

Unit 6 A day in the park Lesson 1 Vocabulary

1 Listen and point. Sing *It's fun in the park.*

We can climb a tree.
We can jump and run.
We can play on the swing.
The park is fun.

*It's fun, fun, fun in the park.
Yes, it's fun, fun, fun in the park.*

We can play on the slide.
We can jump and run.
We can play on the roundabout.
The park is fun.

Chorus
We can play on the grass.
We can jump and run.
We can play on the seesaw.
The park is fun.

Chorus

Lesson 2 Grammar **6**

1 Listen and repeat. Act out.

I'm lost. Where's my big sister?
She's on the swing. Look!
And where's my big brother?
He's on the roundabout.
Come on. Let's play, too.

Grammar
Where's my sister?
She's on the swing.
Where's my brother?
He's on the roundabout.

2 Listen and match.

1 2 3 4

a b c d

grass flower tree bush rock

2 Read and stick the ten stickers. Listen and say the chant.

swing slide seesaw roundabout climbing frame

Learning to learn **Spelling: go to page 67 in your Activity Book.**

60 sixty Key learning outcomes: identify and say ten park objects; sing a song about playing in the park.
Vocabulary: park objects

Key learning outcomes: use where and prepositions of place.
Grammar: Where's (Beth)? She's (on the swing). Where's (Jake)? He's (on the slide). **sixty-one 61**

A fun and easy to sing song builds fluency and makes language more memorable.

The pupils use real-world stickers to record the vocabulary and then they say the vocabulary chant.

The pupils develop learner autonomy by using a spelling technique in their Activity Book.

A short dialogue places grammar in a familiar context.

Attractive artwork engages pupils and helps contextualise language.

Key language is highlighted in the grammar box.

A selection of **thinking skills** such as problem solving and spatial thinking are developed in each unit.

Fun, game-like activities motivate pupils to write the new vocabulary items.

Pupils use a code-breaking activity to **review and recycle** an item of vocabulary from the previous unit at the bottom of each page.

Unit 6 **A day in the park** Lesson 1 Vocabulary

1 Read, look and write.
flowers rocks grass bushes tree

1 I can see grass in the park.

2 I can see six _____ in the park.

3 I can see a big _____ in the park.

4 I can see two _____ in the park.

5 I can see three _____ in the park.



2 Write. Colour the objects you like.
swing slide roundabout seesaw climbing frame

1 slide 2 _____ 3 _____

4 _____ 5 _____

58 fifty-eight

Lesson 2 Grammar **6**

1 Read, follow and write.
rock swing roundabout seesaw

1 Where's Toby?  She's on the _____

2 Where's Molly?  He's on the rock.

3 Where's Beth?  _____

4 Where's Jake?  _____

2 **Talk Partners** Choose. Complete the conversation. Act out.

Where's _____?

She's on the _____. Look!

And where's _____?

Come on. Let's play, too.

_____ d _____

fifty-nine 59

A range of activities give pupils practice in reading the new grammar.

Pupils **practice writing** new vocabulary in a sentence using a recycled structure.

The story reinforces language introduced in lessons 1 & 2 and previews language from lesson 4.

A pre-reading task helps prepare the pupils to read and listen to the story. These include a code-breaking task and predictions about the story content.

In each unit, the pupils enjoy an exciting adventure with the course characters. A list of frame-by-frame comprehension questions for each story is provided in the detailed lesson plan in the TB.

6 Lesson 3 Story

Before you read

What can you see in the playground?

1 Listen and read. Act out.

1 Let's play hide and seek.
Good idea, Beth.

2 8, 9, 10! Ready or not, here I come!
Where are they?

3 Sorry, Toby, you can't play in here.

4 Where are Jake and Molly?
They're behind the tree.
Thank you.

5 Later ...
Oh no! Where's Toby?
I don't know. Toby! Toby!
I can't see him in the park.

6 He isn't under the bush.
And he isn't in the long grass.
Magic Bike, can you help?

7 Now I can see Toby!
Where is he?
He's on the slide!

8 You can't go in the playground, Toby.
But you can have a ride on the magic bike. Let's go!

After you read

Go to page 60 in your Activity Book.

2 Values Read and circle.

Remember! **Respect / Write / Say** the signs around you.

Values: respecting signs

Now watch the animated story!

Key learning outcomes: read, listen and understand a story about a game of hide and seek.
Language: Where's Toby? He's on the slide. Where are Jake and Molly? They're behind the tree.

sixty-two sixty-three

Attractive and humorous pictures and audio recordings support pupils' understanding of the narrative.

An animated story further brings the story to life and reinforces understanding.

The Values section encourages pupils to reflect on the story and relate a personal, social or civic value to their own lives.

6 Lesson 3 Story

After you read

A range of activities check the pupils' understanding of the story.

1 Remember the story. Read and tick (✓).

1 What game do the children play?



2 Where are Jake and Molly?



3 What can Toby do?



Comprehension is reinforced through a multiple choice activity.

2 Look at the story again. Read and match.

1 Sorry, Toby. You can't play in here.



2 Ready or not, here I come!

3 They're behind the tree.



4 You can have a ride on the magic bike.

Six new items of vocabulary are introduced and practiced using pictures and photos.

The Toby's tongue twister section uses a humorous tongue twister to give pupils practice in producing tricky sounds. It also introduces pupils to alternative spellings patterns for these sounds.

A lively song, chant or rap give further practice.

NEW!

A listening activity prepares pupils for a communicative task. Pupils listen to children using the unit language to carry out a task.

Talk partners icons indicate when pupils have the opportunity to practice speaking in pairs.

NEW!

Further Activities to practice and consolidate can be found in the Teacher's Resource Bank in the Teachers App on Navio.

Lesson 4 Vocabulary and Grammar

1 Listen, point and say. **OS 7**

behind the tree near the grass in front of the flowers next to the bush between the rocks

2 Listen and point. Sing *Hide and seek*. **OS 8**

Hide, hide, Hide everyone. Ready or not, Here I come!

Where are Beth and Molly? Where are they? They're near the rocks. Let's play again!

Where are Jake and Molly? Where are they? They're next to the tree. Let's play again!

Where are Jake and Beth? Where are they? They're behind the bush. Let's play again!

3 **Talk Partners** Listen and repeat. Ask and answer. **OS 9**

Where are Anna and David? They're in front of the desk.

Key learning outcomes: ask and answer questions to find out where people are
Vocabulary: prepositions of place. Grammar: Where are (Jake and Molly)? They're (next to the tree).

Lesson 5 Speaking

1 Listen and say. **OS 11**

Toby's tongue twister

w - w - w. Wally the worm washes windows.

2 Listen and match. **OS 12**

1 2 3 4

3 **Cooperative learning** Sing *Listen to others*. **OS 13**

4 **Talk Partners** Make and play the game.

Teacher's Resource Bank: Unit 6

Where are Molly and Toby? They're between the bushes.

Key learning outcomes: play a communication game about finding people
Phonics: the 'w' sound

sixty-four 64 sixty-five 65

Pupils play a **communicative game** in pairs. Each has different information providing pupils with a genuine reason for speaking. The Teacher's Notes give clear and precise instructions on how to set up and scaffold the communication game.

Lesson 4 Vocabulary and Grammar 6

1 Listen and tick (✓).

2 Read, look and write.

between next to in front of behind

1 Where are the big dogs?
They're between the trees.

2 Where are the dogs with long hair?
They're _____ the bush.

3 Where are the small dogs?
They're _____ the flowers.

4 Where are the long dogs?
They're _____ the rocks.

Recycle symbol: _____ h _____

sixty-one 61

Activities encourage pupils to **recognise and practice** the Lesson 4 vocabulary.

Reading and writing activities are carefully staged **to build pupil's confidence and ensure success.**

6 Lesson 5 Phonics

Toby's tongue twister

1 Write and say.

w - w - w. Wally the worm washes windows.

2 Colour the words that begin with 'w'. Say.

walk	water	goat	Wednesday
week	wall	weather	ruler

3 Talk Partners Play What's my word? in pairs.

Is it window?
No, it isn't.

Is it worm?
Yes, it is.

Play What's my word?: Pupils play with their Talk Partners. This is a guessing game. Pupil A chooses a word and Pupil B asks the question Is it...? When Pupil B guesses correctly, they swap roles and repeat.

62 sixty-two

Pupils enjoy a full page of activities to practice reading, writing and saying the **key grapheme** in each unit.

The activities use recycled words to **build pupils' confidence** and link new information to existing knowledge.

Pupils work with their **Talk Partners** to test and prompt each other on spelling of words that contain the key letter sound.

Pupils are introduced to a **wide range of reading text types**. These are selected to reflect the interests and experiences of the age group and have an authentic appearance that will appeal to learners.

A variety of tasks help pupils to understand the purpose of a text, the intended audience or what is appropriate content. This helps to **develop literacy and reading skills**.

Lesson 6 British culture

1 Listen and read. Answer. CC3 14

I love the park in my town. It's very big. I go with my family on Saturday. We do lots of fun activities.

1 We play cricket on the grass. Look. I can hit the ball.

2 We feed the ducks on the pond. They love bread.

3 We ride on the train. It's great!

4 We love the playground. The zip wire is very fast.

Think about your culture
What do you do at the park?

66 sixty-six Key learning outcomes: read about parks in Britain; think about parks where you live

Lesson 7 Literacy 6

Text type: **Instructions**

Before you read

1 What do you need to grow flowers? Think and circle.

soil grass a book seeds water sun

2 Listen and read the instructions. CC3 14

My garden
Pansy
They're easy and fun to grow!

Instructions

- Put the soil in a pot.
- Push the seeds into the soil with your finger.
- Water the seeds.
- Put the pot in a sunny place. Watch the plants grow.
- Put the plants in the garden. Watch the flowers grow.

Ask an adult to help you. Do not eat seeds.

After you read
Go to page 64 in your Activity Book.

67 sixty-seven Key learning outcomes: read and understand instructions for growing flowers

All texts are supported by an **audio recording** and attractive visuals.

The **Before you read activities** help prepare the pupils to read. These include activating existing knowledge, exploiting visuals and asking questions to raise interest and make predictions.

A shorter text provides a **writing model** for pupils to follow.

Think about your culture encourages pupils to identify similarities and differences between two cultures and begin to form their own cultural identity.

Pupils are directed to the **After you read activities** in the Activity Book.

Understanding of the cultural content is consolidated through a listening activity.

A question encourages the pupils to think more about their own culture.

Pupils work with **charts, graphs, and other graphic organisers** to categorise and order information.

Lesson 6 British culture

1 Listen and match.

- Ann
- Tom
- Bill
- Tony and Alex

Think about your culture What do you do at the park?

2 Read and tick (✓). Draw and write.

- I play in the playground.
- I have a picnic.
- I play football on the grass.
- I feed the ducks.

_____ sixty-three 63

A variety of **enjoyable activities** allow the pupils to respond to the text in a personal and creative way.

6 Lesson 7 Literacy

Text type: **Instructions**

After you read

1 Read and match.

- Put the soil in a pot.
- Push the seeds into the soil with your finger.
- Water the seeds.
- Put the pot in a sunny place. Watch the plants grow.
- Put the plants in the garden. Watch the flowers grow.

2 Order and write the instructions. Draw.

Water the seeds Put the pot in a sunny place
Push the seeds into the soil

- Push _____
- _____
- _____

64 _____ sixty-four

A range of **After you read activities** reinforce and check the pupils' understanding of the literacy text.

A **full-page review** in both the Pupil's Book and the Activity Book checks and reinforces all of the unit vocabulary and grammar.

6 Lesson 8 Review

1 Listen and number. Write and say.

_____	_____	_____	_____	_____

swing

_____	_____	_____	_____	_____

2 Look, read and write.

in front of next to behind

- 1 Where's Toby? He's _____ a rock.
- 2 Where's Molly? She's _____ a bush.
- 3 Where are Beth and Jake? They're _____ a rock.

3 Cooperative learning Sing Well done!

68 sixty-eight

Key learning outcomes: review language in the unit
Language: park objects, Where's/ Where are and prepositions

Achievement is recognised by singing a **Well Done! cooperative learning song** and sticking the **High Five! sticker**.



Lesson 8 Review 6

1 Read, match and write.

- 1 Where's Molly?  She's on the roundabout.
- 2 Where's Jake?  He's _____.
- 3 Where are Molly and Beth?  They're _____.
- 4 Where's Beth?  _____.

A full-page **Review** checks and reinforces all of the unit vocabulary and grammar.

2 Read, look and write.

in front of near behind between next to

- 1 The frogs are near the tree.
- 2 Beth is _____ the flowers.
- 3 Jake is _____ the rocks.
- 4 Molly is _____ the bush.
- 5 The cats are _____ the flower.



Finally, pupils reflect on and assess their learning in the unit.

3  **My progress** Use your traffic light. Listen to the teacher and point.

Key for Activity 3: 1. I can say the objects in the park.
2. I can say where people and things are. 3. I can talk about a park in my town. 4. I can understand instructions. 5. I listen to instructions in the classroom. 6. I listen to others.



Pupils **watch an engaging content-rich video - Channel 21** as a way of introducing the lesson and raising interest in the theme relating to a **21st Century Skill**.

Pupils are encouraged to review the video and answer questions to **check understanding**.

Pupils **reflect** on existing knowledge and **think creatively** about how it relates to their own lives.

Video and 21st Century Skills 6





Today's programme is about playgrounds. Do you like playgrounds? What do you do there?

1 Watch the video. Tick (✓) or cross (X). Are these playgrounds in the video? ▶



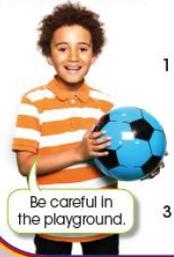



2 Watch the video again. Read and circle. ▶

1 The orange roundabout is *fast* / *slow*. 3 A *boy* / *girl* is on the zip wire.
 2 The girl goes *up* / *down* the slide. 4 The climbing frame *is* / *isn't* high.

3 Read and circle.

Being careful



Be careful in the playground.



1 Only go *up* / *down* the slide.



2 Use *two hands* / *one hand* on the swing.



3 *Stand up* / *Sit down* on the seesaw.



4 Wait *in front of* / *next to* the zip wire.

Children of the same age present a **question or problem** for pupils to think about. This introduces the theme of the lesson and helps pupils foster a **problem-solving and imaginative approach** to learning.

Finding information online is a good way to practice **21st Century Digital Skills**. Pupils are set a range of fascinating tasks to promote the skills needed in the modern world.

6 Video and 21st century skills

1 Read, listen and match. 

1  I use two hands on the 

2  I wait next to 

3  I sit down on 

4  I go down 

Being careful

Meaningful language practice contributes to understanding and skill development.

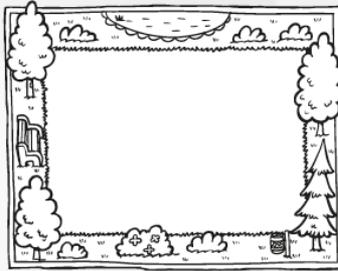
The 21st century skill is clearly visible to remind pupils of the 21st century skill being developed.



Are you careful in the playground?
What do you do?

2  Read, think and write.
Draw and say.

- 1 I use two hands on the _____.
- 2 I go down the _____.
- 3 I sit down on the _____.
- 4 I wait next to the _____.



A reading activity provides further practice and consolidation.



NEW!

Streamlined and manageable 2-page projects

Project aims are clear from the outset.

Clear instructions guide pupils as they work together in groups.

My project 2 Lesson 1

Learn

1 Listen and say. Read, count and write.

3 lambs, 1 flowers, 1 birds, 1 rabbits, 1 chicks, 1 butterflies

2 Talk Partners Listen. Ask and answer.

How many lambs can you see?
I can see three lambs.

Plan your project

Prepare to make a spring wall display. Go to page 68 in your Activity Book.

Digital tip! Look for pictures of spring on the Internet. What can you see?

70 seventy

Key learning outcomes: Identify and talk about spring animals and plants
Language: How many (lambs) can you see? I can see (three) lambs.

My project 2 Lesson 2

Create

1 **Cooperative learning** Sing *What do I need to do?*

2 Read. Make a spring animal.

1 Cut out your spring animal. Be careful with the scissors!
2 Colour your spring animal. Use different colours.

Show and tell

3 Create your wall display. Listen. Tell the class about your animal and stick it on the wall display.

This is my butterfly. It's brown, pink, orange and blue.
My bird is near a bush.

Think about your project

Go to page 69 in your Activity Book.

Key learning outcomes: make a spring animal; present a class spring display
Language: This is my (butterfly). It's (blue). My (bird) is near (a bush).

seventy-one 71

Pupils work in small groups and are encouraged to talk meaningfully about a task.

Language for interaction is taught and practiced.

A final positive group outcome creates a sense of achievement.

Digital tips encourage pupils to develop digital skills. Pupils are set a range of fascinating tasks to promote this skill needed in the modern world.

NEW!

Pupils have an opportunity to reflect on what they have learnt and their final piece of work.

Pupils are directed to the Activity Book to record their findings in the individual **investigation task**.

Pupils go to the Activity Book to **record their decisions** for the group task.

My project 2 Lesson 1

Plan your project

1 Plan a spring wall display. Decide with your class and tick (✓).

1 What's the weather like on your wall display?

It's sunny.	<input type="checkbox"/>	It's rainy.	<input type="checkbox"/>
It's windy.	<input type="checkbox"/>	It's cloudy.	<input type="checkbox"/>

2 What animals are on your wall display?

lambs	<input type="checkbox"/>	butterflies	<input type="checkbox"/>
birds	<input type="checkbox"/>	chicks	<input type="checkbox"/>
rabbits	<input type="checkbox"/>		

3 What other things are on your wall display?

trees	<input type="checkbox"/>	flowers	<input type="checkbox"/>
grass	<input type="checkbox"/>	bushes	<input type="checkbox"/>

4 What is the title of your wall display?

Spring is here!	<input type="checkbox"/>	It's spring!	<input type="checkbox"/>
Our spring garden	<input type="checkbox"/>	We love spring!	<input type="checkbox"/>

Other Idea: _____

68 sixty-eight

My project 2 Lesson 2

2 Look at your wall display. Write.

1 The weather is _____

2 The weather isn't _____

3 I can see _____ and _____

4 My favourite spring animal is a _____
It's _____ and _____

Think about your project

2 Read, think and colour the stars.

I listen to my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I share my things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make an effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like the display.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

sixty-nine 69

Pupils **reflect on their cooperative skills** and how they have worked as a group.



Cambridge Exams Practice: Pre A1 Starters

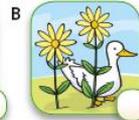
6

1 Listen and tick (✓). There is one example.



1 Where are the cats?

2 Where is the duck?



3 Where are the birds?

4 Where is the dog?



2 **Talk Partners** Listen and point. Ask and answer.



Where's the blue bird?

It's on the bike.

Where are the red birds?

They're between the flowers.



The **Talk Partners** introduce a variety of question and answer exchanges.

The external exams video contains videos of children doing the speaking exams.

Watch the external exams video

Key learning outcomes: practise for the Pre A1 Starters Listening Part 3 and Speaking Part 2

one hundred and eleven

