

# Jolly English

Teacher's Book

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Written by

Tessa Lochowski

Edited by Louise Van-Pottelsberghe

Jolly  
Phonics

# Scope and Sequence

Level 1	Lesson	Learning objective	Target language	Receptive language	Focus sounds	Skills
<b>Welcome Unit</b>	1	To say <i>Hello</i> and <i>Goodbye</i> ; to introduce yourself; to name the course characters; to sing a song.	<i>Hello, I'm [name]. Goodbye. Snake, Inky, Bee.</i>	<i>What's your name? Wave. Look at me!</i>	-	Listening, speaking.
	2	To review language from lesson 1; to learn some colour words; to listen to a short dialogue.	<i>Red, blue, green, yellow. A [red] flower.</i>	<i>Flower(s).</i>		
	3	To review language from lessons 1 and 2; to say numbers one to three; to say a chant; to listen to a dialogue.	<i>One, two, three.</i>	<i>Count with me. Clap. Egg(s), butterfly (butterflies). [Three] [eggs] for me.</i>		
	4	To review and consolidate vocabulary from lessons 1 to 3; to play a game.		<i>I can see... Egg(s), butterfly, book.</i>		
<b>Unit 1: My Garden</b>	1	To learn new vocabulary (featuring the sounds /s/, /a/ and /t/); to say a chant.	<i>Sun, snail, spider, ant, apple, tree.</i>	<i>In the garden, I can see... For you and me.</i>	/s/, /a/, /t/	Listening, speaking.
	2	To review language from lesson 1; to learn further vocabulary (featuring the focus sounds); to listen to a short dialogue.	<i>Arrow, tennis ball, teddy bear.</i>	<i>Can you see [my arrow]? Let's play. Oh dear! Yes!</i>		
	3	To listen to a story; to review language from lessons 1 and 2; to learn further vocabulary (featuring the focus sounds).	<i>Tortoise; happy, sad.</i>	<i>Look! Oh no! Sorry. Stand up here. Yes, no.</i>		
	4	To consolidate known vocabulary; to sing a song.	<i>Sit down. Stamp your feet. Swing. Spin.</i>	<i>Let's play in the garden. Up high, around.</i>		
<b>Review 1</b>		To review language from Unit 1 using chant-type rhymes; to carry out self-assessment.		<i>In the [sun]; with [arrows]; playing [tennis].</i>	/s/, /a/, /t/	Listening, speaking.
<b>Unit 2: My School</b>	1	To review language from the Welcome unit and Unit 1; to learn new vocabulary relating to the classroom (featuring the sounds /i/, /p/ and /n/); to say a chant.	<i>Pen, pencil, ink, crayon, table.</i>	<i>What's on the [table]? Look. Can you see? Classroom.</i>	/i/, /p/, /n/	Listening, speaking.
	2	To consolidate language from lesson 1; to learn further vocabulary (featuring the focus sounds); to listen to a short dialogue.	<i>Pink, purple; parrot, insect; yes, no.</i>	<i>Look at my picture. It's a [parrot]. It's [pink].</i>		

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<b>Unit 2: My School</b>	3	To listen to a story; to consolidate language from lessons 1 and 2; to learn vocabulary (featuring the sound /n/).	<i>Nest, chick; big, little.</i>	<i>[Snake, Inky and Bee] are in the playground. They're [big].</i>	/i/, /p/, /n/	Listening, speaking.
	4	To consolidate known vocabulary; to sing a song.	<i>Jump, hop.</i>	<i>Now; hands.</i>		
<b>Review 2</b>		To review Unit 2 language using chant-type rhymes; to carry out self-assessment.		<i>In [the nest]; in [pink ink].</i>	/i/, /p/, /n/	Listening, speaking.
<b>Unit 3: At the Farm</b>	1	To review language from previous units; to learn new vocabulary relating to farm animals (featuring the focus sounds); to say a chant.	<i>Farm, cat, cow, egg, horse, hen.</i>	Animal noises ( <i>miaow, moo, cluck, neigh</i> ); <i>Farmer Green.</i>	/c k/, /e/, /h/	Listening, speaking.
	2	To consolidate language from lesson 1; to learn further vocabulary related to animals; to listen to short descriptions of animals.	<i>Leg(s), four.</i>	<i>It's a [horse]. It's [big]. It says [neigh]. It's got [four] legs. [Two] hands.</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2; to learn further vocabulary (featuring the focus sounds).	<i>Kite, hat.</i>	<i>Oh no! Oh dear! I've got [a kite]. It's flying. This is fun. It's OK.</i>		
	4	To consolidate known vocabulary; to sing a traditional song.	<i>Tail, wheel(s).</i>	<i>Clippety clop. The wheels go round. The tail goes swish. Don't you stop.</i>		
<b>Review 3</b>		To review Unit 3 language using chant-type rhymes; to carry out self-assessment.		<i>On.</i>	/c k/, /e/, /h/	Listening, speaking.
<b>Unit 4: At Home</b>	1	To review language from previous units; to learn new vocabulary relating to family (featuring the focus sounds); to say a chant.	<i>Mum, Dad, dog, rabbit, mouse.</i>	<i>This is [my mum]. Rags. Woof!</i>	/r/, /m/, /d/	Listening, speaking.
	2	To consolidate language from lesson 1; to learn further vocabulary related to the home (toys); to listen to a short dialogue.	<i>Rocket, drum, doll, dress, train.</i>	<i>This is fun. What a nice [red] [dress]! Bedroom. Let's play. Bang!</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2; to reinforce vocabulary (featuring the focus sounds).	<i>Dig, muddy.</i>	<i>He's digging. What have you got? Oh no! Where's my...? Thank you. You're a good dog. Family; now.</i>		
	4	To consolidate known vocabulary; to sing a traditional song.	<i>Piano, recorder, music man.</i>	<i>I am the [music man]. What can you play? I can play the [piano]. I play the [piano].</i>		

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<b>Review 4</b>		To review Unit 4 language using chant-type rhymes; to carry out self-assessment.		<i>[Dad and the dog] are digging. [Mum's] got...</i>	/r/, /m/, /d/	Listening, speaking.
<b>Unit 5: My Day</b>	1	To review language from previous units; to learn new vocabulary relating to daily routines (featuring the focus sounds); to say a chant.	<i>Get up! Go to sleep! Lamp; on, off.</i>	<i>It's time to [go to sleep]. Moon. Beep, beep.</i>	/g/, /o/, /u/, /l/	Listening, speaking.
	2	To review language from lesson 1; to learn further vocabulary related to daily routines (lunchtime); to listen to a short dialogue.	<i>Grapes, lemons, lollipop(s), oranges. Orange (colour). I like [lollipops].</i>	<i>Do you like [eggs]? Lunch.</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2; to learn new vocabulary (featuring the focus sounds).	<i>Umbrella, pond, log(s).</i>	<i>It's raining. I like [jumping in puddles]. I like [jumping on logs]. Falling [off]. I don't like [ponds]. Look at me! Help!</i>		
	4	To consolidate known vocabulary; to sing a traditional song.	<i>Up, down; run(s).</i>	<i>Little Lucy Lulu. Peeping at the window. Upstairs, downstairs. Children.</i>		
<b>Review 5</b>		To review Unit 5 language using chant-type rhymes; to carry out self-assessment.		<i>My.</i>	/g/, /o/, /u/, /l/	Listening, speaking.
<b>Unit 6: At the Beach</b>	1	To review language from previous units; to learn new vocabulary relating to the beach (featuring the sounds /f/ and /b/); to say a chant.	<i>Fish, beach, bat, ball, bucket.</i>	<i>It's lots of fun for you and me. I like to play. Sea.</i>	/f/, /b/, /ai/	Listening, speaking.
	2	To review language from lesson 1; to learn further vocabulary related to the beach; to listen to a short dialogue.	<i>Five, boat, crab, octopus.</i>	<i>It isn't a [snake]. It's an [octopus]. What about you? Count with me.</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2; to learn new vocabulary (featuring the focus sounds).	<i>Net, tail, feet (foot).</i>	<i>They're looking in the rock pool. It isn't [happy]. There! Look in my net. Sea.</i>		
	4	To consolidate known vocabulary; to sing a traditional song.	<i>Sail(s), sailing, flag.</i>	<i>A-sailing on the sea; with lots of things for me.</i>		
<b>Review 6</b>		To review Unit 6 language using chant-type rhymes; to carry out self-assessment.		<i>With [flags]; in a [bucket].</i>	/f/, /b/, /ai/	Listening, speaking.
<b>Unit 7: A Day Out</b>	1	To review language from previous units; to learn new vocabulary relating to daily routines (featuring the focus sounds); to say a chant.	<i>Jeans, jumper, coat, tie, socks.</i>	<i>Put on your [jeans]. Now take off your [jumper]. [Jess] is wearing [pink] [socks].</i>	/j/, /oa/, /ie/	Listening, speaking.

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<b>Unit 7: A Day Out</b>	2	To consolidate language from lesson 1; to learn further vocabulary related to a day out; to listen to a short dialogue.	<i>Jelly, jam, juice, pie.</i>	<i>Put on the [jumper]. Take off the [jumper]. Picnic. [We've] got [juice]. I like [jelly].</i>	/j/, /oa/, /ie/	Listening, speaking.
	3	To listen to a story; to consolidate language from lessons 1 and 2; to learn new vocabulary (featuring the sounds /j/ and /oa/).	<i>Goat.</i>	<i>They're at Moat farm. They're looking at the goats. Look at [the goat]. This [goat] likes [apples]. The goat's eating my [coat]. Go away. Bad [little goats].</i>		
	4	To consolidate known vocabulary; to sing a traditional song.	<i>Jogging, pyjamas.</i>	<i>She is wearing. She is eating. She is jogging. Singing /ie/, /ie/ ippy. Yes, she is.</i>		
<b>Review 7</b>		To review Unit 7 language using chant-type rhymes; to carry out self-assessment.			/j/, /oa/, /ie/	Listening, speaking.
<b>Unit 8: Animals</b>	1	To review language from previous units; to learn new vocabulary (featuring the sound /ee/); to say a chant.	<i>Bee, tree, three, sheep, green, sleep.</i>	<i>I see [three little sheep].</i>	/ee/, /or/, /z/	Listening, speaking.
	2	To consolidate language from lesson 1; to learn further vocabulary featuring the sounds /ee/ and /or/; to listen to a short dialogue.	<i>Corn, grass, seeds, leaves.</i>	<i>Let's feed the animals. What do [horses] like? [Bee] likes [flowers]. [I] like [grapes].</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2; to learn new vocabulary (featuring the focus sounds).	<i>Zoo, zebra; black, white.</i>	<i>Look! Listen! Can you see? They're looking at the animals. Where are the animals? What is it? Is it a [horse]? It's [black]. It isn't a [horse]. It's got [four] legs.</i>		
	4	To consolidate known vocabulary; to sing a traditional song.	<i>Mountain.</i>	<i>Goes up the [mountain]. To see what he can see. And all that he can see.</i>		
<b>Review 8</b>		To review Unit 8 language using chant-type rhymes; to carry out self-assessment.			/ee/, /or/, /z/	Listening, speaking.