# Syllabus of Playtime B

## Starter Unit: It’s playtime!

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To say hello to the course characters and sing the Hello song</td>
<td>New</td>
</tr>
<tr>
<td>• To revise the numbers 1–6</td>
<td>Goodbye</td>
</tr>
<tr>
<td>• To present and practise the numbers 7–10</td>
<td>seven, eight, nine, ten</td>
</tr>
<tr>
<td>• To revise the colours from Playtime A</td>
<td>black, brown, pink, white</td>
</tr>
<tr>
<td>• To present and practise four new colours</td>
<td>Monkey, Rocket, Star, Twig, Melody</td>
</tr>
</tbody>
</table>

## Unit 1: My first day

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To tell the story with the Big Story Book, encouraging the children’s participation during the second telling</td>
<td>New</td>
</tr>
<tr>
<td>• To watch and join in with the animated story and the song on the DVD</td>
<td>mummy, daddy, brother, sister, grandad, granny</td>
</tr>
<tr>
<td>• To present and practise the story song</td>
<td>Let’s paint. Let’s play.</td>
</tr>
<tr>
<td>• To consolidate the story through several Class Book activities and a class performance</td>
<td>Playschool’s fun.</td>
</tr>
<tr>
<td>• To present and practise family vocabulary</td>
<td>Come on!</td>
</tr>
<tr>
<td>• To present and practise the vocabulary song</td>
<td>Who’s this?</td>
</tr>
<tr>
<td>• To transfer the language of the unit to a real life context</td>
<td>Goal!</td>
</tr>
<tr>
<td>• To motivate the children through a link with another area of the curriculum, to develop their knowledge of the world through English</td>
<td>play</td>
</tr>
<tr>
<td>• To provide opportunity for personalization through a creative activity</td>
<td>He’s got blonde hair.</td>
</tr>
<tr>
<td>• To make the unit pop-out and to practise the unit language with it</td>
<td>He’s got blue eyes.</td>
</tr>
<tr>
<td>• To take part in a performance of the story and the songs from the unit</td>
<td>family</td>
</tr>
<tr>
<td>• To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content</td>
<td>Recycled</td>
</tr>
</tbody>
</table>

## Optional reinforcement lessons

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To practise family vocabulary</td>
<td>New</td>
</tr>
<tr>
<td>• To practise the vocabulary song</td>
<td>mummy, daddy, brother, sister, grandad, granny</td>
</tr>
<tr>
<td>• To revise and practise the key cross-curricular points through a Workbook activity</td>
<td>play</td>
</tr>
<tr>
<td>• To personalize the cross-curricular content of the unit through a Workbook activity</td>
<td>family</td>
</tr>
</tbody>
</table>

## Optional extension lessons

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To emphasize the fact that members of the family belong to different generations</td>
<td>New</td>
</tr>
<tr>
<td>• To develop the children’s knowledge of the world through English and to motivate them through project work</td>
<td>This is my (sister).</td>
</tr>
<tr>
<td>• To relate the extended vocabulary items to the story</td>
<td>tree</td>
</tr>
<tr>
<td>• To consolidate understanding of the story through a Workbook activity</td>
<td>sing</td>
</tr>
<tr>
<td>• To practise the extended vocabulary items through whole-class activities</td>
<td>mummy, daddy, brother, sister, grandad, granny</td>
</tr>
<tr>
<td>• To sing a karaoke version of the vocabulary song using the new vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
# Unit 2: Look out, Rocket!

## Objectives
- To tell the story with the Big Story Book, encouraging the children’s participation during the second telling
- To watch and join in with the animated story and the song on the DVD
- To present and practise the story song
- To consolidate the story through several Class Book activities and a class performance
- To present and practise the parts of the body
- To present and practise the vocabulary song
- To transfer the language of the unit to a real life context
- To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English
- To provide opportunity for personalization through a creative activity
- To make the unit pop-out and to practise the unit language with it
- To take part in a performance of the story and the songs from the unit
- To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content

## Vocabulary
- New
  - arms, body, feet, hands, head, legs
  - robot
  - round
  - Look out!
  - I’m sorry.
  - The robot looks funny!
  - Move your body!
  - clap, nod, shake, stamp, wave
  - circle, square, star, triangle
  - boxes
  - happy, sad
- Recycled
  - Oh no!
  - Hurray!
  - Thank you
  - Colours
  - Yes / No
  - Numbers 1–6
  - eyes, nose, mouth, face

## Optional reinforcement lessons

### Objectives
- To practise the parts of the body
- To practise the vocabulary song
- To revise and practise the key cross-curricular points through a Workbook activity
- To personalize the cross-curricular content of the unit through a Workbook activity

### Vocabulary
- New
  - arms, body, feet, hands, head, legs
  - clap, nod, shake, stamp, wave
  - up, down
- Recycled
  - Numbers 1–6
  - Colours
  - Yes / No
  - ears, eyes, face, hair, mouth, nose

## Optional extension lessons

### Objectives
- To extend the topic of the parts of the body by doing life-size drawings
- To develop the children’s knowledge of the world through English and to motivate them through project work
- To relate the extended vocabulary items to the story
- To consolidate understanding of the story through a Workbook activity
- To practise the extended vocabulary items through whole-class activities
- To sing a karaoke version of the vocabulary song using the new vocabulary

### Vocabulary
- New
  - boy, girl
  - arms, body, feet, hands, head, legs
  - Move your body with me!
  - clap, nod, shake, stamp, wave
- Recycled
  - dress, hat, shoes, socks, trousers, T-shirt
  - ears, eyes, face, hair, mouth, nose
  - one, two
  - Colours

# Unit 3: It’s too noisy!

## Objectives
- To tell the story with the Big Story Book, encouraging the children’s participation during the second telling
- To watch and join in with the animated story and the song on the DVD
- To present and practise the story song
- To consolidate the story through several Class Book activities and a class performance
- To present and practise musical instrument vocabulary
- To present and practise the vocabulary song
- To transfer the language of the unit to a real life context
- To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English
- To provide opportunity for personalization through a creative activity
- To make the unit pop-out and to practise the unit language with it
- To take part in a performance of the story and the songs from the unit

## Vocabulary
- New
  - drum, guitar, piano, shaker, triangle, trumpet
  - shake
  - Stop! It’s too noisy!
  - bang, play, sing
  - music box, musical instruments
- Recycled
  - Thank you
  - play
  - Numbers 1–10
  - star, circle
  - box
  - Colours
  - paint, pencil
### Optional reinforcement lessons

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To practise musical instrument vocabulary</td>
<td><strong>New</strong> drum, guitar, piano,</td>
</tr>
<tr>
<td>• To practise the vocabulary song</td>
<td>shaker, triangle, trumpet</td>
</tr>
<tr>
<td>• To revise and practise the key cross-curricular points through a</td>
<td>shake, play, bang, sing</td>
</tr>
<tr>
<td>Workbook activity</td>
<td></td>
</tr>
<tr>
<td>• To personalize the cross-curricular content of the unit through a</td>
<td></td>
</tr>
<tr>
<td>Workbook activity</td>
<td></td>
</tr>
</tbody>
</table>

### Optional extension lessons

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To extend the musical instrument topic by making one</td>
<td><strong>New</strong> tambourine, drum, guitar, piano, shaker, triangle,</td>
</tr>
<tr>
<td>• To develop the children’s knowledge of the world through English and</td>
<td>trumpet, triangle, trumpet</td>
</tr>
<tr>
<td>to motivate them through project work</td>
<td>shake, play, bang, sing</td>
</tr>
<tr>
<td>• To relate the extended vocabulary items to the story</td>
<td></td>
</tr>
<tr>
<td>• To consolidate understanding of the story through a Workbook activity</td>
<td></td>
</tr>
<tr>
<td>• To practise the extended vocabulary items through whole-class activities</td>
<td></td>
</tr>
<tr>
<td>• To sing a karaoke version of the vocabulary song using the new vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

### Unit 4: Beep beep! Choo choo!

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To tell the story with the Big Story Book, encouraging the children’s</td>
<td><strong>New</strong> ball, car, doll, teddy,</td>
</tr>
<tr>
<td>participation during the second telling</td>
<td>train, yo-yo, big, small</td>
</tr>
<tr>
<td>• To watch and join in with the animated story and the song on the DVD</td>
<td>It’s too big. Is it too small?</td>
</tr>
<tr>
<td>• To present and practise the story song</td>
<td>Beep beep! Choo choo!</td>
</tr>
<tr>
<td>• To consolidate the story through several Class Book activities and a</td>
<td>wheel</td>
</tr>
<tr>
<td>class performance</td>
<td>toy</td>
</tr>
<tr>
<td>• To present and practise toy vocabulary</td>
<td>I’ve got a train.</td>
</tr>
<tr>
<td>• To present and practise the vocabulary song</td>
<td>I’m ready. Let’s go.</td>
</tr>
<tr>
<td>• To transfer the language of the unit to a real life context</td>
<td><strong>Recycled</strong> Watch out! Oh no!</td>
</tr>
<tr>
<td>• To motivate the children through a link with another area of the</td>
<td>Thank you</td>
</tr>
<tr>
<td>curriculum and to develop their knowledge of the world through English</td>
<td>play</td>
</tr>
<tr>
<td>• To provide opportunity for personalization through a creative activity</td>
<td>Colours</td>
</tr>
<tr>
<td>• To make the unit pop-out and to practise the unit language with it</td>
<td>Numbers 1–8</td>
</tr>
<tr>
<td>• To take part in a performance of the story and the songs from the unit</td>
<td>dress, hair</td>
</tr>
<tr>
<td>• To reinforce the unit topic through optional Workbook activities, which</td>
<td>round and round</td>
</tr>
<tr>
<td>consolidate and extend the vocabulary, topic and cross-curricular content</td>
<td>up, down</td>
</tr>
<tr>
<td>• ❇️ divulge the topic through optional Workbook activities, which</td>
<td>stars</td>
</tr>
<tr>
<td>consolidate and extend the vocabulary, topic and cross-curricular content</td>
<td></td>
</tr>
</tbody>
</table>

### Optional reinforcement lessons

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To practise toy vocabulary</td>
<td><strong>New</strong> ball, car, doll, teddy,</td>
</tr>
<tr>
<td>• To practise the vocabulary song</td>
<td>train, yo-yo</td>
</tr>
<tr>
<td>• To revise and practise the key cross-curricular points through a</td>
<td>I’ve got a train.</td>
</tr>
<tr>
<td>Workbook activity</td>
<td>I’m ready. Let’s go.</td>
</tr>
<tr>
<td>• To personalize the cross-curricular content of the unit through a</td>
<td><strong>Recycled</strong> yo-yo, ball, plane,</td>
</tr>
<tr>
<td>Workbook activity</td>
<td>air</td>
</tr>
<tr>
<td>• • •</td>
<td>up, down</td>
</tr>
<tr>
<td>• To sing a karaoke version of the vocabulary song using the new vocabulary</td>
<td><strong>Recycled</strong> arms, head, legs</td>
</tr>
</tbody>
</table>
## Unit 5: Is it a monster?

### Objectives
- To tell the story with the Big Story Book, encouraging the children’s participation during the second telling
- To watch and join in with the animated story and the song on the DVD
- To present and practise the story song
- To consolidate the story through several Class Book activities and a class performance
- To present and practise wild animal vocabulary
- To present and practise the vocabulary song
- To transfer the language of the unit to a real life context
- To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English
- To provide opportunity for personalization through a creative activity
- To make the unit pop-out and to practise the unit language with it
- To take part in a performance of the story and the songs from the unit
- To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content

### Vocabulary
- **New**
  - bird, elephant, giraffe, snake, tiger, zebra
  - monster, zoo, animals
  - I’m a tiger.
- **Tail, feathers, soft, cold, smooth, long, scared**
- **Where are the monkeys?**
- **I don’t know.**
- **Is it a monster?**
- **Recycled**
  - rhino, ostrich, penguin, camel, meerkat
- **Eyes, ears, feet, legs, nose, mouth**
- **Numbers 1–8**
- **Colours**
  - happy, sad, noisy
  - apples
  - circle, square, triangle, star

### Optional reinforcement lessons

### Objectives
- To practise wild animal vocabulary
- To present and practise the vocabulary song
- To revise and practise the key cross-curricular points through a Workbook activity
- To personalize the cross-curricular content of the unit through a Workbook activity

### Vocabulary
- **New**
  - bird, elephant, giraffe, snake, tiger, zebra, animals
  - I’m a tiger.
- **Recycled**
  - monkey
  - eyes, ears, feet, legs, nose, mouth
  - Numbers 1–8
  - Colours
  - Hurray! Wow!

### Optional extension lessons

### Objectives
- To extend the topic of wild animals by making masks
- To develop the children’s knowledge of the world through English and to motivate them through project work
- To relate the extended vocabulary items to the story
- To consolidate understanding of the story through a Workbook activity
- To practise the extended vocabulary items through whole-class activities
- To sing a karaoke version of the vocabulary song using the new vocabulary

### Vocabulary
- **New**
  - bird, elephant, giraffe, snake, tiger, zebra, animals
  - I’m a tiger.

## Unit 6: I love nuts!

### Objectives
- To tell the story with the Big Story Book, encouraging the children’s participation during the second telling
- To watch and join in with the animated story and the song on the DVD
- To present and practise the story song
- To consolidate the story through several Class Book activities and a class performance
- To present and practise food vocabulary
- To present and practise the vocabulary song
- To transfer the language of the unit to a real life context
- To motivate the children through a link with another area of the curriculum and to develop their knowledge of the world through English
- To provide opportunity for personalization through a creative activity
- To make the unit pop-out and to practise the unit language with it
- To take part in a performance of the story and the songs from the unit
- To reinforce the unit topic through optional Workbook activities, which consolidate and extend the vocabulary, topic and cross-curricular content

### Vocabulary
- **New**
  - biscuits, cheese, juice, nuts, sandwiches, tomatoes
  - I’m hungry! I’m thirsty!
  - eat, drink
  - eating, falling, flying
  - I love nuts!
  - Here you are
  - a cheese and tomato sandwich, butter, bread
  - picnic, lunch
  - wash our hands
  - Let’s tidy up!
  - We’re hungry!
- **Recycled**
  - birds
  - happy
  - Watch out!
  - Numbers 1–10
  - Colours
  - Musical instruments
  - circle, square, triangle, star
  - food
  - up, down
### Optional reinforcement lessons

**Objectives**
- To practise food vocabulary
- To practise the vocabulary song
- To revise and practise the key cross-curricular points through a Workbook activity
- To personalize the cross-curricular content of the unit through a Workbook activity

**Vocabulary**
- **New**
  - biscuits, cheese, juice, nuts, sandwiches, tomatoes
- **Recycled**
  - ears, eyes, face, hair, mouth, nose
  - please

### Optional extension lessons

**Objectives**
- To extend the food theme by exploring our five senses
- To develop the children’s knowledge of the world through English and to motivate them through project work
- To relate the extended vocabulary items to the story
- To consolidate understanding of the story through a Workbook activity
- To practise the extended vocabulary items through whole-class activities
- To sing a karaoke version of the vocabulary song using the new vocabulary

**Vocabulary**
- **New**
  - hard
  - biscuits, cheese, juice, nuts, sandwiches, tomatoes
- **Recycled**
  - soft
  - apples, bananas, cherries, lemons, oranges, plums
  - Colours
  - please

### Festival Units

#### Autumn

**Objectives**
- To present the main characteristics of autumn
- To present and practise the autumn song
- To think about the weather in autumn

**Vocabulary**
- **New**
  - autumn, flag, leaves
- **Recycled**
  - brown, green, orange, red, yellow
  - It’s windy.
  - tree, nuts

#### Merry Christmas!

**Objectives**
- To present and practise a Christmas song
- To think about the weather at Christmas
- To celebrate Christmas in English

**Vocabulary**
- **New**
  - Father Christmas
  - sleigh
  - Christmas Day
  - Merry Christmas!
  - It’s winter / autumn / summer / spring
- **Recycled**
  - Colours
  - Numbers 1–10
  - It’s snowing / windy / sunny / raining / cloudy
  - hat, presents

#### Carnival parade

**Objectives**
- To present and practise a carnival song
- To celebrate carnival in English
- To revise colours, numbers and shapes

**Vocabulary**
- **New**
  - carnival parade
  - dance
  - flowers
- **Recycled**
  - circle, square, triangle, star
  - drum, guitar, triangle, trumpet
  - ball, balloon, flag
  - T-shirt, hat
  - Colours
  - Numbers 1–6