

Map of the book

| Hello! (pages 4–7) | |
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| Vocabulary Gina, Polly, Leo, Mike | Chant: Grammar Hello! I'm (Jo). |
| ▶ Total physical response: Stand up, sit down, say 'hello' | ▶ Song: Hello! |

| 1 My class (pages 8–15) | | | | |
|---|---|--|---------------------------------|---------------------------------------|
| Vocabulary bag, pencil, book, chair | Chant: Grammar Look! It's my (chair). | Story and value <i>The chair</i> Saying sorry | CLIL School behaviour | Thinking skills Classifying |
| ▶ Total physical response: Hands up, hands down, clap your hands | | | ▶ Song: In the classroom | |

| 2 My colours (pages 16–23) | | | | |
|--|---|--|--|---|
| Vocabulary red, blue, green, yellow | Chant: Grammar It's (yellow). | Story and value <i>The painters</i> Cheering someone up | CLIL Rainbow colours | Thinking skills Testing predictions |
| ▶ Total physical response: Show me something red, show me something green, show me something yellow | | | ▶ Song: Stand up and paint with me! | |

| 3 My family (pages 24–31) | | | | |
|---|--------------------------------------|--|-----------------------------------|------------------------------------|
| Vocabulary dad, mum, brother, sister | Chant: Grammar Who's this? | Story and value <i>Family and friends</i> Caring about family and friends | CLIL Understanding age | Thinking skills Ordering |
| ▶ Total physical response: Go to sleep, wake up, give your dad a hug | | | ▶ Song: Rosemary, Rosemary | |

| 4 My toys (pages 32–39) | | | | |
|--|--|--|--------------------------------|-----------------------------------|
| Vocabulary ball, car, puzzle, doll | Chant: Grammar I've got a (car). | Story and value <i>The puzzle</i> Helping | CLIL Big and small | Thinking skills Sorting |
| ▶ Total physical response: Throw your ball, catch your ball, oh no, tidy up | | | ▶ Song: I've got a ball | |

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| 5 My numbers (pages 40–47) | | | | | | | | | |
| Vocabulary one, two, three, four | | Chant: Grammar one book, two books | | Story and value <i>Where's Polly?</i> Playing together | | CLIL Quantity | | Thinking skills Describing with numbers | |
| ▶ Total physical response: Four, three, two, one | | | | | ▶ Song: Sing some more | | | | |
| 6 My pets (pages 48–55) | | | | | | | | | |
| Vocabulary bird, rabbit, fish, cat | | Chant: Grammar What is it? | | Story and value <i>The cat</i> Working as a team | | CLIL Species | | Thinking skills Making deductions | |
| ▶ Total physical response: Jump, walk, fly, swim | | | | | ▶ Song: What is this? | | | | |
| 7 My food (pages 56–63) | | | | | | | | | |
| Vocabulary pasta, salad, rice, cake | | Chant: Grammar I like (rice). | | Story and value <i>The cake</i> Sharing | | CLIL Solids and liquids | | Thinking skills Focusing on detail | |
| ▶ Total physical response: Look! Pasta, eat the pasta, it's lovely, wash your face | | | | | ▶ Song: I like lovely lunch! | | | | |
| 8 My clothes (pages 64–71) | | | | | | | | | |
| Vocabulary T-shirt, trousers, dress, shoes | | Chant: Grammar I don't like (the purple dress). | | Story and value <i>The party</i> Including your friends | | CLIL Dressing up | | Thinking skills Categorising | |
| ▶ Total physical response: Put on the shoes, put on a T-shirt, put on a hat, say 'hello' to your dad | | | | | ▶ Song: Clothes | | | | |
| 9 My park (pages 72–79) | | | | | | | | | |
| Vocabulary slide, roundabout, seesaw, swing | | Chant: Grammar The (swing)'s fun. | | Story and value <i>The park</i> Taking turns | | CLIL Circles and triangles | | Thinking skills Sequencing | |
| ▶ Total physical response: Sit down on the seesaw, down you go, up you go, oh no | | | | | ▶ Song: Let's go to the park | | | | |
| Phonics (pages 80–89) | | | | | | | | | |
| Unit 1: 'p' pencil | Unit 2: 'b' bag | Unit 3: 'd' dad | Unit 4: 'c' car | Unit 5: 't' two | Unit 6: 'e' eggs | Unit 7: 's' salad | Unit 8: 'n' nose | Unit 9: 'i' igloo | Phonics review |

Review pages 90–94 **Certificate:** 95 **Stickers:** End section



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