

Captain Jack 1 Syllabus Guide

| Unit objectives | Key language | Recycled language | Receptive language | Classroom language | Main evaluation criteria |
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| Pupil's Book | | | | | |
| Introductory Unit: Hello, Captain Jack! | | | | | |
| <ul style="list-style-type: none"> Get to know the new characters' names. (C1) Discriminate between Hello and Bye-bye. (C1) Recognise colours. (C1) Count to four. (C1) (C2) Listen to a song using the Press out. (C1) | <i>Captain Jack, Danny, Katie, Fluffy</i> <i>Hello, bye-bye</i> <i>Pink, brown</i> Numbers 1-4 | <i>Red, yellow, blue, green</i> | <i>I'm ...</i> <i>Let's play!</i> <i>Play with me!</i> <i>Pirate hats</i> | <i>Yes! / No!</i> <i>Be quiet!</i> <i>Who's got ...?</i> <i>Point to ...</i> <i>Trace ...</i> <i>Colour ...</i> <i>Let's ...</i> <i>Sit down!</i> <i>Tidy up!</i> <i>Listen!</i> <i>Look!</i> <i>What's in ...?</i> <i>Who's this?</i> <i>How many ...?</i> | Children should: <ul style="list-style-type: none"> demonstrate an interest in the characters. develop an awareness of Hello and Bye-bye. identify colours. understand the concept of numbers. respond appropriately to activity instructions. |
| 1 Captain Jack's game | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /t/ sound. (C1) Identify and respond to the concepts of <i>big</i> and <i>small</i>. (C1) My world: how to wash your hands. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand the importance of listening to others. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) | <i>Head, arms, hands, legs, toes, tummy</i> <i>Big, small</i> <i>Water, soap, towel</i> Numbers 5-6 | <i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-4 | <i>Look at my ...</i> <i>Wave / Clap / Touch / Tickle / Shake your ...</i> <i>Spider</i> <i>On your ...</i> <i>Do you want to play?</i> <i>Listen to me.</i> <i>How many ...?</i> | <i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...? / It's</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Listen! / Look!</i> <i>Very good! / Well done!</i> <i>What's this?</i> <i>Hands up!</i> | Children should: <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /t/ sound correctly while saying the tongue twister. attempt to show personal autonomy when washing their hands. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>big</i> and <i>small</i>. show confidence in the face of activities which require concentration. |
| 2 The pirate ship | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /h/ sound. (C1) Identify and respond to the concepts of <i>hot</i> and <i>cold</i>. (C1) My world: personal autonomy – how to get dressed. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand which clothes are required in different weather. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) | <i>Trousers, jumper, coat, hat, shorts, t-shirt</i> <i>Shoes, socks</i> <i>Hot, cold</i> | <i>Yellow, red, green, blue, pink, brown</i> Numbers 1-6 <i>Hello /bye-bye</i> <i>Legs, tummy, head</i> | <i>Put on your ...</i> <i>Take off your ...</i> <i>It's very ...</i> <i>Put your ... on your ...</i> <i>Can you ...?</i> <i>What colour is it?</i> <i>How many ...?</i> <i>Jump up and down!</i> <i>Turn around!</i> | <i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What's this?</i> <i>What is it?</i> <i>Where is ...?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Hop</i> <i>Put on your ... when it's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Tidy up!</i> <i>Listen!</i> <i>Very good! / Well done!</i> | Children should: <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /h/ sound correctly while saying the tongue twister. attempt to show personal autonomy when getting dressed. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>hot</i> and <i>cold</i>, and the clothes associated with each state. show confidence in the face of activities which require concentration. |

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| 3 Save water! | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /g/ sound. (C1) Identify and respond to the concepts of and . (C1) My world: helping at home. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand the importance of good behaviour. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) | <p><i>Mummy, baby brother, daddy, grandma, grandpa, sister</i> <i>Happy, sad</i> <i>Cook, tidy up, lay the table</i></p> | <p><i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6</p> | <p><i>I love you!</i> <i>Here's a hug for you!</i> <i>Stop that!</i> <i>Turn off ...</i> <i>When ...</i> <i>I shout hurray!</i> <i>Let's play!</i> <i>I cry boo hoo!</i></p> | <p><i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Tidy up!</i> <i>Listen!</i> <i>Very good! / Well done!</i></p> | <p>Children should:</p> <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /g/ sound correctly while saying the tongue twister. attempt to show willingness to help at home. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of and . show confidence in the face of activities which require concentration. |
| 4 Let's play! | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /b/ sound. (C1) Identify and respond to the concepts of <i>noisy</i> and <i>quiet</i>. (C1) My world: emotional intelligence – how to play together. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand other people's feelings. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) | <p><i>Ball, teddy, balloon, scooter, car, doll</i> <i>Noisy, quiet, angry</i></p> | <p><i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6</p> | <p><i>Let's play with ...</i> <i>Grr, brrm, bounce, hee, whee, pop</i> <i>Stop!</i> <i>Be quiet!</i> <i>What a good idea!</i></p> | <p><i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up!</i> <i>Sit down!</i> <i>Listen!</i> <i>Very good! / Well done!</i> <i>What is it?</i> <i>How many?</i></p> | <p>Children should:</p> <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /b/ sound correctly while saying the tongue twister. attempt to identify how people feel. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>noisy</i> and <i>quiet</i>. show confidence in the face of activities which require concentration. |
| 5 The melon seed | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /m/ sound. (C1) Identify and respond to the concepts of <i>dirty</i> and <i>clean</i>. (C1) My world: natural environment – the life cycle of a plant. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand how you feel. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) | <p><i>Apple, orange, pear, lemon, cherry, melon</i> <i>Dirty, clean</i> <i>Seed, plant, eating</i> Colour: <i>orange</i></p> | <p><i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6 <i>Big, small</i> <i>Hands</i></p> | <p><i>Yummy</i> <i>... in the ground</i> <i>Water the seed</i> <i>Here comes the sun</i> <i>Grows</i> <i>Show me your ...</i> <i>I like / We love ...</i> <i>Enough for everyone!</i> <i>... for you and me!</i> <i>Wash your ...</i></p> | <p><i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Tidy up!</i> <i>Listen!</i> <i>Very good! / Well done!</i> <i>Give out the ...</i> <i>How many?</i> <i>Where's ...?</i> <i>Who's this?</i></p> | <p>Children should:</p> <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /m/ sound correctly while saying the tongue twister. attempt to describe the life cycle of a plant. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>dirty</i> and <i>clean</i>. show confidence in the face of activities which require concentration. |

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| 6 Fun on the farm! | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /d/ sound. (C1) Identify and respond to the concepts of <i>up</i> and <i>down</i>. (C1) My world: understand where food comes from. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand how to behave on a farm. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) | <i>Pig, hen, cow, horse, dog, rabbit</i> <i>Up, down</i> <i>Eggs, milk, ham</i> | <i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6 | <i>On the farm there is a ...</i> <i>Cluck, woof, boing, oink, moo, neigh</i> <i>Come down the hill with me</i> <i>I'm a ...</i> <i>I hop, jump, fly</i> <i>Quickly!</i> <i>Can I jump on?</i> <i>Into the tree</i> <i>Thank you</i> <i>Don't forget!</i> <i>Wear your helmets</i> <i>Be careful!</i> | <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>How many?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Listen!</i> <i>Very good! / Well done!</i> <i>Who's / What's this?</i> | Children should: <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /d/ sound correctly while saying the tongue twister. attempt to show understanding of where food come from. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>up</i> and <i>down</i>. show confidence in the face of activities which require concentration. |

Plus Book

7 Fly butterfly!

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| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /c/ sound. (C1) Identify and respond to the concepts of <i>outside</i> and <i>inside</i>. (C1) My world: natural environment – the life cycle of a butterfly. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand the importance of friendship. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) | <i>Bee, bird, butterfly, duck, ant, caterpillar</i> <i>Outside, inside</i> <i>Eggs, chrysalis</i> | <i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6 | <i>I can ...</i> <i>Fly, buzz, walk, wriggle</i> <i>I'm a ...</i> <i>... like me!</i> <i>Can I play with you?</i> <i>You can't ...</i> <i>Why?</i> <i>Me, too!</i> <i>Where are you?</i> <i>Peek a boo!</i> <i>How many ...?</i> <i>Yes, please!</i> <i>Fantastic!</i> <i>I'm so...</i> | <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour ...</i> <i>Who's got ...?</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Listen!</i> <i>Very good! / Well done!</i> <i>What's this?</i> | Children should: <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /c/ sound correctly while saying the tongue twister. attempt to show understanding of the life cycle of a butterfly. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>outside</i> and <i>inside</i>. show confidence in the face of activities which require concentration. |
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8 The sea! Yipee!

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| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Listen and respond to a story. (C1) Phonics: practise and respond to the /s/ sound. (C1) Identify and respond to the concepts of <i>dangerous</i> and <i>safe</i>. (C1) My world: recycling paper, glass and plastic. (C1, C3, C8) Recognise colours. (C1) Recognise and understand the concept of numbers. (C1, C2) Emotional intelligence: understand how to keep yourself safe at the beach. (C1, C3, C5) My English Dossier: show understanding of vocabulary through a sticker activity. (C1, C7) | <i>Sea, sunglasses, sun hat, armbands, rubber ring, sun cream</i> <i>Safe, dangerous, very dangerous</i> <i>Blue bin, green bin, yellow bin</i> | <i>Hello / bye-bye</i> <i>Red, yellow, green, blue, pink, brown</i> Numbers 1-6 | <i>Put on ...</i> <i>We're ...</i> <i>Can we go swimming?</i> <i>Look!</i> <i>The flag is ...</i> <i>Remember!</i> <i>For you and me!</i> | <i>Do you want to ...?</i> <i>Can you ...?</i> <i>Is it ...?</i> <i>Yes! / No!</i> <i>Be quiet!</i> <i>What colour is it?</i> <i>Who's got ...?</i> <i>Pick up ...!</i> <i>Point to ...</i> <i>Show me ...</i> <i>Trace ...</i> <i>Draw ...</i> <i>Colour ...</i> <i>Count ...</i> <i>Circle ...</i> <i>Say ...</i> <i>Let's ...</i> <i>Open / Close your eyes!</i> <i>Stand up! / Sit down!</i> <i>Listen!</i> <i>Very good! / Well done!</i> | Children should: <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. demonstrate an understanding of the story. attempt to produce the /s/ sound correctly while saying the tongue twister. attempt to show an awareness of how to recycle. identify colours. understand the concept of numbers. respond appropriately to activity instructions. understand the concepts of <i>dangerous</i> and <i>safe</i>. show confidence in the face of activities which require concentration. |
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| Festivals | | | | | |
| Halloween | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Use a Press out to practise new vocabulary. (C1) | <i>Pumpkin, bat, cat, spider, ghost</i> | <i>Hello / bye-bye Up, down</i> | <i>Listen! Abracadabra! What's that sound? Flap! Miaow! Hee! Tickle me! Woo! Happy Halloween to you!</i> | <i>Do you want to ...? Is this the ...? Yes! / No! Be quiet! Point to ... Draw ... Let's ... Listen! Find ... Match Very good! Well done!</i> | <p>Children should:</p> <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. respond appropriately to activity instructions. show confidence in the face of activities which require concentration. |
| Christmas | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) Recognise colours. (C1) Use a Press out to practise new vocabulary. (C1) | <i>Father Christmas, snow, Christmas tree, bell, present</i> | <i>Hello / bye-bye Hat Hot, cold</i> | <i>Jingle bells! Ho, Ho! Put on your ...</i> | <i>Do you want to ...? Yes! / No! Be quiet! Point to ... Draw ... Let's ... Listen! Colour! What's this / missing? Very good! Well done!</i> | <p>Children should:</p> <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. respond appropriately to activity instructions. show confidence in the face of activities which require concentration. |
| Easter | | | | | |
| <ul style="list-style-type: none"> Identify and respond to new vocabulary. (C1) Listen to and join in with a song. (C1) | <i>Egg, eyes, beak, chick</i> | <i>Hello, bye-bye Head</i> | <i>It's a / an ... Cheep! Happy Easter!</i> | <i>Do you want to ...? Is this the ...? Yes! / No! Be quiet! Point to ... Let's ... Listen! Look! Find Match Colour! What's this / missing? Very good! Well done!</i> | <p>Children should:</p> <ul style="list-style-type: none"> recognise and respond to new vocabulary via mime, gesture, etc. respond appropriately to activity instructions. show confidence in the face of activities which require concentration. |