

# Map of the book

## 1 Hello! (pages 4–7)

Vocabulary Gina, Polly, Leo, Mike	Chant: Grammar Hello! I'm (Jo).
▶ <b>Total physical response:</b> Stand up, sit down, say 'hello'	▶ <b>Song:</b> Hello!

## 1 My class (pages 8–15)

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

## 2 My colours (pages 16–23)

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

## 3 My family (pages 24–31)

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

## 4 My toys (pages 32–39)

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

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

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



[www.cambridge.org/supersafari/familyfun](http://www.cambridge.org/supersafari/familyfun)

## 2

# My colours

1 CD1  
20

Listen and point. Say the colours.



16

red, blue, green, yellow

2 CD1  
21

## Listen and colour. Chant.

2



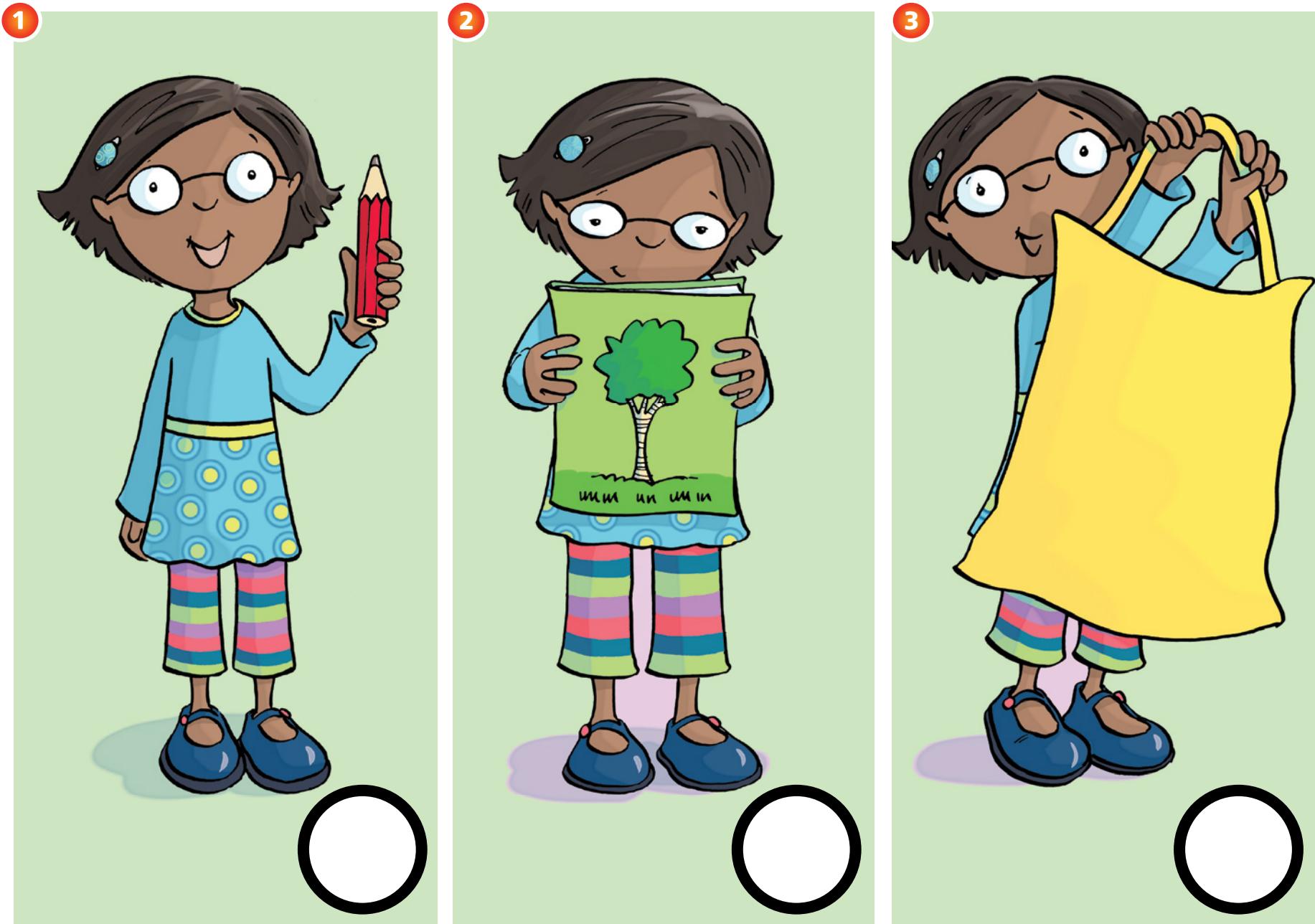
Family fun!

It's (yellow).

17



## Listen and act. Listen and colour.





Listen and sing.

2



Family  
fun!

Singing for pleasure

19

5 CD1  
28  
Sticker

# The painters

Values





# Rainbow colours

6 CD1  
30

Listen and point. Say the colours.



7

Think!

Look and say the colours. Colour.

2

1



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2



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Phonics → page 81 Review → page 89

Thinking skills: Testing predictions

23