

Hide and Seek

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Parent Booklet 1

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Introduction

Your child is learning English with *Hide and Seek*, a new three-level British English course for children in Kindergarten classes which takes them from age three to age six and the start of their Primary education. The methodology of *Hide and Seek* involves parents (or carers) in their child's education. Support from parents is very important and we have provided some notes on page 8 as to how you can support your child.

Objectives of *Hide and Seek*

- Provide a fun and structured learning experience.
- Encourage a positive attitude to learning English.
- Provide interesting, age-appropriate materials and activities for children to meet and practise a range of English vocabulary and structures.
- Provide a course based on the internationally-recognised **Statutory Early Years Foundation Stage Framework (England)** and the **National Curriculum in England: Primary Curriculum Key Stage 1 Standards (where applicable to Reception)** in **English, Maths and Science**.
- Introduce the English alphabet (**in Level 1**) and phonic sounds for the letters and letter combinations (**in Levels 2 and 3**).
- Introduce the children to basic **Numeracy** and simple maths, such as counting on, counting in tens.
- Introduce the children to simple **Science** topics to develop their understanding of the world around them.
- Introduce the idea of good behaviour in school and citizenship through simple **Values** topics, set in school and at home.
- Introduce **Art and craft** activities to help the children develop their creativity and motor skills through fun and interesting activities.

Course rationale

Hide and Seek aims to help young children develop educationally, emotionally and linguistically in preparation for Primary education. Each child is different and each child will have different abilities. Some children will be ready to start learning a new language, some will not. Some children will be better at English, Maths or Science than others. It is important that each child learns at his or her own pace, and is encouraged to try and is praised by teachers and parents for trying. It is important that children are not over-corrected or made to feel silly if they make a mistake.

Children are naturally motivated and enthusiastic to learn. It is important for them to enjoy their first educational experience and keep their enthusiasm. It is also important to remember that children of this age will learn quickly and forget quickly. The amount of teaching is not expected to equal the amount of language that the children can produce.

Hide and Seek is based on the **Statutory Early Years Foundation Stage Framework (England) (EYFS)** and the **National Curriculum in England: Primary Curriculum Key Stage 1 Standards (where applicable to Reception)**. The Early Years Foundation Stage Framework is a document which sets out standards for learning and development for young children from birth to five years of age and is designed for Kindergarten and Nursery schools in the UK. The standards promote teaching and learning to ensure 'school readiness'.

There are seven areas of learning and development that must be included in an educational programme and these strands are included in the thinking and methodology behind *Hide and Seek*.

• Language and communication

Children should have the opportunity to experience a rich language environment to develop confidence and skills in expressing themselves, and to speak and listen in a range of situations.

• Physical development

Children should be active and interactive, and understand the importance of physical activity and a healthy diet.

• Personal, social and emotional development

Children should be helped to develop a positive sense of themselves, to have respect for others, to learn to manage their own feelings, to understand appropriate behaviour in a group and to have confidence in their own abilities.

The **EYFS** also requires that an educational programme includes:

• Literacy

Children should learn to link sounds and letters and begin to read and write (in English).

• Maths

Children should learn to count, understand and use numbers, do simple addition and subtraction, and describe shapes, space and measures.

• Understanding the world (Science)

Children should be guided to make sense of the world around them and their community. They should explore and play with a variety of media and materials, and have opportunities to explore, observe and find out about people, places, technology and the environment.

• Expressive arts and design

Children should have the opportunity to explore and play with a range of media and materials, and have opportunities to share their thoughts and feelings through art, music (if culturally appropriate), movement, role-play and design.

Course structure

Each level of *Hide and Seek* has a **Pupil's Book** and an **Activity Book** (with audio CD) which work closely together.

Each **Pupil's Book** has 10 Units. Each Unit has a theme and is divided into five sections with two Lessons in each section. Each section explores the theme in a different way and gives the children the opportunity to learn **English and Literacy** through other subject areas: **Maths, Science, Values** and **Art and craft**. (The Values and Art and craft sections have one lesson each.)

Literacy and English – Lessons 1 and 2 in each Unit

In **Level 1**, the children learn the name of a letter of the alphabet in each Lesson. The letters are presented in alphabetical order. The children learn to recognise each letter and to trace it in the air, on their desks etc. using the correct letter formation. An example of each letter with the starting point (a red dot) is given in the letter box in the bottom corner of each Literacy and English page.

In **Levels 2 and 3** the children start to learn phonics. A phoneme (the sound a letter makes) is introduced for each letter in each Literacy and English Lesson. The phonemes are introduced in frequency groups, so that the most common letter-sounds are learned first: *s, t, p, a* for example, rather than the sounds for the letters *a, b, c, d*. This means that children quickly learn to read short, simple 'decodable' words (words which are pronounced in the same way that they are spelled). The children learn to link each letter shape with its sound. These sound-frequency groups are described in the **UK National Strategies Letters and Sounds Guidelines**. The teacher will regularly practise sounding out familiar words with the children in the Lessons, so that the children learn to break down short words into sound parts, for example: *c-a-t – cat*, and so associate letters with their sounds. Phonics and sounding out words are practised in every Lesson in a Unit, to give the children regular practice and to build their confidence.

In **Level 2**, the children start to learn to read short words that appear on the **Pupil's Book** pages.

In **Level 3**, the children start to read short sentences in speech bubbles and short captions which appear on the **Pupil's Book** pages.

See *Hide and Seek early reading programme* (page 6) for more information.

Numeracy and Maths – Lessons 3 and 4 in each Unit

Hide and Seek aims to introduce and develop basic Numeracy in English and introduce simple Mathematical concepts, such as two-dimensional and three-dimensional shapes, comparative size, length and weight, counting forwards and backwards, counting on and simple addition and subtraction. The children also learn to write the numbers they meet and to associate a number with the value it represents.

In **Level 1**, the children learn to recognise and count numbers 1–10 and associate each number with a number of objects. They learn to count up objects to make a total of 10. The children also learn 0 (zero). The children learn to recognise simple two-dimensional shapes such as squares, rectangles, circles and triangles and understand the properties of each: the number of sides and faces, for example.

In **Level 2**, the children learn numbers 11–20 and associate each number with the corresponding number of objects. They learn to count on from any number between 11–20 and to count backwards. The children learn to associate each number with the value it represents. The children also learn comparative size (*small, smaller, big, bigger*), comparative length (*short, shorter, long, longer*), comparing capacity (*more and less*) and simple three-dimensional shapes.

In **Level 3**, the children learn numbers 10–100 in units of 10 (10, 20, 30, etc). They also learn counting on in 10s and counting back in 10s. The children are introduced to concepts such as time and measurement, for example comparative and superlative measurement (*long, longer and the longest; heavy, heavier and the heaviest*), and continue to explore three-dimensional shapes.

Science – Lessons 5 and 6 in each Unit

The children are introduced to everyday Science topics to help them understand their world. Sometimes your child may be asked to collect items to take to school, or observe things at home with you and draw a picture or complete a chart.

In **Level 1**, the Science topics include: types of animal, how they move (*swim, fly and hop*), types of body covering (*feathers, scales, fur*), animal noises, animal families, human families, textures (*soft and hard*), magnification, states such as *cold and hot, wet and dry*, and how the weather produces rainbows and shadows.

In **Level 2**, the topics include: animal homes and families, substances and their properties (*glass, wood, plastic, metal and paper, bendy and not bendy*), movement (*up, down, round and round, side to side, bounce, roll, slide*), forces (*push and pull*), healthy and unhealthy food and where our food comes from.

In **Level 3**, the children learn about day and night time animals, transport and what vehicles move on (*roads, rails, water*), processes such as making bread, farm animals and where our food comes from, mixing primary colours, objects that float and sink, and the importance of physical activity and a healthy lifestyle.

Values – Lesson 7 in each Unit

In all three levels, the children look at common situations (in school or with the family) and talk about them with their teacher in their own language. The children look at the pictures on the Values page and decide which shows the best way to behave. Sometimes your child will be given a homework task to complete with you at home.

In **Level 1**, the children explore good listening in class, being tidy in class and at home, sharing toys and being a good friend, kindness to pets, washing hands and going to bed without a fuss.

In **Level 2**, the children explore remembering and naming their things, recycling paper, playing nicely together, table manners, being considerate in the park, healthy eating and being polite when receiving a gift.

In **Level 3**, the children explore keeping school things neat and clean, safety outside, dressing oneself, being polite: *please* and *thank you*, including others in play, safety in the kitchen, dropping litter, care of animals and being on time.

Art and craft – Lesson 8 in each Unit

Painting and craft activities are fun for children and they need to have opportunities to develop their creativity, express themselves using different materials, work with others and develop their fine motor skills. The Art and craft Lessons also provide a change of pace from active learning. All the Art and craft Lessons are linked to the Unit theme. Your child may be asked to draw and colour a picture or complete a craft project with you at home. You may be asked to collect items (for example, boxes, wool, fabric, newspapers) for future Art and craft classes.

In **Level 1**, the children make: a bookmark for their Pupil's Book, a class friendship tree, a jigsaw puzzle, a family picture, a wool ball, a bean shaker, a *Get well soon* card, a windsock, a butterfly and a starry-night picture.

In **Level 2**, the children make: a self-portrait, a pencil and pen pot, a shape collage, a paper t-shirt, a playground picture, some plasticine 'food', a paper plate mask, a climbing bug, an orange-tree collage and a picture of a firework display.

In **Level 3**, the children make: a booklet about themselves, a booklet about school, a model car, a shoelace-tying practice card, a *Thank you* card, a friendship poster, a collage monster, an underwater picture, a farm animal collage and a name poster.

Hide and Seek setting and characters

Hide and Seek has both illustrations and photographs. Lessons 1–4 in each Unit are always illustrated and feature the course characters, usually in school or at home and other familiar places.

The **Hide and Seek** characters are all the same age as your child and are experiencing Nursery school for the first time. You will see that the children are from different ethnic backgrounds and have to communicate with each other in English. This is a similar setting to many schools around the world today: mixed-nationality classes with children growing up in countries which are not necessarily their own. Everyone has to learn to be together happily and to treat each other with respect and kindness.

There are four child characters in **Level 1**: **Sam, Tarik, Dona** and **Lin**. In **Level 2** they are joined by **Pat** and **Sid** and in **Level 3** by **Roy** and **May**. The children are taught by **Miss Hill**, and the children's parents are included in family and home scenes and activities.

All the character names are short and 'decodable' – they are pronounced how they are spelled, so from Level 2 the children can quickly learn to read the characters' names for themselves.

The setting is deliberately not identifiable – an urban setting near the sea, somewhere in the world, so that children from different places can relate to the setting.

Rhymes: chants and songs

Each **Activity Book** has an **audio CD** in the back for parents to use with their children where indicated in the **Parent Booklet** notes. You will notice a number of chants and songs which you can enjoy with your child if you wish to. The chants and songs are presented in class in the **Pupil's Book** (if it is appropriate to include them) and repeated in the **Activity Book**. The chants and songs help the children to learn new vocabulary and language and are linked thematically with the **Pupil's Book** themes.

In **Activity Book 1**, there is a **Bedtime rhyme** (Lesson 8 of each Unit). This is a chant or song your child has already heard in class. The lyrics are printed in the **Activity Book** along with a picture to illustrate it which your child may colour. We are not expecting your child to be able to read the words as he/she has not started to read them in class time. The words are on the page for you, the parent or carer, to sing along to if you wish.

Your child will enjoy listening to and even singing along to the chant or song with you before bedtime. Don't worry if your child doesn't know the words – it doesn't matter. Don't worry if you don't know the words or can't read English well! The aim is to enjoy a song or chant together and spend time sharing the child's learning experience.

In **Levels 2 and 3**, the Bedtime rhymes are replaced with **Phonic rhymes** which provide speaking and reading practice. (See page 6.)

Hide and Seek early reading programme

Pupil's Books and learning to read

In **Level 1** the children learn the letter names of the English alphabet, and become familiar with lower and upper case letters and how they are formed correctly. The children do not actually do any reading of words at this level, but they do start to learn how to break down familiar words into individual sounds, for example: *cat* – *c-a-t*. The teacher will often practise this with known words, from Level 1 onwards, with the children, and he or she may use a toy to 'help' the children sound out words and then blend the individual sounds together to make the word, for example: *c-a-t* – *cat!*

In **Level 2** the letters of the alphabet are revisited, but this time phonics are introduced. The children learn a phonic value (sound) for each letter of the alphabet and the children start learning to read short *Vowel + Consonant* words, for example: *on* and *Consonant + Vowel + Consonant* words, for example: *cat*, which can be sounded out. Short words appear on the **Pupil's Book** and **Activity Book** pages for reading practice. The children learn one phonic sound for each letter in frequency groups with the most frequently used letters learnt first, for example: *s, t, p, a* rather than *a, b, c, d*.

English is not an easy language to read as words are not always pronounced in the same way as they are spelled, and sometimes a letter, or group of letters, can make more than one sound.

In **Hide and Seek Levels 2 and 3** you will see that words and sentences on the **Pupil's Book** pages are colour-coded: red and black.

Red letters in a word are for letter-sounds that the children know already.

Black letters in a word are for letter-sounds that the children do not know yet. Children are encouraged to try to read the words, using the sounds in red that they know to help them. They will hear the words, captions and speech bubbles first, and then learn to read them for themselves.

As children progress through the course, some words will change from black to red as all the letter-sounds in a word are learned.

Some words are always black. These are **sight words** or '**look and say**' words which are not pronounced as they are spelled. For example: *their, have, does, you, your, the*.

In **Levels 2 and 3**, the children will meet common sight words. These are printed on the last page of the **Activity Book** in **Level 2**, and on the last page of **Pupil's Book 3** and **Activity Book 3**. The children will practise the sight words for each Unit in class and will read them again at home with you.

Activity Books and learning to read

In **Level 1** the children learn to recognise and say the letter names of the alphabet and numbers between 0 and 10. There is no actual reading at this level.

Reading words starts in **Pupil's Book 2** and is carried over into **Activity Book 2** Lessons. In both **Levels 2 and 3** your child will read the words on the **Pupil's Book** and **Activity Book** pages and practise the **sight words** for each Unit (at the back of the Activity Book) in class and at home with you. There are parent-child activities, identified by this icon , in **Activity Books 2 and 3** to practise reading with your child and the **Parent Booklets** for each Level will help you.

In **Activity Books 2 and 3**, the letter-sounds (phonemes) in words the children know appear in the **Activity Book** colour (green in Level 2 and purple in Level 3). Unknown letter-sounds in words and sight words are in black.

Read over the words your child has learned in class, but do not go beyond the Lesson the child is currently working on. This would be frustrating and confusing for your child as it will contain letter-sounds that they have not met yet and vocabulary that is unfamiliar.

Similarly, the teacher will ask you sometimes to read a few sight words with your child from the back of the **Activity Book**. Again, it is important to just read those words the teacher has set, and perhaps those the child has already done, if the child wants to do so. Please do not try to introduce sight words in the units to come as the words will be unfamiliar to your child.

In **Levels 2 and 3**, the **Activity Books** feature a **Phonic rhyme** (Lesson 7 in each Unit). These are rhymes your child will listen to in class and, over time, learn to read them for him or herself. The Phonic rhymes are an opportunity to read and revise the decodable words the children have learned in the Unit and also practise some sight words in context. The illustration on the page supports the context of each rhyme.

We suggest that you listen to each Phonic rhyme with your child, when asked by the teacher, allowing your child to join in or read the rhyme if they wish to. The **Parent Booklets** provide parents with guidance on reading these rhymes with their child.

Encourage and praise all attempts at reading. Try not to over correct or to go ahead of the page in the **Activity Book**. We would also ask parents not to translate the words of the rhymes.

Hide and Seek early writing programme

Introduction

The **Hide and Seek Activity Books** provide the pencil-on-paper practice the children need to develop their pre-writing and early writing skills. The **Activity Books** also practise vocabulary and revisit the **Pupil's Book** Lesson topic.

Good posture and pencil grip

It is important that once children start learning pre-writing skills that they learn to hold a pencil correctly and to sit in a good position while writing.

Make sure your child sits straight and upright, facing the desk with his/her feet flat on the floor in front of him/her. Allow your child to hold the pencil in whichever hand is more comfortable for him/her. Right-handed children should have their books straight in front of them. Left-handed children may have their books at a slight angle. Children should use their non-writing hand to steady the paper.

Help your child to hold the pencil correctly. He/She should hold the pencil between the V-shape between the thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should also be able to move as needed to draw and write. Children should not grip the pencil too tightly.

Writing is mostly practised in the **Activity Books**.

In **Level 1**, the children learn pre-writing skills: how to hold a pencil correctly and good posture, and the fine motor skills required to make different pencil strokes to form the letters. The children will trace over different types of line: *wavy*, *zig-zag*, *curled* and *straight* and colour in illustrations, letters and numbers as preparation for writing. The children will also learn to recognise upper and lower case letters (for example: *a*, *A*, *g*, *G*).

Children of this age will include *emergent writing* in their play, for example: scribbles and lines which to them represent 'lists' or 'messages' to their brothers, sisters and parents. The children should not be discouraged from doing this – understanding that writing conveys meaning is an important part of learning, as is learning to hold a pencil and developing fine motor skills in readiness for real writing.

In **Level 2**, the children actually start learning to write the letters of the alphabet. The **example letters** in the **Pupil's Book** and the **Activity Book** show the correct letter starting point(s) and arrows to show the direction of the pencil strokes to form each letter correctly. The children will practise writing the letters in class on four-lined 'staves' to guide their writing. You, the parent or carer, will sometimes be asked to help your child continue the letter writing practice at home. Make sure your child copies the example letters correctly.

In **Level 3**, the children continue to develop their writing skills and start completing familiar words, writing labels, captions and short sentences for themselves. 'Staves' are provided again to support letter formation and size.

The teacher may set additional writing practice for the class using **Worksheets** to practise letter, word or sentence writing.

The **Parent Booklets** provide guidance on the parent-child writing activities you may be asked to do with your child at home. All parent-child activities in the **Activity Books** have a  symbol next to them.

Introduction

Being involved in your child's learning with **Hide and Seek** will not take much of your time, nor are you required to speak English. A positive, supportive attitude to your child's learning can be nurtured through taking an interest in their work, displaying artwork they have done or listening to their favourite songs and chants at home.

In the **Activity Books** you will notice an icon beside some of the activities.  These are activities which your child will do in class with the teacher and either finish or repeat at home with a parent. Children are always proud to show what they have learned and like to share their experiences with their families at home. The **Activity Book** has an **audio CD** in the back inside cover with all the recorded **Activity Book** tasks on it, including the Rhymes (chants and songs). Your child may sometimes have a **Worksheet** to complete at home with you. This may be a writing task, or a practical activity to complete with a parent or carer.

There is also a **Community Project** each year, which your child's school may or may not decide to do. The project aims to reach out to families and the wider community with something the children have done, or can be achieved together.

This **Parent Booklet** provides guidance on the homework activities you may be asked to help with in Level 1.

Ways to help your child

Parents are very busy people, but if you can:

- Ask your child if he/she has anything to do at home and check that homework is completed. Praise all efforts and completed work.
- Try to find some time to sit with your child and complete the task with him or her. It should be fun and is a way of sharing school life and supporting his/her learning. The tasks should never be seen as a test – just a way of doing some English at home.
- Provide a quiet place with a suitable table and chair where your child can do his/her English activities.
- Encourage your child to hold the pencil correctly and to have good posture when writing. (See page 7 for details.)
- Praise and encourage your child in all his/her efforts.
- Only do as much or as little as your child can take without getting bored, restless or upset.
- Try not to over-correct your child, even if he/she makes lots of mistakes. It is important for a child to try and experiment with the language. Children thrive on a sense of achievement, not on a sense of failure, or fear of making a mistake.
- Avoid going ahead of the class in the **Pupil's Book** or the **Activity Book**. Children can get very confused or disheartened if they are asked to do something that is unfamiliar and new.
- Try not to translate the words and rhymes on the page. We would like the children to learn English by understanding the context or by using a visual support; for example, the picture or photo, a flashcard or poster.
- Try not to expect too much from your child. Young children learn quickly, but they forget very quickly, too! They will need a lot of revision, practice and time to learn a new language.
- Set aside the items you may be asked to collect in plenty of time.

Unit 1 Aims and objectives

Unit title: *Hello*

English

- **Literacy:** recognise and name the letters *a* and *b* (Activity Book: recognition of *a/A* and *b/B*)
- **Language and communication**
 - Make greetings and introductions:** *Hello! This is ... ; I'm ...*
 - Describe and classify people and things:** Statements with *be*: *I'm a ... ; He's/She's a ... ; We're ... /They're ...* + plural nouns; *This is (a) ... /This isn't (a) ... ; There is/are ... ; Yes/No* questions with *be*; *Is this ... ? ; Is he/she a ... ? Are you a ... ? Are they ...* + plural nouns?; *Yes/No*

Maths

- **Numbers and counting:** count to 7; recognise and say the number 7; discriminate between 1 and lots
- **Shape, space and measure:** recognise and name a *circle*

Understanding the world (Science)

- **Sort into groups:** as *boy(s)* or *girl(s)*

Values and social behaviour

- **Classroom rules:** listening

Expressive arts

- **Using media and materials:** make a bookmark for use in class

Parent-child activities

Lesson 1 Pupil's Book page 4

Your child has met the course characters *Miss Hill, Sam, Tarik, Lin* and *Dona*. Look at the Pupil's Book with them. Ask 'Who's this?' and point to each character. Don't expect him/her to remember all the names.

Activity Book page 6

Listen, point and say. **AB 2**)))

Play the audio track. Encourage your child to say the characters' names.

Lesson 2 Activity Book page 7

Rhyme: **Alphabet [to a, b] AB 5**))) [Chant]

Your child is learning the alphabet letters *a* and *b*. Play the chant and encourage your child to join in. Don't worry about any mistakes!

Lesson 3 Pupil's Book page 6

Your child has learnt the number 1 in English. Encourage him/her to count to 1 at home.

Activity Book page 8

Rhyme: **Numbers [to 1] AB 6**))) [Chant]

Play the chant with your child. Encourage him/her to join in.

Lesson 4 Activity Book page 9

Listen, point and say. **AB 7**)))

Play the audio track and encourage your child to point to the correct picture. Then repeat what he/she hears on the audio after each chime.

Lesson 5 Pupil's Book page 8

Your child is learning to differentiate between girls and boys. Point to pictures in the Pupil's Book, and then real people in your family, and ask 'Boy or girl?'

Activity Book page 10

Find and point.

Your child points to each letter at the bottom of the page, (*a, A, b, B*) and says each letter's name.

Lesson 6 Activity Book page 11

Find and circle.

Your child points to the number, letters and the shape hidden in the pictures along the bottom of the page and tells you what they are (*1, a, A, b, B* and *a circle*).

Lesson 7 Pupil's Book page 10

Your child has learnt the importance of good listening in the **Values Lesson**. Encourage him/her to listen to you at home, too. Your child may have drawn a picture of classroom rules that they have talked about in class.

Activity Book page 12

Look and draw.

Your child tells you which children in the photo are good pupils because they are listening to the teacher.

Lesson 8 Activity Book page 13:

My bedtime rhyme

Rhyme: **Goodbye AB 10**))) [Song]

Every Activity Book Unit finishes with a song or chant which you can play to your child at bedtime. When your child is ready for bed, play the audio track and enjoy the song together.

Unit 2 Aims and objectives

Unit title: *My body*

English

- **Literacy:** recognise and name the letters *c* and *d* (Activity Book: recognition of *c/C* and *d/D*)
- **Language and communication**
 - Make questions and statements about objects:** *What's this?; Is this a/an ...?; Is this the ...?; It's a/an ...; Yes, it is./No it isn't.; It's (Name)'s ...*
 - Make statements with *have*:** *(A monkey) has ... (A snake) doesn't have ...*
 - Make statements with action verbs:** *(Birds) fly*

Maths

- **Numbers and counting:** count to 3; recognise and say the numbers 2 and 3; identify 2 and 3 using objects or pictures
- **Shape, space and measure:** recognise and name *a square*

Understanding the world (Science)

- **The natural world:** begin to understand our bodies

Values and social behaviour

- **Health and hygiene:** washing hands

Expressive arts

- **Using media and materials:** make a friendship tree

Parent-child activities

Lesson 1 Activity Book page 14

Listen, point and say. AB 11)))

Listen to the audio track with your child and encourage him/her to repeat the parts of the body after each chime on the track.

Lesson 2 Pupil's Book page 13

Your child is learning some parts of the body. Point to his/her *arm*, *leg* and *head* and encourage him/her to name them in English.

Activity Book page 15

Rhyme: *Alphabet* [to *c, d*] AB 14))) [Chant]

Your child is learning the English alphabet up to *d*. Play the chant and encourage him/her to join in.

Lesson 3 Pupil's Book page 14

Your child is learning to recognise *squares* and *circles*. Help your child find examples of these shapes around your home.

Activity Book page 16

Rhyme: *Numbers* [to 2] AB 15))) [Chant]

Play the audio track and encourage your child to join in. Praise and encourage all attempts!

Lesson 4 Activity Book page 17

Rhyme: *Numbers* [to 3] AB 16))) [Chant]

Play the audio track for your child to join in. Congratulate him/her for learning to count to 3 in English! Don't worry if he/she makes mistakes. Praise and correct him/her gently.

Lesson 5 Activity Book page 18

Listen, point and say. AB 17)))

Play the audio track. Your child may point to the correct body part on the monkey. Praise all efforts!

Lesson 6 Pupil's Book page 17

Your child is learning the verbs: *swim*, *fly*, *hop*, *walk* and *run*. Say each of these verbs and encourage your child to mime the actions.

Lesson 7 Pupil's Book page 18

Your child is learning the importance of washing hands in the **Values Lesson**. Make sure your child washes his/her hands at home before handling food or eating and after visiting the bathroom.

Activity Book page 20

Look and circle.

Encourage your child to point to the photos on the page and say if the children's hands are clean or dirty.

Lesson 8 Activity Book page 21:

My bedtime rhyme

Rhyme: *My body* (verse 1) AB 20))) [Song]

Play this song to your child at bedtime. Your child may join in. Praise all efforts and sing along too, if you can.

Unit 3 Aims and objectives

Unit title: *Our classroom*

English

- **Literacy:** recognise and name the letters *e* and *f* (Activity Book: recognition of *e/E* and *f/F*)
- **Language and communication**
Describe singular and plural objects: *There's a ...; There's one; There are ...; Triangles have ...; These are ...*
Use adjectives with nouns: *blue chair; five books*

Maths

- **Numbers and counting:** count to 5; recognise and say the numbers 4 and 5; identify 4 and 5 using objects or pictures

- **Shape, space and measure:** recognise and name a *triangle*

Understanding the world (Science)

- **The natural world:** understand and sort by size: *big, small* and weight: *heavy, light*

Values and social behaviour

- **Being responsible:** be tidy

Expressive arts

- **Using media and materials:** make a jigsaw

Parent-child activities

Lesson 1 Activity Book page 24

Listen, point and say. AB 21)))

Play the audio track. Encourage your child to point to the correct picture as they listen and repeat the item(s) after each chime.

Lesson 2 Activity Book page 25

Rhyme: Alphabet [to e, f] AB 24))) [Chant]

Your child is learning the English alphabet to *f*. Play the chant and listen to him/her say the letters. Don't worry if he/she makes mistakes. Correct gently if you can, and let him/her continue.

Lesson 3 Pupil's Book page 22

Your child is learning to identify *triangles*. Ask him/her to point to the *triangles* in the picture on page 22.

Activity Book page 26

Rhyme: 1, 2. How are you? [to 4] AB 26))) [Chant]

Encourage your child to count to 4 in English. Play the chant for him/her to join in. Remember to praise all efforts!

Lesson 4 Activity Book page 27

Listen, look and say. AB 28)))

Your child is learning to count up to 5 in English and to answer the question *How many?* Play the audio track and see if your child can answer the questions correctly. Don't worry about mistakes. Correct gently and let your child continue.

Lesson 5 Pupil's Book page 24

Your child is learning the difference between *big* and *small*. Point to things around the home and ask '*Big or small?*'

Activity Book page 28

Find and say.

Help your child to find the letters hidden in the pictures along the bottom of the page. Can he/she tell you the names of all the letters (*c, e, a, d, b, f*)?

Lesson 6 Pupil's Book page 25

Your child is learning the difference between *heavy* and *light*. Go around your home together and allow your child to pick up small, safe objects and say if they are *heavy* or *light*.

Lesson 7 Activity Book page 30

Game: Let's tidy up!

Your child is learning about the importance of being tidy and tidying up in the **Values Lesson**. Check his/her bedroom: if it's tidy congratulate him/her; if it's untidy, encourage him/her to tidy up.

Lesson 8 Activity Book page 31: *My bedtime rhyme*

Rhyme: Wash AB 19))) [Song]

Play this song to your child at bedtime.

Unit 4 Aims and objectives

Unit title: *My family*

English

- **Literacy:** recognise and name the letters *g* and *h* (Activity Book: recognition of *g/G* and *h/H*)
- **Language and communication**
 - Make statements about family relationships:** *That's my/his/her ...; baby, mummy, daddy; sister, brother, parents; children*
 - Make statements and questions with possessives:** *my (brother/sister); His/Her name is ...; What's his/her name?*
 - Make statements about relative position:** *That's a ...*
 - Ask and answer questions:** *What colour is this?; What shape is this?; What noise does a ... make?; Who's this?; Who's that?; Is it ...?*

Maths

- **Numbers and counting:** understand the concept of *zero*
- **Shape, space and measure:** comparison: *tall* and *small*

Understanding the world (Science)

- **The natural world:** animal mothers and babies; families around the world

Values and social behaviour

- **Being responsible:** Help others

Expressive arts

- **Using media and materials:** draw and colour a family picture
- **Advanced preparation:** Your child will need to take a photo of your family (if this is appropriate) to take into class to talk about.

Parent-child activities

Lesson 1 Activity Book page 32

Listen, point and say. AB 30)))

Play the audio. Encourage your child to point to the characters and repeat their names after each chime.

Lesson 2 Pupil's Book page 28

Your child is learning to say *family, brother* and *daddy*. Help him/her to use these words to identify people in your family.

Activity Book page 33

Rhyme: *Alphabet [to g, h]* AB 34))) [Chant]

Your child is learning the English alphabet to *g*. Play the chant and encourage your child to join in. Don't worry if he/she makes mistakes. Correct, if you can, and let him/her continue.

Lesson 3 Activity Book page 34

Listen, point and say. AB 35)))

Play the audio track. Your child listens to the question *How many fish?* and its answer. He/She points to the circle with that number of fish in it. Your child then hears the answer again and repeats it after the chime.

Lesson 4 Activity Book page 35

Listen, point and say. AB 36)))

Play the audio track. Your child points to the correct picture and repeats each sentence after the chime.

Lesson 6 Pupil's Book page 33

Your child is learning about different families. Look at Pupil's Book page 33 with him/her and talk about the families. Identify *mummy, daddy* and *children*. Point to each photo in turn and ask '*How many children?*'

Lesson 7 Pupil's Book page 34

Your child is learning about the importance of helping at home in the **Values Lesson**. Encourage him/her to help you tidy up.

Activity Book page 38

Rhyme: *Values AB 9*))) [Song]

This is the song your child hears and sings at the start of every **Values Lesson**. Play it for him/her to sing and do the actions.

Lesson 8 Activity Book page 39: *My bedtime rhyme*

Rhyme: *My family AB 37*))) [Song]

Play the song to your child at bedtime. He/She may want to sing along.

Unit 5 Aims and objectives

Unit title: *My toys*

English

- **Literacy:** recognise and name the letters *i* and *j* (Activity Book: recognition of *i/I* and *j/J*)
- **Language and communication**
Make questions and statements about location and relative position: *Where's the ...? Where are the ...?; Here; Over there; On the ...; In the ...*
Make requests and respond politely: *Please can I ...?; Here you are.; Thank you.*

Maths

- **Numbers and counting:** count to 6; recognise and say the number 6; identify 6 using objects or pictures

- **Understanding order:** *first, next, before, after*
Count forwards and backwards from 0–5

Understanding the world (Science)

- **Sort into groups:** *hard or soft*
- **Distinguish between living and non-living things:** *real and not real*

Values and social behaviour

- **Developing relationships:** learn to share

Expressive arts

- **Using media and materials:** make a ball for class games

Parent-child activities

Lesson 1 Activity Book page 42

Listen, point and say. AB 39)))

Play the audio track. Your child points to the plane or the car and repeats what he/she hears after each chime.

Lesson 2 Activity Book page 43

Rhyme: *Alphabet [to i, j]* AB 42))) [Chant]

Your child is learning the English alphabet to *j*. Play the chant and encourage him/her to join in. Praise all efforts!

Lesson 3 Activity Book page 44

Rhyme: *Numbers [to 5]* AB 27))) [Chant]

Play the chant and encourage your child to join in. Hold up your fingers. Show 1, 2, 3, 4 or 5 fingers, your child says the correct number. Don't worry about any mistakes. Correct gently if you can, and continue.

Lesson 4 Pupil's Book page 39

Your child is learning about the *position of objects* using *on* and *in*. Go around your home asking your child 'Where's the ...?' for things that are *on* or *in* another object. For example: 'Where's the book?', 'Where's the doll?'

Activity Book page 45

Listen, point and say. AB 45)))

Play the audio track. Your child points to the correct picture and repeats after each chime.

Lesson 5 Activity Book page 46

Find and circle.

Your child points to the letters hidden in the pictures on the right and says the letter names (*i, l, j, J*).

Lesson 6 Activity Book page 47

Listen and point. Then say. AB 46)))

Your child is learning to tell the difference between *real animals* and *objects* and *toys*. Play the audio track and ask him/her to point to the correct number and picture. Then he/she repeats the answer to the question 'Is it real or is it a toy?' after each chime.

Lesson 7 Pupil's Book page 42

Your child is learning about sharing in the **Values Lesson**. Encourage him/her to share with brothers, sisters and/or friends.

Community project

The school may wish to set up a toy library with toys that the children have outgrown/don't play with. This is a fun project which will bring the school and families together, giving the children different toys to borrow and play with at home. Please donate any toys in good condition, but don't donate anything that: is outside the children's age group, has sharp edges or small parts that could cause injury or choking, or is broken or likely to break when played with by very small children.

Activity Book page 48

Rhyme: *Values* AB 9))) [Song]

Play the song and encourage your child to join in and do the actions. Don't worry if your child does not know all the words. Praise all efforts!

Lesson 8 Activity Book page 49: *My bedtime rhyme*

Rhyme: *Helping others (verse 1)* AB 48))) [Chant]

Play this chant to your child at bedtime.

Unit 6 Aims and objectives

Unit title: *Our senses*

English

- **Literacy:** recognise and name the letters *k* and *l* (Activity Book: recognition of *k/K* and *l/L*)
- **Language and communication**
Statements and questions with *can*: *I can see a ...; I can hear a ...; Can you see/hear a ... /something? What can you see/hear?*
Statements and questions about properties: *It's loud; Is it blue? What colour is it/the ... ?*
Statements with *always + verb*: *Always hold hands.*

Maths

- **Numbers and counting:** count to numbers *6* and *7*; recognise and say the numbers *6* and *7*; identify *6* and *7* using objects or pictures; identify the number that is *one more/less* than a given number to *7*; count forwards and backwards to *7*

- **Shape, space and measure:** recognise different line shapes: *straight, curved, wavy, zig-zag*

Understanding the world (Science)

- **The natural world:** different body parts (*eyes, ears*); different animals make different sounds; begin to identify different sounds in the environment

Values and social behaviour

- **Being responsible:** walk safely outside

Expressive arts

- **Using media and materials:** make and decorate a shaker
- **Explore sounds and rhythm:** using a shaker

Parent-child activities

Lesson 1 Activity Book page 50

Listen, point and say. AB 49)))

Play the audio track for your child to point to each picture and repeat what he/she hears after each chime.

Lesson 2 Pupil's Book page 45

Your child is learning the question: *What colour is it?* with the colours *red, blue, yellow* and *green*. Point to things around your home which are any of these colours and ask '*What colour is it?*'

Activity Book page 51

Rhyme: *Alphabet* [to *k, l*] AB 52))) [Chant]

Your child is learning the English alphabet to *l*. Play this chant and encourage him/her to join in.

Lesson 3 Activity Book page 52

Rhyme: *1, 2. How are you?* [to *6*] AB 53))) [Chant]

Your child is learning to count to *6*. Play the audio track and encourage your child to join in. Praise all efforts.

Lesson 4 Pupil's Book page 47

Your child is learning to identify a *circle, square* and *triangle*. Look around your home and see if your child can find examples of any of these shapes.

Activity Book page 53

Rhyme: *Numbers* [to *7*] AB 54))) [Chant]

Your child is learning to count to *7*. Play the audio track and encourage your child to join in.

Lesson 6 Pupil's Book page 49

Your child is learning to describe the sounds he/she can hear around him/her in English. For example: *a car, a plane, a motorbike, a train, a fire engine*. Open a door or a window (if you can usually hear traffic noises) and ask your child '*What can you hear?*'

Activity Book page 55

Point and say.

Your child points to each number on the items on the washing line and says them out loud.

Lesson 7 Pupil's Book page 50

Your child is learning about being safe outside in the **Values Lesson**. When walking in the street with your child, ensure that he/she holds your hand, waits at the curb to cross the road with you, looks and listens for cars, does not pull at your hand or run away from you.

Activity Book page 56

Rhyme: *Wait, look, listen* AB 58))) [Chant]

Play the chant for your child to join in and do the actions.

Lesson 8 Activity Book page 57: *My bedtime rhyme*

Rhyme: *I can see colours* AB 59))) [Song]

Play the song to your child at bedtime.

Unit 7 Aims and objectives

Unit title: *How are you?*

English

- **Literacy:** recognise and name the letters *m* and *n* (Activity Book: *recognition of m/M and n/N*)
- **Language and communication**
Make greetings and socialise: *How are you?; Are you OK?; I'm fine, thank you.; Oh dear.; I'm sorry.; That's nice.; Oh, good!*
Express feelings: *I'm/She's/He's happy/sad/ill/fine/well.*

Maths

- **Numbers and counting:** count to 9; recognise and say the numbers 8 and 9; identify 8 and 9 using objects or pictures; count items arranged in two groups by counting on

- **Shape, space and measure:** recognise and name a *rectangle*; recognise shapes as *same* or *different*

Understanding the world (Science)

- **Sort foods into groups:** *hot* or *cold*
- **The natural world:** learn how materials can change in different conditions (*melting* and *freezing*)

Values and social behaviour

- **Making relationships:** be a good friend

Expressive arts

- **Using media and materials:** make a card to send to a friend
- **Being imaginative:** draw a picture of being a good friend

Parent-child activities

Lesson 1 Activity Book page 60

Find, colour and count.

Your child counts the letter *m* four times in the picture at the bottom of the page and says 'm' each time.

Lesson 2 Pupil's Book page 53

Your child is learning to express how he/she feels. Ask him/her 'How are you?' every day when he/she comes home from school. He/She may reply 'I'm fine/happy/sad/ill'. Praise all efforts.

Activity Book page 61

Rhyme: *Alphabet* [to *m, n*] AB 63))) [Chant]

Your child is learning the English alphabet to *n*. Play the chant for him/her to join in. Don't worry about mistakes. Correct gently if you can, and let him/her continue.

Lesson 3 Activity Book page 62

Rhyme: *Numbers* [to 8] AB 64))) [Chant]

Your child is learning to count to 8. Play the chant for him/her to join in. Count to 8 with him/her if you can.

Lesson 4 Pupils Book page 55

Your child is learning about *rectangles*. Go around your home and see if your child can find objects that are a *rectangle* in shape.

Activity Book page 63

Rhyme: *Numbers* [to 9] AB 65))) [Chant]

Your child is learning to count to 9. Play the chant for him/her to join in. Count to 9 with him/her if you can.

Lesson 5 Pupil's Book page 56

Your child is learning about *hot* and *cold food*.

Do the Worksheet (if set for homework) with him/her. Help your child to find pictures of hot and cold food from newspapers and magazines and cut them out for him/her to stick onto the Worksheet.

Lesson 6 Pupil's Book page 57

Your child is learning how to make a *lolly* out of yogurt. Look at the pictures in the Pupil's Book with your child. Encourage him/her to point to the pictures in the correct order. (They are not in the correct order in the book.) Follow the procedure in the pictures to make your lolly.

Activity Book page 65

Find and count.

Your child can show you where there are 8 smiley faces hidden in the picture. Then help him/her to count them.

Lesson 7 Pupil's Book page 58

Your child is learning about being a good friend in their **Values Lesson**. Encourage him/her to be a good friend and/or brother/sister at home.

Activity Book page 66

Rhyme: *Good friends* AB 66))) [Song]

Your child is learning this song about being a good friend. Play the song. Praise all efforts and enjoy the song together.

Lesson 8 Activity Book page 67: *My bedtime rhyme*

Rhyme: *We're happy (verse 1)* AB 67))) [Song]

Play the song to your child at bedtime.

Unit 8 Aims and objectives

Unit title: *Weather*

English

- **Literacy:** recognise and name the letters *o, p, q, r* (Activity Book: recognition of: *o/O, p/P, q/Q* and *r/R*)
- **Language and communication**
Make questions and answers about the weather: *What's the weather like?; Is the weather nice?; It's (a) hot/cold/sunny/cloudy/wet/windy/bad (day).*

Maths

- **Numbers and counting:** count to *10*; recognise and say the number *10*; identify *10* using objects or pictures; count up to *10* items arranged in two groups by counting on

- **Data handling:** identify how two or more objects are *the same*

Understanding the world (Science)

- **The natural world:** explore different weather conditions; explore what causes water to evaporate

Values and social behaviour

- **Being responsible:** save water

Expressive arts

- **Using media and materials:** make and decorate a windsock or a fan

Parent-child activities

Lesson 1 Activity Book page 68

Listen, point and say. AB 68)))

Play the audio track. Your child listens and points to the correct picture. Then he/she repeats the answer after each chime.

Lesson 2 Pupil's Book page 61

Your child is learning about the weather. Look out of the window and ask 'What's the weather like?' Encourage your child to answer in English. He/She can draw a picture of him/herself and decide what type of weather to draw in the picture. Talk about the picture.

Activity Book page 69

Rhyme: Alphabet [to *q, r*] AB 71))) [Chant]

Your child is learning the English alphabet to *r*. Play the chant and encourage him/her to join in.

Lesson 3 Activity Book page 70

Rhyme: Numbers [to *10*] AB 72))) [Chant]

Your child can now count to *10* in English! Play the chant for him/her to join in. Say different numbers between *1* and *10*, your child claps his/her hands the correct number of times.

Lesson 4 Activity Book page 71

Find, point and say.

Help your child find the numbers *1* to *10* hidden in the pictures at the top of the page, point to them and say the numbers (*7, 9, 1, 5, 6, 2, 10, 4*).

Lesson 5 Activity Book page 72

Point and say.

Encourage your child to point to the letters hidden in the pictures at the top of the page and say the letter names (*o, P, q, n*).

Lesson 6 Pupil's Book page 65

Your child is learning about *wet* and *dry* and how things dry. If you have the opportunity, he/she could help with putting clothes outside to dry, or help put the wet clothes in the drier.

Activity Book page 73

Trace and say.

Encourage your child to point to the numbers at the bottom of the page and say them.

Lesson 7 Pupil's Book page 66

Your child is learning about saving water in the **Values Lesson**. He/She must turn off the tap while brushing his/her teeth. Complete the Worksheet (if set) with your child when he/she has done this.

Activity Book page 74

Point and say.

This **Values Lesson** is about saving water. Your child points to the photos and says *good* or *bad*.

Lesson 8 Activity Book page 75:

My bedtime rhyme

Rhyme: *The sun has got his hat on!* AB 75))) [Song]

Play this song to your child at bedtime.

Unit 9 Aims and objectives

Unit title: *Our pets*

English

- **Literacy:** recognise and name the letters *s, t, u* and *v* (Activity Book: recognition of *s/S, t/T, u/U* and *v/V*)

- **Language and communication**

Ask and answer simple questions: *What's that?; It's a cat.*

Give and respond to warnings: *Be careful!; Don't touch ...*

Give and respond to positive and negative instructions: *Feed ...; Don't hurt ...; Always give (water).*

Give information about possession: *It's Lin's cat.*

Make simple descriptions of objects or processes: *Fish have scales; First, fold ... , then paint ...*

Maths

- **Numbers and counting:** consolidation of numbers 0–5; identifying *one more* and *one less*
- **Geometry and measures:** recognise the position of an object: *in, on, under*

Understanding the world (Science)

- **The natural world:** begin to know that different organisms have different body forms; begin to know that we can use inventions to help us make observations

Values and social behaviour

- **Being responsible:** care for pets

Expressive arts

- **Using media and materials:** paint a symmetrical butterfly

Parent-child activities

Lesson 1 Activity Book page 78

Listen, point and say. AB 76)))

Play the audio track for your child to point to each picture and repeat what he/she hears after each chime.

Lesson 2 Activity Book page 79

Rhyme: Alphabet [to u, v] AB 79))) [Chant]

Your child is learning the English alphabet to *v*. Play the chant for your child to join in.

Lesson 3 Pupil's Book page 70

Your child is learning *one more* and *one less*. Play with toys like bricks and encourage your child to count them, add *one more* and then count them again. Then do the same with *one less* by counting up the objects, taking one away and asking your child to count them again. Use no more than 10 of an item.

Activity Book page 80

Listen, point and say. AB 81)))

Play the audio track for your child to listen. Encourage him/her to point to the correct brick pile and repeat what he/she hears after each chime.

Lesson 4 Activity Book page 81

Listen, point and say. AB 82)))

Play the audio track. Your child listens and points to the correct teddy. Then encourage him/her to repeat the sentence after each chime.

Lesson 5 Pupil's Book page 72

Your child is learning about making small things look big using a magnifying glass. If you have a magnifying glass, allow your child to experiment with it around your home and when you are outdoors.

Activity Book page 82

Point and say.

Your child is learning about animals in this Unit. Point to one of the photos and ask 'What is it?' Elicit '(It's) a cat/snake/bird (parrot)'. Don't worry if he/she makes mistakes, or does not answer in a full sentence. Correct gently and ask the question again.

Lesson 6 Activity Book page 83

Rhyme: Numbers [to 10] AB 72))) [Chant]

Play the audio track and encourage your child to point to the numbers on the lizards at the bottom of the page as he/she counts.

Lesson 7 Pupil's Book page 74

Your child is learning to be kind to pets in the **Values Lesson**. Next time you and your child are around pets, make sure he/she is kind and respectful to them, e.g. picks the animal up gently, does not tease it, pull the animal's tail, hit it or play roughly.

Activity Book page 84

Listen, point and say. AB 83)))

Play the audio track, your child points to the correct picture. He/She then repeats the phrase after each chime.

Lesson 8 Activity Book page 85:

My bedtime rhyme

Rhyme: 1, 2 How are you? [to 10] AB 84))) [Chant]

Your child can now count up to 10 in English. Play the chant to them at bedtime. Your child may wish to join in.

Unit 10 Aims and objectives

Unit title: *Day and night*

English

- **Literacy:** recognise and name the letters *w, x, y* and *z* (Activity Book: recognition of *w/W, x/X, y/Y* and *z/Z*)
- **Language and communication**
Ask and answer questions about day and night: *What can you see?; What can you hear?; Everyone is (asleep).*
Give simple descriptions: *It's noisy/quiet, etc.;* *(There are) lots of cars; The sky is ...*
Give simple explanations: *Sunny and raining, rainbow!; Night, all dark.*

Maths

- **Numbers and counting:** count to *10*; recognise and say the number *10*; identify *10* using objects or pictures; count up to *10* items arranged in three groups by counting on

- **Shape, space and measure:** identify common two-dimensional shapes (*square, rectangle, triangle, circle*) within larger pictures; describe their properties

Understanding the world (Science)

- **The natural world:** explore what makes a rainbow; explore shadows and how they change in different conditions; know that it is dangerous to look at the sun

Values and social behaviour

- **Making choices:** good bedtime behaviour

Expressive arts

- **Being creative:** make a starry-night picture

Parent-child activities

Lesson 1 Activity Book page 86

Listen, point and say. AB 85))) [Chant]
Play the audio track. Your child points to each picture on the left of the page and repeats what he/she hears after each chime.

Lesson 2 Activity Book page 87

Rhyme: Alphabet [to y, z] AB 88))) [Chant]
Your child has learnt all of the English alphabet. Play the chant and listen to him/her sing the alphabet the whole way through. Don't worry about any mistakes.

Lesson 3 Activity Book page 88

Listen, point and say. AB 89)))
Play the audio track. Your child listens, points to the toys and repeats what he/she hears after each chime.

Lesson 4 Pupil's Book page 79

Your child is revising the names of shapes in English (*triangle, circle, square, rectangle*) and looking at pictures made out of these shapes. See if he/she can draw a picture or make a collage with these shapes. Encourage your child to talk about his/her picture.

Activity Book page 89

Listen, point and say. AB 90)))
Play the audio track. Your child points to the 'shape car' at the top of the page and says the names of the colours and the shapes that he/she hears and repeats them after each chime.

Lesson 5 Pupil's Book page 80

Your child is learning about rainbows. Look at the Pupil's Book with him/her. See how much he/she can tell you about rainbows in English. (For example, the colours in a rainbow, or that the rainbow needs rain and sun together.)

Lesson 6 Activity Book page 91

Rhyme: Alphabet [to y, z] AB 88))) [Chant]
Play the *Alphabet* chant. Encourage your child to join in. Congratulate him/her for learning all of the alphabet! Don't worry about any mistakes. Praise all efforts!

Lesson 7 Pupil's Book page 82

Your child is learning about good behaviour at bedtime in the **Values Lesson**. Please complete the Worksheet (if set by the teacher) for your child to return to school.

Activity Book page 92

Look and circle.
Look at the photos with your child. Talk about what is good behaviour at bedtime and what is not.

Lesson 8 Activity Book page 93: *My bedtime rhyme*

Rhyme: Twinkle, twinkle, little star! AB 91))) [Song]
Play this nursery rhyme to your child at bedtime. Congratulate him/her on everything he/she has learnt in English this year.