# Contents

## Objectives
- 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

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

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

## My school
- **Inside my backpack**
  - I keep my classroom tidy
- **Phonics:** Practicing the initial sound s
  - Values: Learning about keeping the classroom tidy

## My face
- **I see monsters**
- **I have feelings**
- **Phonics:** Practicing the initial sound a
  - Values: Learning about the importance of feelings

## My family
- **The gingerbread man**
- **I love my family**
- **Phonics:** Practicing the initial sound p
  - Values: Appreciating our family

## My school
- **Name the parts of the face**
- **Talking about feelings**
- **Listening to a story and joining in**
- **Number 1**
  - **Phonics:** Practicing the initial sound a
  - **Values:** Learning about the importance of feelings

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

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

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

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

## Vocabulary
- family
- mummy, daddy, brother, sister, baby
- grandad, grandma
- circle
- jump, run, swim
- fox, gingerbread man
- paintbrush, pencil, pineapple
### Objectives
- 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
- birds; up, down
- come back, fly away
- igloo, iguana, ink
- friends

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### My friends
- Two little blue birds
- I have friends

### My food
- I'm a hungry fruit bat
- I eat healthy food

### My toys
- Three in the bed
- I look after my toys

### My pets
- I love my pet
- I can look after pets

### My garden
- Walking in the garden
- I respect nature

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### Objectives
- 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

### Language
- 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).

### Vocabulary
- 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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### Objectives
- 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

### Language
- 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.

### Vocabulary
- 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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### Objectives
- 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

### Language
- 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.

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

### Language
- 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!

### Vocabulary
- 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

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### Festivals
- Halloween
- Christmas
- Valentine’s Day
- Easter