

Family

The Big Wheel



Vocabulary and language

- **Main vocabulary:** mummy, daddy, grandma, grandpa, brother, sister; blue, green, red, yellow
- **Key language:** Where's your (grandma)? Here. This is my (mummy).
- **Content language:** round, wheel, This is a (wheel). Wheels go round and round.
- **Other language:** Big Wheel, orange, pink, bus; Here we go. Round and round. I love my (mummy). The wheels on the bus go round and round.

Unit objectives

- Identify and name family members
- Sing the language song *Where's your grandma?*
- Ask and say where family members are
- Understand and join in the story *The Big Wheel*
- Sing and act out the story song *Big Wheel*
- Sing the values song *I love my family*
- Recognise the value of loving your family
- Understand that wheels go round
- Sing and act out the traditional song *The wheels on the bus*
- Review your learning and progress
- Participate in a collaborative project

Story



CD1 Track 21

Picture 1

- Narrator:** Grandma, Grandpa, Mimi and Dylan go on the Big Wheel.
Mimi: Where's Grandma?
Grandma: Here! I'm with your brother. In yellow!
Dylan: Where's Grandpa?
Grandpa: Here! I'm with your sister. In orange!
Dylan: Great!
Mimi: Here we go! Round and round.
Dylan: Oh, this is fun.

Picture 2

- Zara:** Look, Mummy. It's the Big Wheel!
Mummy Meerkat: Hello, Mrs Zebra. Hello Zara. Hop on!
Zara: Thank you. Here we go! Round and round. This is fun.

Picture 3

- Mimi:** Oh, look! It's Eddie and his daddy in blue. Hello, Eddie.
Eddie: Hello, Mimi.
Dylan: Oh, look! It's Leo and his grandma in pink. Hello, Leo.
Leo: Hello, Dylan.
Mimi: And look! It's Zara and her mummy. Hello, Zara.
Zara: Hello, Mimi.
Mummy: Time to hop off now!

Picture 4

- Mimi, Dylan, Eddie, Zara, Leo:** Hurray! I love the Big Wheel!
Mimi: I've got an idea! Can we go on the Big Wheel again, please?
Eddie, Zara, Leo: Oh yes, please! Can we go on the Big Wheel again too?
Parents: Yes, of course. Come on!

Songs



Language song

Where's your Grandma? CD1 Track 19

Where's your grandma? (Hold out arms questioningly)

Here! (Point to grandma flashcard)

Where's your grandma? (Hold out arms questioningly)

Here! (Point to flashcard)

Where's your grandma? (Hold out arms questioningly)

Where's your grandma? (Hold out arms questioningly)

Here! Here! Here! (Point three times)

Where's your grandpa? (Hold out arms questioningly)

Here! (Point to grandpa flashcard)

(etc)

Where's your mummy? (Hold out arms questioningly)

Here! (Point to mummy flashcard)

(etc)

Where's your daddy? (Hold out arms questioningly)

Here! (Point to daddy flashcard)

(etc)

Where's your brother? (Hold out arms questioningly)

Here! (Point to brother flashcard)

(etc)

Where's your sister? (Hold out arms questioningly)

Here! (Point to sister flashcard)

(etc)

Story song

The Big Wheel song CD1 Track 22

Big Wheel, Big Wheel (Make shape of wheel with arms)

Hop on! Here we go! (Pretend to jump on wheel)

Round and round, round and round. (Make circular movements with one hand)

Round and round we go.

We love the Big Wheel (Make shape of wheel with both arms)

The Big Wheel is fun (Wave arms in air)

Fun for you, fun for me (Gesture to friend and to yourself)

Fun for everyone. (Gesture to everyone)

(Repeat)

Values song

I love my family CD1 Track 25

I love my family (Hug yourself)

My family loves me. (Point to self)

I love my family. (Hug yourself)

My family loves me. (Point to self)

I love my mummy. (Point to mummy flashcard)

I love my daddy ooh, ooh, ooh. (Point to daddy flashcard)

I love my brother. (Point to brother flashcard)

I love you. (Point to a child)

(Chorus)

I love my grandma. (Point to grandma flashcard)

I love my grandpa ooh, ooh, ooh. (Point to grandpa flashcard)

I love my sister. (Point to sister flashcard)

I love you. (Point to a child)

(Chorus)

Culture song

The wheels on the bus CD1 Track 27

The wheels on the bus go round and round, (Make circular movements with both hands)

Round and round, round and round.

The wheels on the bus go round and round, all day long.

Brother and sister on the bus go tee, hee, hee, (Pretend to giggle)

Tee, hee, hee, tee, hee, hee

Brother and sister on the bus go tee, hee, hee, all day long.

Mummy and Daddy on the bus go ssh, ssh, ssh, (Put finger to mouth to be quiet)

Ssh, ssh, ssh, ssh, ssh, ssh.

Mummy and Daddy on the bus go ssh, ssh, ssh, all day long.

The wheels on the bus go round and round, (Make circular movements with both hands)

Round and round, round and round.

The wheels on the bus go round and round, all day long.



Family

The Big Wheel



Listen, point and repeat. Listen and play. Stick the family stickers. Say.
Language: mummy, daddy, brother, sister; blue, green, red, yellow



Learning objectives

- Identify and name family members
- Listen and point to family members
- Listen and play *Round and round and round*

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- mummy, daddy, brother, sister; blue, green, red, yellow

Teacher's tip: Working with stickers

Small children may find it difficult to work with the stickers at first. Demonstrate how to peel them off using a pincer movement with the tip of the forefinger and thumb. Monitor carefully to make sure that children do this slowly, so that they don't tear the stickers.



Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Lesson aims (see TB p 18)

Introduce members of the family.

- Use the puppet and flashcards to introduce each member of the family. Say each word and children repeat.
- Put the Big Wheel mat on the floor with the family flashcards face down (one on red, one on blue, one on green, one on yellow). Use the puppet to turn over and name each flashcard. Children repeat the names of the colours and the family words.

Game: Find Mummy!

- Name the family members in turn and ask one or two children to find and touch the correct flashcards as fast as they can.

Game: Say the colour!

- Name the colours and children say the family words. Then the reverse.

Table time

Pupil's Book p 5 

Listen, point and repeat.

- Play the audio. Children listen and point to each word as they hear it.

CD1 Track 16

Mimi: Look, Dylan! Brother ... sister... Daddy ... Mummy ... hee, hee, hee! Repeat, Dylan!

Dylan: Yes, Mimi! Brother ... sister ... Daddy ... Mummy ... hee, hee, hee!

Mimi: Very good, Dylan. Let's say the words together!

Both: Brother... sister ... Daddy... Mummy... hee, hee, hee, hee!

- Play the audio again. Children listen and repeat the words.

Listen and play.

- Hold up your index finger and move it round clockwise like a wheel. Children do the same. Play the audio. Children listen, point to the colour when they hear it, and say the word.

CD1 Track 17

Mimi: Round and round and round: green ... Mummy!

Dylan: Mummy!

Mimi: Round and round and round: yellow ... Daddy!

Dylan: Daddy!

Mimi: Round and round and round: blue ... sister!

Dylan: Sister!

Mimi: Round and round and round: red ... brother!

Dylan: Brother!

- Play the game with you and/or individual children naming colours and others responding with the words.

Stick the family stickers. Say.

- Children put on the family stickers.

Say.

- Children point to the family members and say the words.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



1:18 1:19 hello

Listen and find the new family members. Listen, point and sing *Where's your grandma?*
Colour the circle next to **Grandpa red**. Colour the circle next to **Grandma blue**. Ask and say.
Language: mummy, daddy, **grandma**, **grandpa**, brother, sister; Where's your (grandma)? Here.

Family

Learning objectives

- Talk about family members
- Identify and name two new family members
- Sing the language song *Where's your grandma?*
- Ask and say where family members are

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- mummy, daddy, grandma, grandpa, brother, sister

Key language

- Where's your (grandma)? Here.

Teacher's tip: Being sensitive to children's readiness to speak



At this early stage, you may find children are quiet or reluctant to speak on their own. This is completely normal. It is important not to force any child to speak if he/she is not ready. Use the language yourself and encourage children to listen and point in response until they naturally feel ready to start joining in.

- Repeat several times asking about different family members. Children join in pointing to the flashcards and saying *Here*. each time.

Game: *Where's your mummy?*

- Stick the family flashcards in different places round the classroom.
- Get children to ask the brother or sister with you in chorus, e.g., *Where's your mummy?* Ask two children to stand up, go and touch the flashcard and say *Here*.
- Repeat several times with different children and flashcards.

Where's your grandma? song

CD1 Track 19

- Leave the flashcards in different places round the classroom.
- Play the song. Children listen and hold out their arms questioningly and point to the flashcards in each verse.
- Repeat once or twice. Children do the actions and sing the song (see TB p 33).

Table time



Pupil's Book p 6

- Hold up your book. Draw attention to the photo at the top of the page. Point to Tom and Sophie with Auntie Jenny and say the names. Explain that Tom and Sophie are friends and, together with Auntie Jenny, will help children learn English (as well as Mimi, Dylan and the Meerkat family).

Listen and find the new family members.

- Play the audio. Children listen and find the two new family words. Repeat and children say the words.

CD1 Track 18

Tom: Find ... Grandma! Grandma!

Sophie: Grandma! Here!

Tom: Find ... Grandpa! Grandpa!

Sophie: Grandpa! Here!

Listen, point and sing *Where's your grandma?*

CD1 Track 19

- Play the song. Children listen, sing and point to the family members in the photos.
- Remember that you can use the karaoke version of the song when the children are confident.

Colour the circle next to Grandpa red. Colour the circle next to Grandma blue.

- Hold up your book and demonstrate colouring the circle next to Grandpa.
- Play the audio again. Pause after each verse and children colour the circles in the correct colour.

Ask and say.

- Ask *Where's your (grandma)?* Children point to the photos and say the words.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (four family words from Lesson 1) (see TB p 19)

Lesson aims (see TB p 18)

Introduce the new family words.

- Put all six family flashcards on the floor. Children identify the two new members of the family.
- Use the puppet to point to and say the words in turn. Children repeat in chorus.
- Turn the two new flashcards face down. Mix them up. Point to one and ask *Grandma or Grandpa?* Children guess. Repeat several times.

Introduce *Where's your (grandma)? Here*.

- Lay out the flashcards and children say the words.
- Hold up the *brother* or *sister* flashcard and ask, e.g. *Where's your mummy?* Encourage children to point to the *mummy* flashcard and model the response: *Here*.



Watch. Listen to the story *The Big Wheel*. Colour the character on the wheel with Zara Zebra. Stick the story sticker. Ask and say. **Language:** mummy, daddy, grandma, grandpa, brother, sister; Big Wheel; blue, orange, pink, yellow; Where's (Grandma)? Here.



Learning objectives

- Watch, understand and enjoy the story *The Big Wheel*
- Make a prediction about the story
- Look and find family members
- Colour the character on the wheel in the story

Materials

- Class CDs, printable story cards, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- mummy, daddy, grandma, grandpa, brother, sister; Big Wheel; blue, orange, pink, yellow

Key language

- Where's (Grandma)? Here.

Teacher's tip: Using the story resources

Very young children may find it easier to follow the story if you use the video first. Reinforce comprehension by telling the story again using the story cards. Finally, use the book and focus their attention on the pictures while you ask the comprehension questions.



Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (*Where's your ...?* and family members) (see TB p 19)

Lesson aims (see TB p 18)

Introduce the story *The Big Wheel*.

- Say *It's story time!* Play the Story rhyme (CD1 Track 4; see TB p 17).
- Say *Tom and Sophie are listening to a story about Mimi and Dylan and the Big Wheel. Who goes on the Big Wheel in the story?* Listen to children's answers. Respond e.g. *Yes, good guess. Perhaps. Let's listen and find out.*

Watch or listen to the story.



CD1 Track 21

- Play the audio, watch the video or read the story using the story cards. Pause, repeat words, point to the pictures, ask questions. Then say the name of each character in the story and encourage children to point and repeat the name, e.g. *Mimi, Leo*, etc.

- Ask children the same question again: *Who goes on the Big Wheel in the story? (Mimi, Dylan, Grandma, Grandpa, Zara and her mummy, Leo and his grandma, Eddie and his daddy).*
- Repeat the story. Encourage children to join in with the words and phrases in the story.
- Ask: *Do you like the story? Do you want to go on the Big Wheel?*

Look and find.

- Say e.g. *Find Grandma!* Children look at the story and point to Grandma as fast as they can.
- Repeat with other family members and colours (red, blue, green and yellow) of the Big Wheel.

Table time

Pupil's Book p 7



Watch. Listen to the story *The Big Wheel*.



CD1 Track 21

- Read or play the audio of the story again. Children listen and follow the story by pointing to the pictures in their books.

Colour the character on the wheel with Zara Zebra.

- Demonstrate colouring the character on the wheel with Zara Zebra (i.e. her mummy).

Stick the story sticker.

- Children stick on the story sticker.

Ask and say.

- Children ask and answer questions, e.g. *Where's (Grandma)? Here.*
- Ask e.g. *Do Mimi and Dylan go on the Big Wheel again at the end of the story? Who with? Do you want to go on the Big Wheel? Who with?* The children can respond in their shared language if necessary.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Story questions

Picture 1

Where's Grandma? (*In yellow*)

Where's Grandpa? (*In orange*)

Picture 2

Who does Mummy see? (*Mrs Zebra/Zara*)

Does Zara like the Big Wheel? (*Yes*)

Picture 3

Where are Eddie and his daddy? (*In blue*)

Where are Leo and his grandma? (*In pink*)

Picture 4

Do the children like the Big Wheel? (*Yes*)

Do they go on the Big Wheel again? (*Yes*)

Lesson 4

Story Song

Family



Watch. Listen, point and sing *The Big Wheel song*. Colour Mimi. Say.
Language: mummy, grandma, sister; Big Wheel; Here we go. Round and round.



Learning objectives

- Watch, sing and act out the story song *The Big Wheel song*
- Listen to the story again and identify the family members
- Play *Round and round*
- Colour Mimi and say where she is

Materials

- Class CDs, printable story cards, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- mummy, grandma, sister; Big Wheel

Key language

- Here we go. Round and round.

Teacher's tip: Being positive about each other's work

Demonstrate being positive about children's work by pointing to their completed pictures and saying, e.g. *Very good* or giving a thumbs up. Once the children have finished colouring Mimi, get them to show their pictures to the child next to them and to be positive about each other's work. Make sure you discourage any negativity and encourage them to show they appreciate each other's efforts.



Game: Round and round

- Say *The Big Wheel goes round and round*. Move your arm in a circle and children do the same. Say *The Big Wheel stops* and freeze in position.
- Repeat several times and children respond.

The Big Wheel song

CD1 Track 22

- Play the video or audio of the story song. Children watch/listen and make the shape of a wheel with their arms every time they hear *Big Wheel* in the song.
- Play the song again. Children stand in a circle, listen, sing and act out the song (see TB p 33).
- Repeat once or twice.

Colour Mimi.

- Children colour the picture of Mimi on the Big Wheel.

Say.

- Children ask and answer questions about their picture, e.g. *Where's Mimi? Here! In blue!*

Closing time

Learning review (see TB p 18)
Closing routines (see TB p 16)
Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Recycling activity (family vocabulary) (see TB p 19)
Lesson aims (see TB p 18)

Re-tell the story *The Big Wheel*.

- Play the audio, video or read the story using the story cards.
- Demonstrate that children should wave their arms in the air every time they hear a family word in the story.

Table time

Pupil's Book p 8

Watch. Listen, point and sing *The Big Wheel* song.  

CD1 Track 22

- Play the audio of the song. Children listen, sing and point to the Big Wheel.
- Remember that you can use the karaoke version of the song when the children are confident.

Lesson
5

Speaking



Family



Watch. Listen and point. Follow and draw a path to connect the pictures in order. Trace around Mummy. Ask and say. **Language:** mummy, daddy, grandma, grandpa, brother, sister; Where's your (sister)? Here. This is my (mummy).



Learning objectives

- Ask and answer questions about where family members are
- Watch, understand and enjoy a video
- Identify family members in the video

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

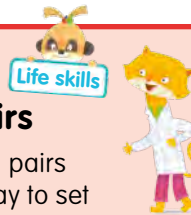
- mummy, daddy, grandma, grandpa, brother, sister

Key language

- Where's your (sister)? Here. This is my (mummy).

Teacher's tip: Starting to work in pairs

Encouraging children to work in pairs right from the start is a great way to set them off on the road to working together cooperatively. Show them how to place one book on top of another so that they can work together while they listen to the audio and point to the pictures.



Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)
Opening routines (see TB p 16)
Recycling activity (story song) (CD1 Track 22; see TB p 19)
Lesson aims (see TB p 18)

Game: Where's your (sister)?

- Give out the family flashcards to individual children.
- Ask e.g. *Where's your sister?* The child with the flashcard stands up and says *Here!*
- Repeat with the other flashcards.

Game: Guess where!

- Lay out the flashcards face down on the floor and mix them up.
- Ask e.g. *Where's Grandma?* and invite a child to guess and turn over one of the flashcards. Say *Hurray!* and children clap if it is Grandma. Say *Oh no! It's ...* (naming the family member). *Let's try again!* if it isn't Grandma. Repeat several times.

Watch the video.



- Explain that Auntie Jenny comes to Tom and Sophie's house and asks about the family.
- Play the video of Sophie, Auntie Jenny and Tom.
- Ask *Who's in the family?* (mummy, daddy, grandma, grandpa, brother, sister).
- Watch again. Pause and children repeat the questions and what Sophie and Tom say.

Table time



Pupil's Book p 9

Watch. Listen and point.



- Children identify Tom, Sophie and Auntie Jenny in the photo.
- Play the audio or video. Use the pause button. Children point to the family members.

CD1 Track 24

Sophie: Hello, Auntie Jenny. Hello, Tom. This is my photo album. This is my family.
Auntie Jenny: Lovely! Where's your sister?
Sophie: Here. This is my sister.
Tom: Where's your daddy?
Sophie: Here. This is my daddy.
Auntie Jenny: Where's your grandma?
Sophie: Here. This is my grandma.
Tom: Where's your grandpa?
Sophie: Here. This is my grandpa.
Auntie Jenny: Where's your brother?
Sophie: Here. This is my brother.
Auntie Jenny: Where's your mummy?
Sophie: Here. This is my mummy.
Sophie: Here. This is my mummy!
Mummy: Hello!
All: Hello!

Follow and draw a path to connect the pictures in order.

- Play the audio again. Children follow the path with their finger and point to the different members of the family as they listen.
- They then draw the path to show the order of the pictures.

Trace around Mummy.

- Children trace around the photo of Mummy.

Ask and say.

- Children ask and say as if talking to Sophie, e.g. *Where's your mummy? Here!*

Closing time

Learning review (see TB p 18)
Closing routines (see TB p 16)
Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Listen, point and sing *I love my family*. Colour the frame red. Say.
Language: mummy, daddy, grandma, grandpa, brother, sister; I love my (mummy).



SOCIAL AND
EMOTIONAL
LEARNING

Family

Learning objectives

- Recognise the value of loving your family
- Sing the values song *I love my family*
- Say *I love my (mummy)*

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

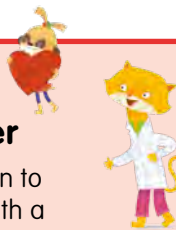
- mummy, daddy, grandma, grandpa, brother, sister

Key language

- I love my (mummy).

Teacher's tip: Creating a caring corner

Before the lesson, ask the children to bring in a photo of themselves with a member of their family. Alternatively, they can draw a picture. Stick all the photos and pictures into a scrapbook. Get children to look at the photos and pictures together and say *I love my (mummy)*. Keep the scrapbook in an accessible place so that any children who start to miss family members during the school day can look at it with a classmate.



I love my family song



CD1 Track 25

- Stick the family flashcards on the board.
- Use the Mimi puppet to say *Listen and find out. Who do we love in the song?*
- Play the audio. The children point to the flashcards and name the family members in the song (*mummy, daddy, grandma, grandpa, brother, sister*).
- Play the audio again. The children sing the song and do the actions (see TB p 33).

Table time



Pupil's Book p 10

Listen, point and sing *I love my family*.



CD1 Track 25

- Play the audio of the song. Children sing and point to the members of the family.

Colour the frame red.

- Children colour the frame around the photo red.

Say.

- Children talk about their own family members and say, e.g. *I love my daddy*.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (*Where's your ... ? Here!*) (see TB p 19)

Lesson aims (see TB p 18)

Watch *The Big Wheel* story video.



- Play the story video.
- Children watch and repeat every time they hear a family word.
- Draw a heart on the board and explain the meaning of *love*. Ask e.g. *Who does Mimi she loves in the story?* (Mummy, Daddy, Grandma, Grandpa). *Do you love your family?*



Listen and point. Colour the wheels. Say.

Language: round, wheel; This is a (wheel). Wheels go round and round.

Learning objectives

- Understand that wheels go round
- Listen and understand a dialogue about wheels
- Identify and talk about wheels in the classroom

Materials

- Class CDs, printable flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- round, wheel

Key language

- This is a (wheel). Wheels go round and round.

Teacher's tip: Reinforcing the concept of round and round



Once the children have finished colouring the wheels in their books, encourage them to go around the wheels with a finger, saying *round and round, round and round*. Remind the children that the Big Wheel also goes round and round. Have them stand up and join hands to make a large circle. Slowly walk round and round like the Big Wheel. Encourage the children to say *Round and round* as they walk.

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

Introduce content vocabulary.

- Use the printable flashcards and the puppet to introduce the content words (*wheel, round*). Children repeat.
- Say *Wheels go round and round*. Demonstrate what you mean and children make a circular movement with their arms.

Game: Round and round

- Remind children of the Big Wheel in the story and story song.
- Lay out the printable flashcards. Say *This is a wheel and it goes round and round*.
- Repeat the game from Lesson 4. Say *The wheel goes round and round*. Move your arm in a circle and children do the same. Say *The wheel stops* and freeze in position.
- Repeat several times and children respond.

Find wheels in the classroom.

- Make sure that classroom toys with wheels, such as toy cars or trucks, or picture books or posters of things with wheels are visible.
- Invite pairs of children to take turns to stand up and find something with wheels in the classroom. Respond by saying, e.g. *Yes, very good. And the wheels go round and round like this*.

Table time



Pupil's Book p 11

Listen and point.

- Say *Sophie and Tom are talking to Auntie Jenny about wheels*.
- Play the audio. Children listen and point to the wheels in turn. Use the pause button as necessary.

CD1 Track 26

Sophie:

This is a wheel. This is a wheel.

Tom:

This is a wheel. This is a wheel.

Auntie Jenny:

Yes, very good. Wheels go round and round.

Sophie:

Round and round; round and round.

Tom:

Yes, wheels go round and round; round and round.

Colour the wheels. Say.

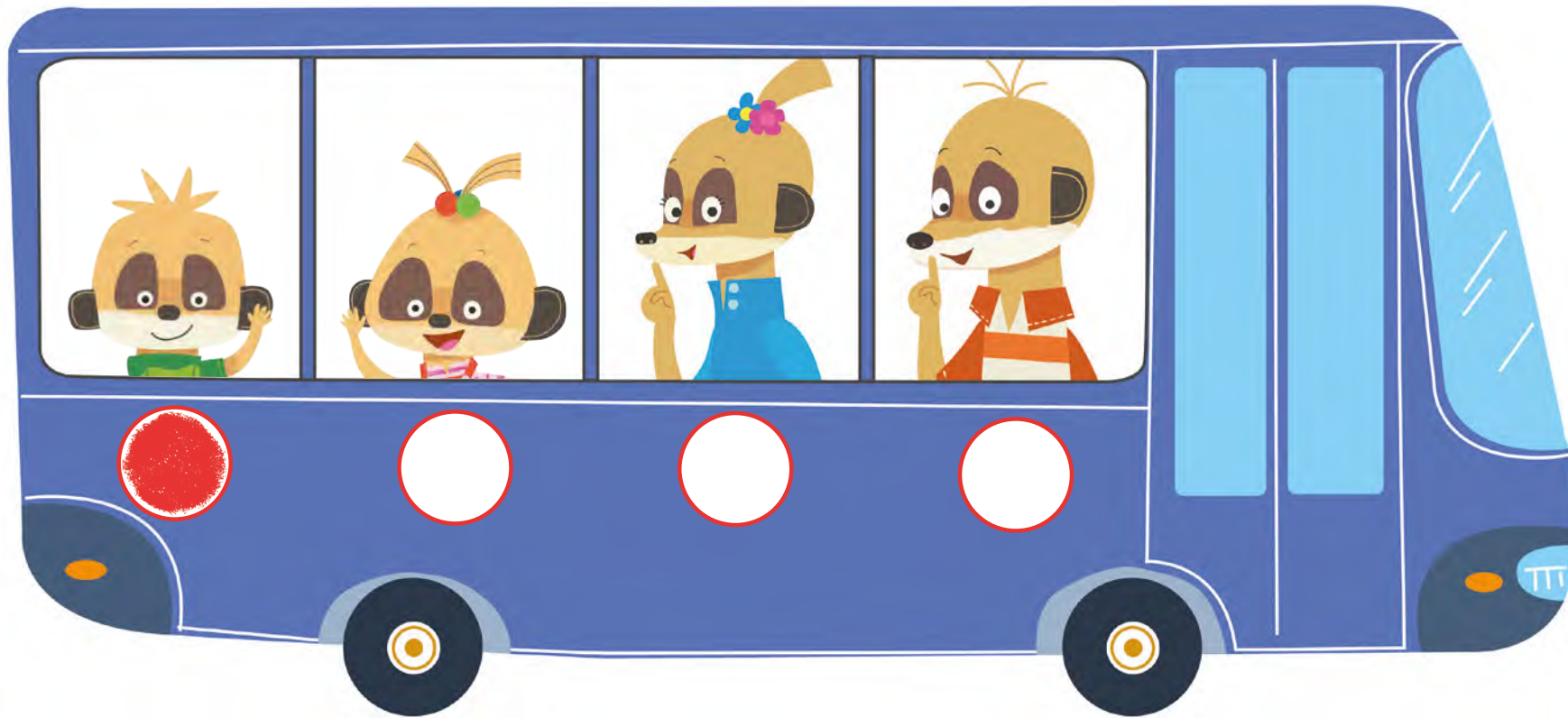
- Children colour the wheels.
- Play the audio again. Use the pause button. Children repeat the sentences and point to the completed pictures in their books.

Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Watch. Listen, point and sing *The wheels on the bus*. Colour the circles under the family members in the song. Say. **Language:** mummy, daddy, brother, sister; bus, wheels; The wheels on the bus go round and round.

Family

Learning objectives

- Watch, sing and act out the traditional song *The wheels on the bus*
- Play an action game
- Identify and name the people in the song

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- mummy, daddy, brother, sister; bus, wheels

Key language

- The wheels on the bus go round and round.

Teacher's tip: Acting out a simple role play

Seat the children on the floor in pairs as if they are on a bus. Choose one child to sit at the front and be the driver. Allow the children to choose a role: mummy, daddy, brother or sister. Play the audio of the song and the children act out their part.



Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

Game: Mimi says (the wheels go round).

- Use the puppet to say *Mimi says the wheels go round* and children respond by making circular movements with both their hands.
- Say *Mimi says the wheels stop* and children freeze in position.
- Alternate the instructions and go faster as children get more confident in responding.

The wheels on the bus song 

CD1 Track 27

- Show children a picture or toy bus and introduce the word.
- Say *Stand up. Let's learn the song 'The wheels on the bus'*.
- Play the audio. The children listen and do the actions for the song (see TB p 33).
- Repeat. The children sing and do the actions.

Watch *The wheels*on the bus song video. 

- Children watch the video and join in singing the song and doing the actions with Tom and Sophie.

Table time

Pupil's Book p 12

Watch. Listen, point and sing *The wheels on the bus.*  

CD1 Track 27

- Play the audio. Children listen, sing and point to the pictures of the wheels and family members as they hear the words in the song.

Colour the circles under the family members in the song. Say.

- Children colour the circles under each of the family members in the song (i.e. all of them).
- Children point to and name the family on the bus, e.g. *brother*.

Closing time

Learning review (see TB p 18)

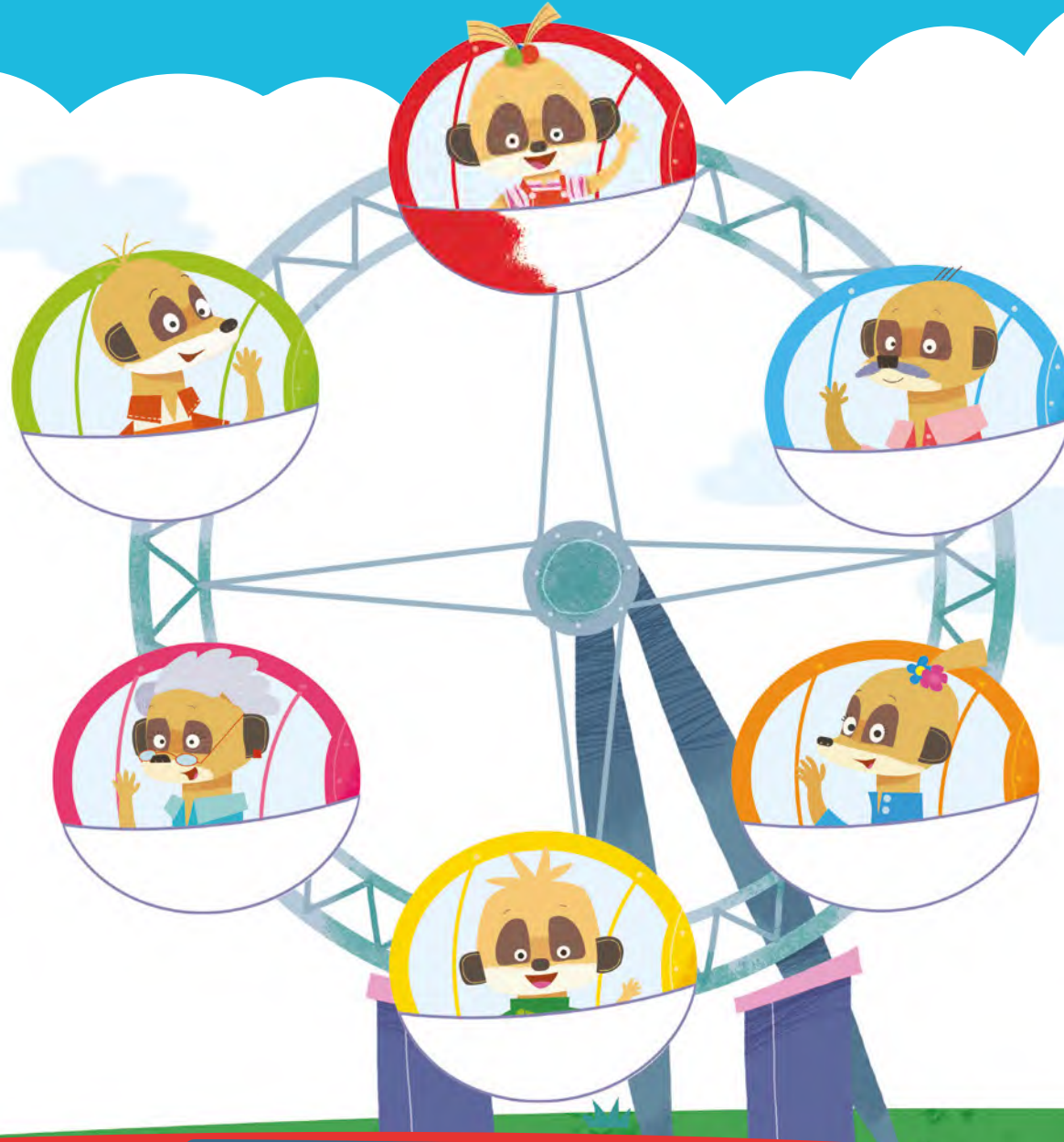
Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)



Review

Family



Listen, point and say. Colour the pods to show the family members you know. Stick the star sticker. Ask and say. **Language:** mummy, daddy, grandma, grandpa, brother, sister; blue, green, orange, pink, red, yellow; Where's your (sister)? Here. This is my (brother).



Learning objectives

- Review your learning and progress
- Ask and say where family members are
- Stick on a star sticker for achievement

Materials

- Class CDs, flashcards, Big Wheel mat, Mimi puppet

Main vocabulary

- mummy, daddy, grandma, grandpa, brother, sister; blue, green, orange, pink, red, yellow

Key language

- Where's your (sister)? Here. This is my (brother).

Teacher's tip: Introducing the concept of self-evaluation



The concept of self-evaluation is likely to be new to children. Explain and demonstrate that they should only colour the pods of the family members they know. Encourage them to say the words as they do this. Give lots of encouragement and praise, pointing out the things they've learned and achieved in this unit.

Circle time

Hello song & puppet (CD1 Track 2; see TB p 17 & 21)

Opening routines (see TB p 16)

Recycling activity (see TB p 19)

Lesson aims (see TB p 18)

Family flashcard games

- Choose one or two flashcard games with the Big Wheel mat and/or the puppet to review key vocabulary (see TB p 20 & 21).

Sing *Where's your grandma?*



CD1 Track 19

- Lay out the flashcards. Children name the family members.
- Play the audio. Children sing and point to the flashcards.
- Children ask and answer questions about all the family members.

Game: *Where's mummy?*

- Stick the flashcards at the children's height on different walls round the classroom. Say *Where's mummy?* Children point to the corresponding flashcard and say *Here!*

Game: *I love my daddy.*

- With the flashcards still in position around the classroom, say, *I love my daddy!* Choose a volunteer to pick up the corresponding flashcard and mime giving 'daddy' a hug.

Watch the story video.



- Children watch the story video. Ask *Who's in orange?* (Mimi and Grandpa) *Who's in yellow?* (Dylan and Grandma) *Who helps in the story?* (Mummy and Daddy).

Table time



Pupil's Book p 13

Listen, point and say.

- Say e.g. *Find daddy!* and children point to the pictures.
- Play the audio. Children listen, point to the pictures and say the words.

CD1 Track 28

Mimi: I'm the teacher! Can you remember our family, Dylan?

Dylan: Yes, I can. Mummy.

Mimi: Mummy.

Dylan: Daddy.

Mimi: Daddy.

Dylan: Brother

Mimi: Brother.

Dylan: Sister.

Mimi: Sister.

Dylan: Grandma.

Mimi: Grandma.

Dylan: Grandpa.

Mimi: Grandpa. Well done, Dylan. Very good!

Children colour the pods of the family members they know.

- Children circle the pods around the family members they know.

Stick the star sticker.

- Children stick on the star sticker for achievement.
- Monitor and encourage children to think positively about their progress.

Ask and say.

- Children ask and answer questions about the family, e.g. *Where's Grandma? Here!*

Closing time

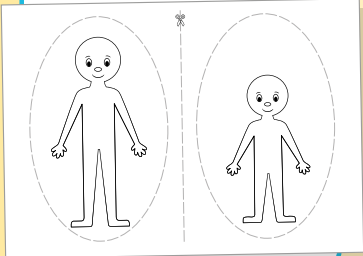
Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)

Project

Family



Choose and colour a member of your family. Make a family display. Ask and say.

Language: mummy, daddy, grandma, grandpa, brother, sister; Where's your (grandpa)? Here. This is my (sister). I love my (daddy).

Learning objectives

- Work together to do a collaborative project
- Make a family member for the display
- Talk about the family display
- Express enjoyment of the family display

Materials

- Class CDs, Mimi puppet, project template, crayons, washing line and pegs for display
- optional: finger paints, wool, tissue paper, glue

Main vocabulary

- mummy, daddy, grandma, grandpa, brother, sister

Key language

- Where's your (grandpa)? Here. This is my (sister). I love my (daddy).

Teacher's tip: Reinforcing how to hold a crayon

Colouring with crayons encourages the correct hold the children will need to establish for writing. Children of this age group may need to be shown how to hold a crayon correctly. Demonstrate the correct hold and gently adjust the hold of any children using an incorrect grip.



Table time

Pupil's Book p 14



- Say e.g. *We're going to make a family display like this. Look at what we need for our project: pictures of the family, crayons, string, pegs.* Children listen and point to the pictures.
- Divide the children into groups or tables.

Choose and colour a member of your family.

- Children choose the family template they want to complete or you can assign this.
- Make sure children have crayons available.
- Children use crayons to colour their family template.

Make a family display.

- When they are ready, children hang their completed template on the string washing line you have prepared. Each table or group makes one family.

Ask and say.

- Children identify the different members of each family in their display. Make the point that all families are different but equally special.
- Ask children *Do you like our family display?* Make the point that everyone has helped to make it and that they couldn't have made such a beautiful display on their own.

Alternative version of project:

- The children could use finger paints, wool, tissue paper and glue instead of crayons to decorate their template.



Closing time

Learning review (see TB p 18)

Closing routines (see TB p 16)

Bye bye song and puppet (CD1 Track 3; see TB p 17 & 21)