hug. Continue with other children and flashcards.

- Poster 1: book, crayon, floor, teacher, yellow duck, Polly Tina, Tommy
  * Place all the poster pop-outs on the poster and let the children look at it for a minute. Cover them. Show the children a flashcard, for example, the yellow duck, and ask: Who has the yellow duck? Tommy, Polly or Tina? Continue using the flashcards to prompt questions about who has what.

  * Photocopiable Worksheet 1.4: book, crayon, floor, teacher, yellow duck, Polly Tina, Tommy
    * Display and talk about the worksheet: Show the children the worksheet and ask them to name and point to each item. Give each child their stickers.

  * Note: If possible, do this worksheet with a small group of children at a time, or one by one.

TABLE TIME
- The children follow your instructions:
  1. Listen and do Action song 1: Pick up a crayon
    * Say: Now pick Polly next to the book.
    * Stick Tommy next to the teacher.
    * And stick Tina next to the crayon.
  2. Listen to and sing Colour song 1: Yellow duck
    * Say: Now colour the duck.

ACTIVITY BOOK

This is a good time to work with Unit 1, Worksheet 1.2, page 5.
Unit 1: Lesson 5

**LESSON A**

**PREPARATION**
- Tommy
- CD
- A plastic fish in a cloth bag
- A picture of fish in the sea (optional)
- Gomets

**ALL TOGETHER TIME**

- Playing with Tommy: atishoo, fish, water, sea
  - Create interest: Tommy gives a paper tissue to each child. Tommy sneezes, covering his nose and mouth with a tissue. Encourage the children to join in pretending to sneeze into their tissues and saying: Atishoo! Then they all put their tissues in the bin.
  - Introduce new vocabulary: Pass round the cloth bag with the plastic fish inside for children to feel. Ask: What is it? If necessary, use mime to help the children guess. Show the children the picture of fish in the sea or mime a fish swimming. Say: Fish in the water. Fish in the sea. Children mime being fish swimming in the sea.
  - Authentic song 1: Ring-a-ring-o-roses
    - Focus on the music: Listen to the music and children sway to the beat. Listen again and clap to the beat.
    - Focus on the actions: Play the audio and the children do the actions and join in with the singing. The children hold hands and walk round in a circle. They mime sneezing into a tissue when they say: Atishoo. After they have sat down they mime being fish in the sea. They wait till the count of three before they stand up.

**OPTIONAL ACTIVITY Action game**

**Stand up/ sit down.** Children must follow Tommy’s instructions. Tommy says: Everyone stand up, everyone sit down, (María, Marta and Juan) stand up. (María, Marta and Juan) sit down.

**Workbook 1.5: stand up, sit down**

- Display and talk about the worksheet: Point and say: Look, here the children are sitting down. And here the children are standing up. They are singing our song! We all stand up! We all sit down!
- Prepare for the task: Call children and say: Can you point to the children sitting down? Can you point to the children standing up? Then call out a child and say: Put a gomet on the children that are sitting down, please. Very good! Thank you!

**TABLE TIME**

- The children put a gomet on the children that are sitting down.
- Encourage the children to identify: sitting down, standing up.

**LESSON B**

**PREPARATION**
- Tommy
- CD
- Photocopy the worksheet to allow one fish for each child and one extra
- Two large sheets of blue card and glue.

**ALL TOGETHER TIME**

- Playing with Tommy: one, two, three, sit down, stand up, fish in the sea
  - Recap vocabulary: Play an action game. Tommy tells the children to alternately stand up or sit down but every so often he says fish in the sea, in which case they children must mime swimming around. Tommy says: One, two, three, stand up. One, two, three, sit down. One, two, three, stand up. One, two, three, fish in the sea.
  - Authentic song 1: Ring-a-ring-o-roses
    - Sing the song with the children again, encouraging them to join in with the mimes and the words.

**OPTIONAL ACTIVITY Action story**

Say and mime, encouraging the children to join in: Two little fish are swimming in the sea. Atishoo they sneeze. Atishoo again! Now the little fish sit down on the floor. Atishoo they sneeze. Atishoo again! Now the little fish stand up one, two, three and Atishoo they sneeze. Atishoo Atishoo Atishoo! They jump right out of the water and high up in the sky!

**Photocopiable Worksheet 5: fish**

- Tommy shows the children a fish. Show the children how to colour the fish with a crayon.

**TABLE TIME**

- The children colour their fish with a crayon. As the children work play the song several times.
- Encourage the children to identify: fish, sea and to count three fish.

**OPTIONAL ACTIVITIES Optional follow up**

Cut out and glue the coloured fish onto the two pieces of card to make a song poster. Display it, then later use it as a page in the Very big class song book.

Children can watch other children singing a version of this song on the internet.

Audio or video record the children singing the song along with the music to make a class CD/DVD of authentic songs.
Unit 1: Lesson 6

LESSON A

PREPARATION
- Polly
- Flashcards: all together time, table time, play time
- Photo Poster 1: Cover all except the first picture
- CD
- Stickers

ALL TOGETHER TIME
- Playing with Polly: Sit properly
- Create interest: Polly demonstrates how to sit properly. Say: Polly cross your legs and fold your hands and put them in your lap. Encourage the children to copy. Next say: Look at me and listen. Open your eyes wide and hold your ears out.
- Display and talk about the poster: Introduce Alfie and establish that he is a boy. Read what he is saying and tell the children. Point to the first picture and say: Look at the boys and girls! It's all together time. Just like us! Practise again how children should sit and establish a mime, for example, holding ears out. Uncover the next picture. Say: Look at the boys and girls! It's table time. Just like us! Practise how children should sit and behave at table time. Then establish a mime. Continue uncovering the pictures and introduce, practise and mime the different moments of their day.
- Play the audio: Pause after each sentence. Point to the corresponding picture on the poster. Hold up a flashcard picture and say:
- Flashcard practice: all together time, table time, play time
- Show and name the flashcards one at a time and call out children to identify the corresponding picture on the poster. Hold up a flashcard and point to a picture on the poster. If it is the same moment in their day the children clap. Play more flashcard games. See Games Bank.

OPTIONAL ACTIVITY
Practise the songs: All together and Table time. If the children are sitting on the carpet play Table time. When the song stops they should all be sitting on their chair at their table. Then play All together. When the song stops, they should all be sitting cross-legged on the carpet.

Worksheet 1.6: It’s all together time. It’s play time
- Display the worksheet: Point to and talk about the different moments in the children’s day. Say: In all together time we sit like this. In play time we run and jump.
- Practise the task: Display the children’s version of the worksheet for children to compare with the teacher’s version. Ask: What’s missing? (A boy and a girl). Call out children to point to the boy and girl on the teachers’ worksheet. Show children the stickers of the missing boy and girl and ask them to point to where they go.

TABLE TIME
- Children stick the boy and the girl in the right place.
- Encourage the children to identify all together time, play time.

LESSON B

PREPARATION
- Polly
- Flashcards: all together time, table time, play time
- Photo Poster 1
- CD
- Photocopy the worksheet for all the class
- Lunch for Polly wrapped in foil, for example, a banana

ALL TOGETHER TIME
- Playing with Polly: all together time, table time, play time, lunchtime
- Recap phrases: Display the flashcards. Do a mime and the children help Polly decide which is the corresponding flashcard. Polly then shows the children her wrapped up lunch. Ask children to guess what it is. Repeat their ideas in English but don’t confirm any answer. Then say: Can Polly eat her lunch now? Elicit from the children that she must first wash her hands. Make Polly pretend to wash her hands with lots of rubbing and rinsing. Pass her the soap, open and close the tap, pass her a towel. Finally, Polly opens her lunch for all to see.
- Display the playtime flashcard. Polly wants to know what the children like to play. Ask each child to tell Polly what they like to play. Repeat what they say in English to Polly, and Polly reacts with a mime, and says: Me too!
- Photocopyable Worksheet 1.6: It’s table time. Sit properly!
- Display and talk about the worksheet and practise the task: Point to the girl and boy sitting at their tables. It’s table time! Point to the boy. Look at the boy. Is he sitting properly? Smile and say: Yes! Point to the girl. Look at the girl. Is she sitting properly? Frown and shake your head and say: No! Call children out and give them a crayon. Say: Colour the child who is sitting properly.

OPTIONAL ACTIVITY
Talk to Polly: Playtime
Display the playtime flashcard. Polly wants to know what children like to play. Ask each child to tell Polly what they like to play. Repeat what they say in English to Polly, and Polly reacts with a mime, and says: Me too!

TABLE TIME
- The children colour the child who is sitting properly
- Encourage the children to identify: It’s all together time! It’s table time! Who is sitting properly!