



Contents



Welcome!

- 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



1 My school



Inside my backpack



I keep my classroom tidy

- Objectives**
- 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

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

- Vocabulary**
- 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

- Objectives**
- 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

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

- Vocabulary**
- 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

- Objectives**
- 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

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

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



4

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*

5

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*

6

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*

7

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*

8

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 ★