

2

# My colours

1 CD1  
20

Listen and point. Say the colours.



16 red, blue, green, yellow

**2** CD1  
21 Listen and colour. Chant.



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



20 Story

5

2



Family fun!

Value: Cheering someone up 21

# Rainbow colours



Listen and point. Say the colours.



7

Think!

Look and say the colours. Colour.

1



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=



2



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=





# Map of the book

Hello! (pages 4–7)	
<b>Vocabulary</b> Gina, Polly, Leo, Mike	<b>Chant: Grammar</b> 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)				
<b>Vocabulary</b> bag, pencil, book, chair	<b>Chant: Grammar</b> Look! It's my (chair).	<b>Story and value</b> <i>The chair</i> Saying sorry	<b>CLIL</b> School behaviour	<b>Thinking skills</b> Classifying
▶ <b>Total physical response:</b> Hands up, hands down, clap your hands			▶ <b>Song:</b> In the classroom	

2 My colours (pages 16–23)				
<b>Vocabulary</b> red, blue, green, yellow	<b>Chant: Grammar</b> It's (yellow).	<b>Story and value</b> <i>The painters</i> Cheering someone up	<b>CLIL</b> Rainbow colours	<b>Thinking skills</b> Testing predictions
▶ <b>Total physical response:</b> Show me something red, show me something green, show me something yellow			▶ <b>Song:</b> Stand up and paint with me!	

3 My family (pages 24–31)				
<b>Vocabulary</b> dad, mum, brother, sister	<b>Chant: Grammar</b> Who's this?	<b>Story and value</b> <i>Family and friends</i> Caring about family and friends	<b>CLIL</b> Understanding age	<b>Thinking skills</b> Ordering
▶ <b>Total physical response:</b> Go to sleep, wake up, give your dad a hug			▶ <b>Song:</b> Rosemary, Rosemary	

4 My toys (pages 32–39)				
<b>Vocabulary</b> ball, car, puzzle, doll	<b>Chant: Grammar</b> I've got a (car).	<b>Story and value</b> <i>The puzzle</i> Helping	<b>CLIL</b> Big and small	<b>Thinking skills</b> Sorting
▶ <b>Total physical response:</b> Throw your ball, catch your ball, oh no, tidy up			▶ <b>Song:</b> I've got a ball	

<b>5 My numbers</b> (pages 40–47)									
<b>Vocabulary</b> one, two, three, four		<b>Chant: Grammar</b> one book, two books		<b>Story and value</b> <i>Where's Polly?</i> Playing together		<b>CLIL</b> Quantity		<b>Thinking skills</b> 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)									
<b>Vocabulary</b> bird, rabbit, fish, cat		<b>Chant: Grammar</b> What is it?		<b>Story and value</b> <i>The cat</i> Working as a team		<b>CLIL</b> Species		<b>Thinking skills</b> 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)									
<b>Vocabulary</b> pasta, salad, rice, cake		<b>Chant: Grammar</b> I like (rice).		<b>Story and value</b> <i>The cake</i> Sharing		<b>CLIL</b> Solids and liquids		<b>Thinking skills</b> 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)									
<b>Vocabulary</b> T-shirt, trousers, dress, shoes		<b>Chant: Grammar</b> I don't like (the purple dress).		<b>Story and value</b> <i>The party</i> Including your friends		<b>CLIL</b> Dressing up		<b>Thinking skills</b> 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)									
<b>Vocabulary</b> slide, roundabout, seesaw, swing		<b>Chant: Grammar</b> The (swing)'s fun.		<b>Story and value</b> <i>The park</i> Taking turns		<b>CLIL</b> Circles and triangles		<b>Thinking skills</b> 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)									
<b>Unit 1:</b> 'p' pencil	<b>Unit 2:</b> 'b' bag	<b>Unit 3:</b> 'd' dad	<b>Unit 4:</b> 'c' car	<b>Unit 5:</b> 't' two	<b>Unit 6:</b> 'e' eggs	<b>Unit 7:</b> 's' salad	<b>Unit 8:</b> 'n' nose	<b>Unit 9:</b> 'i' igloo	<b>Phonics</b> review

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



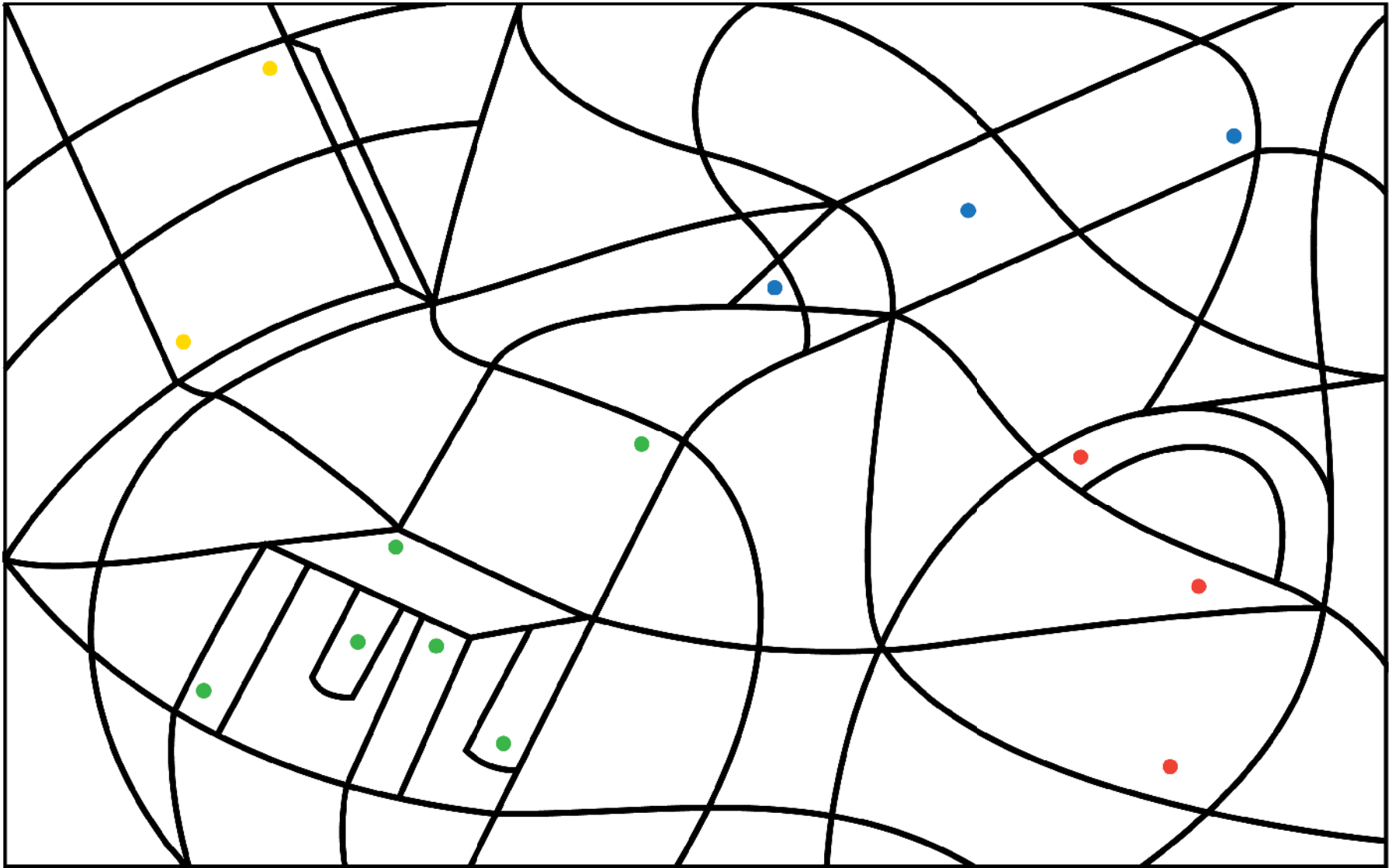
[www.cambridge.org/supersafari/familyfun](http://www.cambridge.org/supersafari/familyfun)

## 2

# My colours

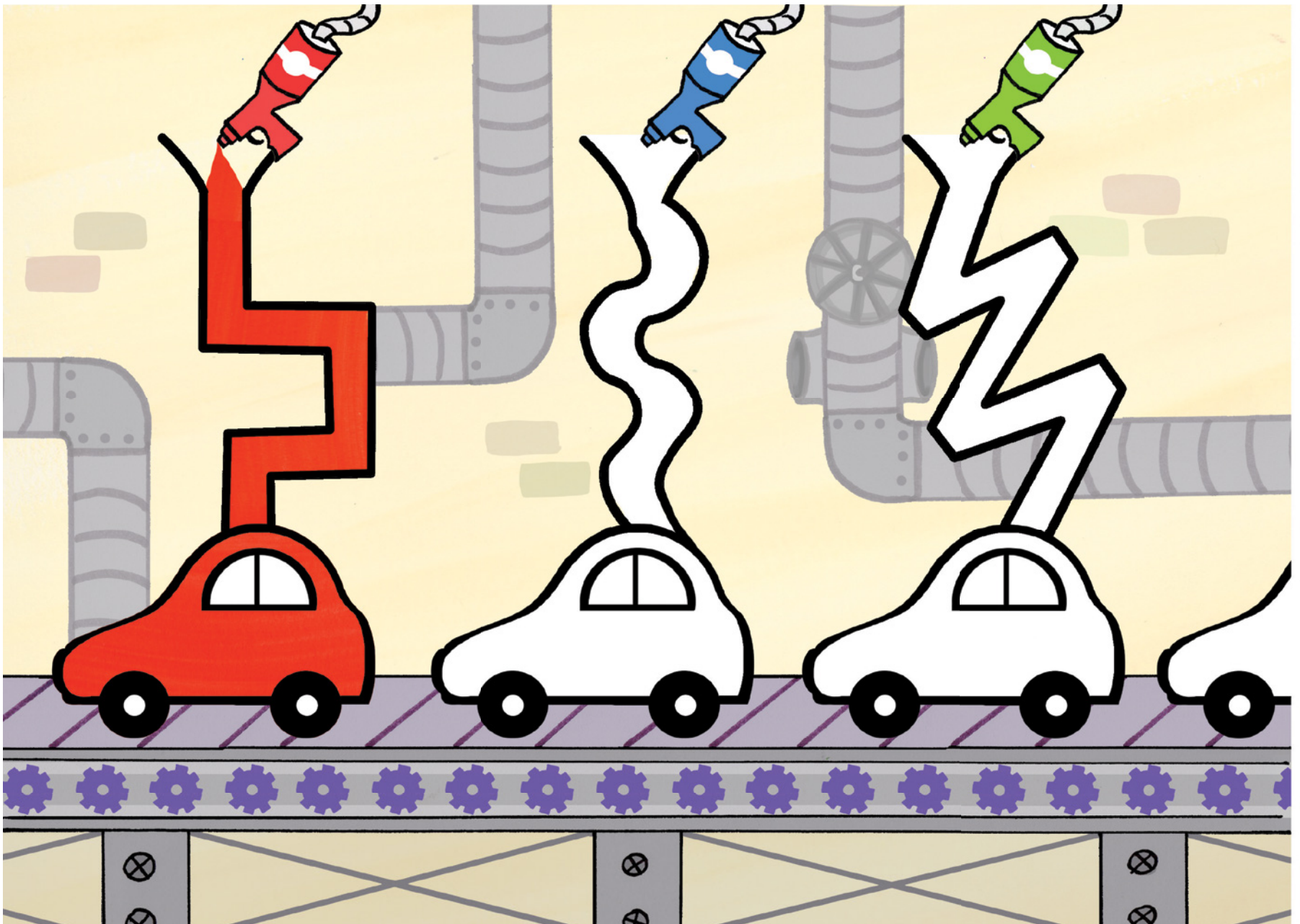
1

Look and colour. Say the colours.



16 red, blue, green, yellow

2 Look and colour. Say the sentences.



It's (red).

17



Listen and circle.





Listen again and colour.





Listen and colour the correct circle.



6 Complete the face (☺). Colour the picture.

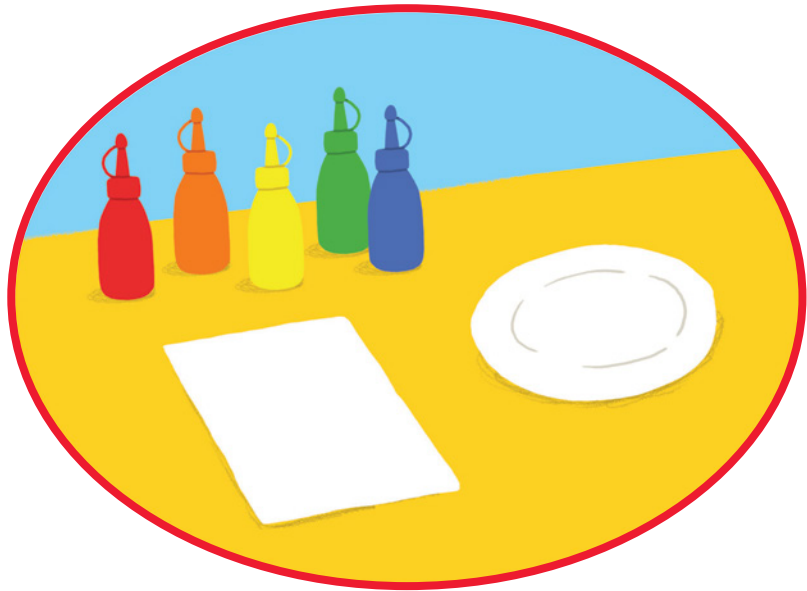


Value: Cheering someone up

21



## 7 Make a mixed-colour painting.



**8** Say the colours. Colour the circles.

