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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 (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 (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. In Level 3, a grapheme (the sound two or three letters make together, e.g. *th* in *this*, *ai* in *paint*) is introduced in each Literacy and English Lesson. The graphemes introduced are described in Phase three 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 some way in every Lesson in a Unit, to give the children regular practice and to build their confidence.

In Level 3, the children start to read short sentences in speech bubbles and short captions which appear on the Pupil’s Book and Activity 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 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 to count on and back in tens. 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)*, telling the time, 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 themselves, being polite: please and thank you, including others in play, safety in the kitchen, not 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 fireworks 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 Kindergarten 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.)
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 do any word reading 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 practise this with known words, from Level 1 onwards, 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* 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 *b, c, d*.

In Level 3 the children are introduced to 18 graphemes i.e. two or more letters together which make either one sound (e.g. *oo* as in *book* or *zoo*; *ch* as in *chip*) or two sounds (e.g. *oi* as in *point* or *air* as in *hair*).

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 Pupil’s Book 3 and Activity Book 3. Your child’s teacher may give your child a set of sight words for each unit, one set at a time, which they should keep in an envelope or tin. The children will practise the sight words for each Unit in class, and then your child should 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 or from the small sight words cards in their sight words cards envelopes. 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 Phonics 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 Phonics rhymes are an opportunity to read and revise the decodable words the children have learned in the Units 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 Phonics rhyme with your child, when asked by the teacher, allowing your child to join in or read the rhyme if they wish to. 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 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 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 – it demonstrates understanding that writing conveys meaning so is an important part of learning. It also develops the correct hold a pencil and develops fine motor skills in readiness for real writing.

In Level 2, the children 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, starting at the correct point(s) and using pencil strokes in the correct direction.

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 3.

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: A new start

English
- **Literacy:** review the letters of the alphabet; review Level 2 phonics; begin to read speech bubbles and captions; sight words: here, I, don’t, isn’t (Activity Book: come, play, today, Ray)
- **Language and communication**
  review greetings; review simple questions and statements with be and have; modal can; Wh- question words Who? What? Where?

Maths
- **Numbers and counting:** recite the number names in order, 0–20; count reliably a set of everyday objects

Activity Book page 9

Rhyme: One, two. How are you? [to 20] [Chant]
Your child is practising counting to 20. Play the chant for him/her to join in. Count to 20 with him/her if you can. Now, say different numbers between 1 and 20. Your child claps their hands the correct amount of times.

Activity Book page 10

Rhyme: My body (V1-2) [Song]
Play the audio track and encourage your child to join in. If you can, call out the parts of the body (arm, leg, body, head, hand, feet) and have your child point to them. Now point to the different parts of the body and have your child call out the word.

Pupil’s Book page 10

Your child is learning about the importance of finding an appropriate place to do homework in the Values Lesson. If your child has been given a homework task, sign their book to say they have done it.

Activity Book page 12

Phonics rhyme: Come and play! [Song]
Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able to. He/She should follow the words with his/her finger.

Look, listen and say. [AB 8]
Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 1 sight words (come, play, today, Ray) to you.

Pupil’s Book page 11

Your child has made a book about themselves. Ask them to show you it.

Parent-child activities

**Lesson 1**

Pupil’s Book page 4

You child has met two new course characters, Roy and May, alongside Miss Hill, Sam, Tarik, Lin, Dona, Sid and Pat. 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

Point and say.
Your child is practising the names of some of the course characters (Pat, Sam, Dona, Sid, Lin and Tarik) and the sound of the letters with which their names begin. Look at the Activity Book with them. Ask: Who’s this? and point to each character.

**Lesson 2**

Activity Book page 8

Rhyme: Goodbye [Song]
Play the audio track and encourage your child to join in.

**Lesson 3**

Activity Book page 8

Listen and say. [AB 4]
Your child is practising under, in, on. Look at the row of pictures at the bottom of the page with your child. Play the dialogue for him/her to join in and say what position the objects are in. If you can, take two objects, e.g. a box and ball. Place the ball under the box. Ask: Where’s the ball? Have your child say: The ball is under the box. Repeat with other objects for in and on.

**Lesson 4**

Pupil’s Book page 7

We have reviewed numbers 1–20 in Lessons 3 and 4. See if they can count to 20 in English for you.

**Activity Book page 9**

Rhyme: One, two. How are you? [to 20] [AB 5]
[Chant]
Your child is practising counting to 20. Play the chant for him/her to join in. Count to 20 with him/her if you can. Now, say different numbers between 1 and 20. Your child claps their hands the correct amount of times.

**Lesson 5**

Activity Book page 10

Rhyme: My body (V1-2) [AB 6] [Song]
Play the audio track and encourage your child to join in. If you can, call out the parts of the body (arm, leg, body, head, hand, feet) and have your child point to them. Now point to the different parts of the body and have your child call out the word.

**Lesson 7**

Pupil’s Book page 10

Your child is learning about the importance of finding an appropriate place to do homework in the Values Lesson. If your child has been given a homework task, sign their book to say they have done it.

**Activity Book page 12**

Phonics rhyme: Come and play! [AB 7]
Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able to. He/She should follow the words with his/her finger.

Look, listen and say. [AB 8]
Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 1 sight words (come, play, today, Ray) to you.

**Lesson 8**

Pupil’s Book page 11

Your child has made a book about themselves. Ask them to show you it.
Unit 2 Aims and objectives

Unit title: Our lessons

English
- **Literacy:** learn the grapheme oo and its corresponding graphemes, /uː/ and /ʊ/ as in book and zoo, learn the graphemes th and its corresponding graphemes /θ/ and /ð/ as in three and this; sight words: your, you
- **Language and communication:** Ask simple questions related to language lessons: Can you spell …? What page, please? What line, please?, Ask simple questions about days of the week: What day is (it) today?

Maths
- **Numbers and counting:** count in tens to 20; understand 20 as two lots of 10
- **Time:** begin to learn the days of the week and their sequence; begin to identify the times of everyday events;

Parent-child activities

Lesson 1

**Activity Book page 14**

**Rhyme:** *The zoo* **AB 11** ![Song]
Your child is learning the sounds the letters oo make together. Play the audio track and encourage your child to join in.

Lesson 2

**Activity Book page 15**

**Rhyme:** *Sound out words* **AB 13** ![Chant]
Play the audio track and encourage your child to join in.

Lesson 3

**Activity Book page 16**

**Rhyme:** *Numbers [to 10]* **AB 3** ![Chant]
Your child is practising counting to 10. Play the chant for him/her to join in. Count to 10 with him/her if you can. Now, say different numbers between 1 and 10. Your child claps their hands the correct number of times.

Lesson 4

**Activity Book page 17**

**Rhyme:** *Days of the week* **AB 14** ![Chant]
Play the audio track and encourage your child to join in. If you can, say the days of the week (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday) with your child.

Lesson 5

**Activity Book page 18**

**Listen and write the words.** **AB 16** ![ ]
Your child is learning the sounds the letters oo make together. Play the audio track. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger. Encourage your child to write out the sentences again on a sheet of paper.

Lesson 6

**Pupil’s Book page 17**

Your child is learning about animals and their behaviour. Ask about the animals they have learned about.

Lesson 7

**Pupil’s Book page 18**

Your child has learned the importance of keeping their possessions and school work neat and tidy in the **Values Lesson**. Let you child show you an example of their tidy work.

Activity Book page 20

**Phonics rhyme:** *Look at this book.* **AB 17** ![ ]
Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger.

**Look, listen and say.** **AB 18** ![ ]
Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 1 Activity Book sight words and the Unit 2 Activity Book sight word (there’s) to you.
Unit title: At home

English
- **Literacy:** learn the graphemes /ær/ as in car, and /əʊ/ as in boat; sight words: by, to, my, do (Activity Book: goes)
- **Language and communication:** make simple statements about routines and habitual actions: I come to school by bus; I get up at 6 o’clock.

Maths
- **Numbers and counting:** count in tens to 40; understand 30 and 40 as 3 and 4 lots of ten.
- **Shape, space and measure:** data handling: to collect and organise data and present it in a chart; time: read o’clock times; begin to identify the times of everyday events

Understanding the world (Science)
- Methods of transport; investigate what causes movement.

Values and social behaviour
- Road safety

Expressive arts
- **Being creative:** make a junk model vehicle with wheels.

Parent-child activities

Lesson 1

**Activity Book page 24**

Listen, stick and write.  
**AB 21 [Song]**
Your child is learning the letters ar. Play the audio track. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger. Encourage your child to write out the sentences again on a sheet of paper. Ask: How do you come to school?

Lesson 2

**Activity Book page 25**

Rhyme: **Row your boat.  AB 23 [Song]**
Your child is learning the sound the letters oa make together. Play the audio track and encourage your child to join in.

Lesson 3

**Activity Book page 26**

Rhyme: **Coming to school (V1-2)  AB 25 [Chant]**
Play the audio track and encourage your child to join in.

Lesson 4

**Pupil’s Book page 23**
Your child is learning about the time and we are talking about what time they do routine activities. He/she will bring a Daily Routines worksheet home, help him/her to complete the clocks with the time he/she does the things in the pictures.

Activity Book page 27

Look, draw and say.
Your child is learning to tell the time (hours only). Look at the visual timetable on the Activity Book page with your child and say what time it is on each of the clocks. If you have a toy clock, set it at different times (hours only) and ask your child ‘What’s the time?’

Lesson 6

**Activity Book page 29**

Look, trace and write.
Your child is practising writing sentences. The teacher may ask your child to write out the sentence again as homework on a sheet of paper. Praise all efforts.

Lesson 7

**Pupil’s Book page 26**
Your child has learned the importance of staying safe of the road in the Values Lesson. Help your child cross the road safely. Make sure he/she always wears a seat belt in the car and a helmet when riding a bike.

Activity Book page 30

Phonics rhyme: **Gareth goes far  AB 28 [Song]**
Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger.

Look, listen and say.  
**AB 29 [Song]**
Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Activity Book Unit 1 and 2 sight words, and Unit 3 sight word (goes) to you.
Unit 4 Aims and objectives

Unit title: Let’s keep warm and dry!

English

- **Literacy**: learn the graphemes *ng* /ŋ/ as in swing, and *ai* /aɪ/ as in pain; sight words: very, which, yours, warm, make (Activity Book: gloves, shorts)
- **Language and communication**: make simple statements to describe garments and colours; ask and answer simple questions with wearing

Maths

- **Numbers and counting**: understand and use 50; count forwards and backwards in tens to and from 50
- **Shape, space and measure**: comparison of three objects: longer/longest, shorter/shortest; heaviest, lighter/lightest

Parent-child activities

**Lesson 1**

*Activity Book page 32*

Rhyme: *Hop round the clock!* 
AB 27 [Chant]

Your child is learning to tell the time (hours only). Play the audio track and encourage your child to join in. If your child has a toy clock, set the hands (hours only) and ask: *What’s the time?*

**Lesson 2**

*Activity Book page 33*

Rhyme: *Coming to school (V1-2)*  
AB 25 [Chant]

Play the audio track and encourage your child to join in.

**Lesson 3**

*Pupil’s Book page 30*

Your child is comparing lengths of things in this lesson. Compare three long objects e.g. scarves with him/her and have him/her say which are the longest and the shortest.

We are making a maths table at school. Please help us to collect different shaped objects e.g. cube-shaped boxes, cylindrical tins etc to have on display on our maths table.

*Activity Book page 34*

Rhyme: *I can count in tens!* [to 50]  
AB 33 [Chant]

Your child is learning to count up in tens (from 10 to 50). Play the audio track and encourage your child to join in. If you can, count up in tens to 50 with your child.

**Lesson 4**

*Activity Book page 35*

Rhyme: *I count back in tens.* [from 50]  
AB 33 [Chant]

Your child is learning to count back in tens from 50 to 10.

**Lesson 6**

*Activity Book page 37*

Read, colour and say.

Your child is learning about what happens when you mix colours. Encourage your child to read as much of each sentence as he/she is able. Encourage him/her to write out the sentences on a sheet of paper. If you can, use paints to mix these colours at home with your child. Encourage them to tell you the names of the colours.

**Lesson 7**

*Pupil’s Book page 34*

Your child has learned about dressing themselves in the Values Lesson. Your child may be asked to practise one aspect of dressing his/herself which they find difficult at home. Please help them to practise this.

*Activity Book page 38*

Phonics rhyme: *Jon, Ron and Don go out.*  
AB 39

Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger.

Look, listen and say.  
AB 40

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Activity Book sight word for Unit 3 and the Unit 4 sight words (gloves, shorts, shirt) to you.

**Lesson 8**

*Pupil’s Book page 35*

Your child has been learning to tie shoe laces. Help him/her to practise tying shoe laces at home.
Parent-child activities

Lesson 1

Pupil’s Book page 36
Your child is learning about people’s jobs in this unit. Tell him/her about your job and find out the name for it in English.

Activity Book page 42
Rhyme: It’s 12 o’clock! [Chant]
Your child is learning to tell the time (hours only). Play the audio track and encourage your child to join in. If your child has a toy clock say: Show me 12 o’clock. Have your child set the hands. Practise with other times.

Lesson 2

Activity Book page 43
Read, trace and draw.
Your child has drawn a picture of himself/herself on the school bus. Ask him/her to show you their drawing. Encourage your child to read the sentences above and below the drawing. Your child is learning to write sentences. The teacher may ask your child to write the sentence again on a sheet of paper as homework.

Lesson 3

Pupil’s Book page 38
Your child is learning to compare heights using the tallest and the shortest. Talk about who is the tallest and the shortest in your family.

Activity Book page 44
Rhyme: I can count in tens! [to 60] [Chant]

Lesson 4

Activity Book page 45
Rhyme: I count back in tens. [from 70] [Chant]
Your child is learning to count back in tens. Play the audio track and encourage your child to join in. If you can, count back in tens from 70 with your child.

Lesson 5

Activity Book page 46
Rhyme: Colours (V1-3) [Song]
Play the audio track and encourage your child to join in. Look around your home. Can you and your child find items in the colours in the song? (yellow, green, red, blue, purple, pink, orange, black, white, brown, grey)

Lesson 7

Pupil’s Book page 42
Your child has learned about how him/her behaviour can help others the Values Lesson. Make sure your child is polite at home, doesn’t drop litter on the streets, and is on time for school.

Activity Book page 48
Phonics rhyme: The cooks in the kitchen. [Chant]
Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger.

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Unit 6 Aims and objectives

Unit title: What's wrong?

English

- **Literacy:** sounds: $ee$ /iː/ as in feet; $air$ /eə/ as in hair;
sight words: they’re, more (Activity Book: like, friends)
- **Language and communication:** describe physical appearance and what something feels like

Maths

- **Numbers and counting:** counting to 80 and 90 in tens;
understanding 80 and 90 as eight and nine lots of ten
- **Shape, space and measure:** understanding when
there’s not enough of something

Parent-child activities

**Lesson 1**

**Activity Book page 50**

Rhyme: It’s $12$ o’clock!  **AB 43** [Chant]

Play the audio track and encourage your child to join in.

**Lesson 2**

**Activity Book page 51**

Listen, draw and write.
Your child is learning the sound the letters $air$ make
together. Ask your child to show you the picture they
have drawn of a monster with funny red hair. Encourage
him/her to read as much of the sentence under the
drawing as he/she is able. Encourage your child to write
out the sentence again on a sheet of paper.

**Lesson 3**

**Activity Book page 52**

Rhyme: I can count in tens! [to 80]  **AB 52** [Chant]

Your child is learning to count in tens (from 10 to 80).
Play the audio track and encourage your child to join in.
If you can, count in tens to 80 with your child.

**Lesson 4**

**Activity Book page 53**

Rhyme: I count back in tens. [from 90]  **AB 53** [Chant]

Your child is learning to count back in tens (from 90 to
10). Play the audio track and encourage your child to join
in. If you can, count back in tens from 90 with your child.

Understanding the world (Science)

- **Looking after our bodies:** saying whether things are living
or non-living

Values

- **Look after others

Expressive arts

- **Make a friendship poster

**Lesson 5**

**Pupil’s Book page 48**

Your child is learning words to describe how he/she feels.
Ask him/her How do you feel?

**Lesson 6**

**Activity Book page 55**

Rhyme: Are you heavier?  **AB 36** [Chant]

Play the audio track and encourage your child to join in.
With your child look around your home. Which items are
heavier/lighter than your child? Encourage your child to
point to each item and say: I’m heavier./I’m lighter.

**Lesson 7**

**Pupil’s Book page 50**

Your child has learned the importance of being kind to
each other in the Values Lesson. Encourage him/her to
always be kind to other children.

**Activity Book page 56**

Phonics rhyme: A happy me!  **AB 55**

Your child is learning to read this Phonics rhyme. Play
the audio track and enjoy the Phonics rhyme together.
Encourage your child to join in and read as much as he/
she is able. He/She should follow the words with his/her
finger.

Look, listen and say.  **AB 56**

Your teacher may have given your child some sight
words to read to you, or you can use Activity Book page
96. Encourage your child to read the Activity Book Unit
4 and 5 sight words and the Unit 6 sight words (like,
friends) to you.
Unit 7 Aims and objectives

**Unit title: How do things feel?**

**English**
- **Literacy:** learn the graphemes /ʃ/ as in fish and /ɜː/ as in fur. (Activity Book: sight word we’re)
- **Language and communication:** make simple statements with be and feel/look like to describe what things feel like to touch and how things look

**Maths**
- **Numbers and counting:** understand 100 as 10 lots of 10; count to and back from 100 in tens

**Understanding the world (Science)**
- **Talk about properties of fur, shell, spines; Animal features and properties: teeth, claws, fingers**

**Values**
- **Self-care:** be safe in the kitchen

**Expressive arts**
- **Being creative and exploring media:** make a class collage

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**Parent-child activities**

**Lesson 1**

**Activity Book page 60**

**Rhyme:** Goodbye [Song]

Play the audio track and encourage your child to join in.

**Lesson 2**

**Pupil’s Book page 53**

Your child is learning about pet animals and learning to describe how they feel. If you have a family pet let your child have a photo of it to take into school and talk about.

**Activity Book page 61**

**Rhyme:** Colours (V1-3) [Song]

Play the audio track and encourage your child to join in.

**Lesson 3**

**Activity Book page 62**

**Rhyme:** I can count in tens! [Chant]

Your child is learning to count in tens. Play the audio track and encourage your child to join in. If you can, count in tens to 100 with your child.

**Lesson 4**

**Pupils Book page 55**

Your child is learning about 3D shapes. He/she may bring a shapes worksheet home. If so, help him/her to find objects around your home which are each of the shapes.

**Lesson 6**

**Activity Book page 65**

**Rhyme:** Textures (V1-2) [Chant]

Your child is learning about different textures. Play the audio track and encourage your child to join in. Look around your home. Can you and your child find items with different textures (soft, sticky, smooth, hard, warm, cold, rough, sharp, smooth)? Encourage your child to say the words aloud.

**Lesson 7**

**Pupil’s Book page 58**

Your child has learned the importance of staying safe in the kitchen in the Values Lesson. Make sure your child stays away from hot things and sharp things in the kitchen at home.

**Activity Book page 66**

**Phonics rhyme:** The shop [Chant]

Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger.

**Look, listen and say.**

Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Activity Book Unit 5 and Unit 6 sight words and Unit 7 sight word (we’re) to you.
Parent-child activities

Lesson 1

Activity Book page 68
Listen, colour and write the names. [AB 66]
Your child is learning the sound the letters oi make together. Can your child show you where the letters oi are hidden on the page? Play the audio. Encourage your child to point to the correct sandcastle as they listen to the dialogue. Ask: What colour are the flags?

Lesson 2

Activity Book page 69
Rhyme: Sound out words [AB 13] [Chant]
Play the audio track and encourage your child to join in.

Lesson 3

Activity Book page 70
Rhyme: Ways to make ten [AB 68] [Chant]
Your child is learning number bonds to ten (9 and 1, 8 and 2, 7 and 3, 6 and 4, 5 and 5). Play the rhyme for them to join in.
If you can, help your child practise making ten using objects at home, e.g. pasta shapes, pegs, sweets. Put three pasta shapes in a row on the left and seven pasta shapes in a row on the right. Ask your child to count each group and say: 3 and 7 is 10. Repeat to practise the other number bonds.

Lesson 4

Activity Book page 71
Rhyme: How many left? [AB 69] [Song]
Your child is learning how to subtract a small number from a larger number. Play the rhyme for them to join in.
If you can, practise taking away with your child using objects at home, e.g. pasta shapes, pegs, sweets. Give your child 10 pasta shapes. Say: Let’s take 2 away (your child does this). Ask: How many are left? Let’s count. Count the remaining pasta shapes with your child. Say: There are 8 left. If we take 2 away from 10 there are 8 left.
Repeat, starting from other numbers and taking away other numbers of pasta shapes each time, with your child saying the sums with you as you do it e.g.: If we take 2 away from 6, there are 4 left.

Lesson 5

Activity Book page 72
Rhyme: Textures (V1-2) [Chant]
Play the audio track and encourage your child to join in.

Lesson 7

Pupil’s Book page 66
Your child has learned the importance of look after beaches in the Values Lesson. Make sure your child helps to keep the beach clean whenever you visit the beach together.

Activity Book page 74
Phonics rhyme: Let’s swim! [AB 80]
Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger. Can your child show you where the numbers 1 to 10 are hidden in the picture?

Look, listen and say. [AB 81]
Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Activity Book Unit 7 sight word, and the Unit 8 sight words (two, four, five, out, dive, again, eight, nine) to you.
Unit title: How animals help us

English
- Literacy: learn the graphemes /ow/ as in cow and /ɔː/ as in horse; sight words: all, white, so, when
- Language and communication: talk about where food comes from using phrases with get and give us.

Maths
- Numbers and counting: doubling numbers to 10.
- Shape, space and measure: comparative volume of liquid: full, half-full, empty

Understanding the world (Science)
- Farm animals and what they give us: milk, wool, eggs; Objects that float and sink

Values
- Look after animals

Expressive arts
- Make a farmyard picture

Parent-child activities

Lesson 1
Activity Book page 78
Rhyme: How many left? [Song] AB 69
Your child is practising how to subtract a small number from a larger number. Play the rhyme for him/her to join in.

Lesson 2
Activity Book page 79
Rhyme: Horsey, horsey! [Song] AB 74
Your child is learning the sound the letters or make together. Play the rhyme for him/her to join in.

Lesson 3
Activity Book page 80
Rhyme: Doubles [Chant] AB 75
Your child is learning how to double the numbers from 1 to 5. Play the rhyme for him/her to join in. If you can, practise doubling numbers with your child using objects at home, e.g. pasta shapes, pegs, sweets. Put a pasta shape in one hand. Then put another pasta shape in his/her other hand. Say: 1 add 1. Double 1. That’s 2.
Now start again, putting two pasta shapes in one hand. Then put two pasta shapes in his/her other hand. Say: 2 add 2. Double 2. That’s 4. Repeat to practise doubling 3, 4 and 5.

Lesson 4
Activity Book page 81
Listen and match. AB 76
Play the audio track and encourage your child to join in and point to the correct glass in his/her book.

Lesson 5
Activity Book page 82
Rhyme: Baa, baa, black sheep [Song] AB 77
Play the audio track and encourage your child to join in.

Lesson 7
Pupil’s Book page 74
Your child has learned how animal stay healthy and have made comparisons with him/herself in the Values Lesson. Talk about what he/she can do to stay healthy.

Activity Book page 84
Phonics rhyme: The sun is out. AB 78
Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger.
Unit 10 Aims and objectives

Unit title: Everyday routines

English
- Literacy: learn the graphemes ear /ɪə/ as in ear and igh /aɪ/ as in night; Consolidation of learned VC and CVC words and sight words (Activity Book: sight words breakfast, where, school)
- Language and communication: positive and negative statements about routines and habits using the present simple.

Maths
- Numbers and counting: consolidate counting to and back from 100 in tens; consolidate doubling numbers (to 10)

Parent-child activities

Lesson 1

Activity Book page 86
Rhyme: Coming to school (V1–2) AB 25 [Chant]
Play the audio track and encourage your child to join in.

Lesson 2

Activity Book page 87
Read, match and say.
Your child has been learning about when different activities happen: Go to bed, have supper, clean (my) teeth, play, visit Gran and Grandad, do (my) homework, get washed, watch TV, and the time of day: afternoon, evening or night. Encourage your child to say when he/she does each activity.

Lesson 3

Activity Book page 88
Rhyme: Hop round the clock! AB 27 [Chant]
Play the audio track and encourage your child to join in.

Lesson 4

Activity Book page 89
Rhyme: It’s 12 o’clock. AB 43 [Chant]
Play the audio track and encourage your child to join in.

Lesson 6

Pupil’s Book page 81
Your child has been learning about how to keep his/her teeth clean and healthy. He/she may bring a Teeth-cleaning worksheet home for you to help to fill in.

Activity Book page 91
Rhyme: Wash (V1–4) AB 82 [Song]
Play the audio track and encourage your child to join in.

Lesson 7

Pupil’s Book page 82
Your child has learned the importance of being on time in the Values Lesson. Help to make sure your child is on time for school.

Activity Book page 92
Phonics rhyme: Last day! AB 83
Your child is learning to read this Phonics rhyme. Play the audio track and enjoy the Phonics rhyme together. Encourage your child to join in and read as much as he/she is able. He/She should follow the words with his/her finger.

Look, listen and say. AB 84
Your teacher may have given your child some sight words to read to you, or you can use Activity Book page 96. Encourage your child to read the Unit 10 sight words (breakfast, where, school) to you.