



Contents



Welcome!

- Introducing Annie and Timmy
- Using greetings
- Introducing ourselves
- Distinguishing between boys and girls
- Identifying as a boy or a girl
- Recognising objects which are the same

- *I'm (Annie).*
- *How are you?*
- *I'm fine, thank you.*
- *Stand up. Sit down.*
- *Go to school.*
- *It's the same.*

- *Annie, Timmy*
- *hello, bye-bye*
- *boy, girl, school, teacher*
- *different, the same*



1 My school



Inside my backpack



I keep my classroom tidy

- Naming and reviewing classroom objects
- Following simple instructions
- Identifying things that are the same
- Listening to a story and joining in
- **Phonics:** Practising the initial sound s
- **Values:** Learning about keeping the classroom tidy

- *Point to the (table).*
- *Put your finger on the (table).*
- *The same.*
- *Look inside.*
- *Good (girl)!*
- *(We) keep (our) classroom tidy.*

- *book, chair, crayon, glue stick, pencil, table*
- *point, tidy up, put away*
- *backpack*
- *school, scissors, snake*
- *toys*



2 My face



I see monsters



I have feelings

- Naming the parts of the face
- Talking about feelings
- Listening to a story and joining in
- Number 1
- **Phonics:** Practising the initial sound a
- **Values:** Learning about the importance of feelings

- *Touch your (nose).*
- *I am (happy).*
- *Make a (happy) face.*
- *(The monster) is (sad).*

- *ears, eyes, mouth, nose*
- *face, hair*
- *angry, happy, sad*
- *a lot of, a few*
- *monster*
- *up, down*
- *one*
- *ant, apple*



3 My family



The gingerbread man



I love my family

- Naming and reviewing the members of the family
- Practising greetings
- Identifying family members
- Listening to a story and joining in
- **Phonics:** Practising the initial sound p
- **Values:** Appreciating our family

- *This is (Mummy).*
- *How are you?*
- *Fine, thank you!*
- *I can (jump).*
- *This is me. This is my (mummy).*

- *family*
- *mummy, daddy, brother, sister, baby*
- *grandad, grandma*
- *circle*
- *jump, run, swim*
- *fox, gingerbread man*
- *paintbrush, pencil, pineapple*



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My friends



Two little blue birds



I have friends

- Recognising numbers 1 and 2
- Distinguishing between one and two objects
- Distinguishing colours and shapes
- Sequencing colours and shapes
- Listening to a story and joining in
- **Phonics:** Practising the initial short *i* sound
- **Values:** Learning about having friends

Language

- *How many are there?*
- *It's number (one).*
- *It's a (blue) (square).*
- *Hello! Bye-bye!*
- *(One) (blue) (bird).*
- *I have friends.*

Vocabulary

- one, two
- circle, square, triangle
- blue, red, yellow
- bird(s); up, down
- come back, fly away
- igloo, iguana, ink
- friends

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My food



I'm a hungry fruit bat



I eat healthy food

- Naming and describing fruit
- Understanding the difference between *big* and *small*
- Talking about preferences
- Listening to a story and joining in
- **Phonics:** Practising the initial sound *t*
- **Values:** Learning about the importance of healthy eating

- *I like to eat (apples).*
- *A (red) (apple).*
- *(Annie's) got (a banana).*
- *It's a (big) (green) (pear).*
- *I want my lunch.*
- *(A sandwich) is good.*
- *I like (yogurt).*

- apple, banana, orange, pear
- green, orange, red, yellow
- big, small
- bat, hungry
- one, two
- table, teacher, Timmy, train, tree, triangle, two
- doughnut, sweets, yogurt

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My toys



Three in the bed



I look after my toys

- Naming toys and describing where they are
- Putting toys away
- Listening to a story and joining in
- Number 3
- **Phonics:** Practising the initial sound *o*
- **Values:** Learning about looking after our toys

- *Put the (ball) in the box.*
- *(The boat) is (on) the (bed).*
- *Roll over. Ouch! Good night!*
- *I look after my toys.*
- *Please. Thank you.*

- ball, boat, car, clown, doll, robot, teddy, toy box
- in, on, under
- bed, chair, shelf
- one, two, three
- octopus, olive, ostrich

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My pets



I love my pet



I can look after pets

- Describing and recognising pets
- Talking about pet ownership
- Recognising animal sounds
- Reviewing the concept of *the same* and *different*
- Listening to a story and joining in
- Understanding what pets need
- **Phonics:** Practising the initial sound *c*
- **Values:** Learning about how to look after pets

- *I've got a (cat).*
- *(Timmy's) got a (yellow) (dog).*
- *That's a baby (cat).*
- *My (dog) can (run).*
- *The (cat) needs (food).*
- *I love my pet.*

- bird, cat, dog, fish, pet, rabbit
- baby
- bow wow, meow
- one, two, three
- car, caterpillar, clown, cow, crawl, crayon
- drink, food, home, love, exercise
- bird food, food bowl

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My garden



Walking in the garden



I respect nature

- Naming and identifying insects
- Reviewing numbers 1-3
- Reviewing shapes
- Listening to a story and joining in
- **Phonics:** Practising the initial sounds *a, c, i, o, p, s* and *t*
- **Values:** Learning about respecting nature

- *Put the (bee) on the (flower).*
- *How many (spots)?*
- *Please be careful!*
- *It's a (ladybird).*
- *I see a (black) (ant).*
- *Don't step on the worm!*

- ant, bee, butterfly, caterpillar, ladybird, worm
- flower, grass, leaf
- spots
- one, two, three
- black, brown, red
- magnifying glass
- apple, crayon, igloo, octopus, pencil, snake, table



★ Festivals: Halloween ★ Christmas ★ Valentine's Day ★ Easter ★