

# Hello Cheeky Syllabus Guide

Key language learning aims	Focus language	Recycled language	Main receptive language	Classroom language	Main evaluation criteria
<b>Hello Cheeky Pupil's Book</b>			<b>Unit 1 Hello, Cheeky Monkey!</b>		
<ul style="list-style-type: none"> <li>Getting to know the characters' names</li> <li>Responding to new items of vocabulary via mime, visual recognition, gesture, etc</li> <li>Listening to the story</li> <li>Acting out the story</li> <li>Singing and acting out the songs</li> </ul>	<p><i>Hello!</i> <i>Bye-bye!</i> <i>eyes</i> <i>ears</i> <i>mouth</i></p>		<p><i>Where are you?</i> <i>What's this?</i> <i>What's that?</i> <i>Who's this?</i> <i>It's story time</i> <i>He's our ...</i> <i>Is it ...?</i> <i>This is ...</i> <i>Wiggle</i> <i>Playing</i> <i>Come on</i> <i>Round and round</i> <i>Big</i> <i>Please</i></p>	<p><i>Look!</i> <i>Listen!</i> <i>Yes!/No!</i> <i>Very good!</i> <i>Well done!</i> <i>Excellent!</i> <i>Be very quiet!</i> <i>Stand up</i> <i>Turn around</i> <i>Clap your hands</i> <i>Sit down</i> <i>Point to ...</i> <i>Touch ...</i> <i>Draw ...</i> <i>Let's sing ...</i> <i>Show me ...</i> <i>Stick on ...</i> <i>Calm down</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>Demonstrate an interest in what happens in the story</li> <li>Recognise characters in the story</li> <li>Start to discriminate between different parts of the body</li> <li>Respond appropriately to instructions</li> <li>Participate in games, songs and TPR activities</li> <li>Start to develop spatial orientation, physical co-ordination and fine motor skills</li> </ul>
<b>Hello Cheeky Pupil's Book</b>			<b>Unit 2 It's bathtime!</b>		
<ul style="list-style-type: none"> <li>Responding to new items of vocabulary via mime, visual recognition, gesture, etc</li> <li>Listening to the story</li> <li>Acting out the story</li> <li>Singing and acting out the songs</li> <li>Recognising the colour yellow</li> </ul>	<p><i>mummy</i> <i>daddy</i> <i>baby</i> <i>yellow</i> <i>one</i></p>	<p><i>eyes</i> <i>ears</i> <i>mouth</i> <i>Hello!</i> <i>Bye-bye!</i></p>	<p><i>Blow a kiss</i> <i>Who's this?</i> <i>Where's baby?</i> <i>I don't know!</i> <i>Duck</i> <i>I love you!</i> <i>This one?</i> <i>Is this ...?</i> <i>That's ...</i> <i>Thank you</i> <i>Pictures</i> <i>A kiss for you</i> <i>Goes out</i> <i>Comes back</i> <i>Says</i></p>	<p><i>Look!</i> <i>Listen!</i> <i>Yes!/No!</i> <i>Very good!</i> <i>Well done!</i> <i>Excellent!</i> <i>Be very quiet!</i> <i>Stand up</i> <i>Turn around</i> <i>Clap your hands</i> <i>Sit down</i> <i>Colour ...</i> <i>Touch ...</i> <i>Show me ...</i> <i>Stick on ...</i> <i>Draw ...</i> <i>Let's sing ...</i> <i>Point to ...</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>Demonstrate an interest in what happens in the story</li> <li>Recognise characters in the story</li> <li>Start to discriminate between different parts of the body</li> <li>Start to identify the colour yellow</li> <li>Respond appropriately to instructions</li> <li>Participate in games, songs and TPR activities</li> <li>Start to develop spatial orientation, physical co-ordination and fine motor skills</li> </ul>
<b>Hello Cheeky Pupil's Book</b>			<b>Unit 3 Cheeky's friends</b>		
<ul style="list-style-type: none"> <li>Responding to new items of vocabulary via mime, visual recognition, gesture, etc</li> <li>Listening to the story</li> <li>Acting out the story</li> <li>Singing and acting out a song</li> <li>Recognising the colour blue</li> <li>Counting to two</li> </ul>	<p><i>duck</i> <i>rabbit</i> <i>bird</i> <i>blue</i> <i>two</i></p>	<p><i>Hello!</i> <i>Bye-bye!</i> <i>one</i> <i>yellow</i></p>	<p><i>Where are you?</i> <i>Here I am</i> <i>Here's</i> <i>Is it ...?</i> <i>Hiding</i> <i>Please</i> <i>Thank you</i> <i>What's this?</i> <i>Who's this?</i> <i>Little</i> <i>Sitting</i> <i>Put the</i> <i>Up here</i> <i>This is ...</i> <i>Come back</i> <i>Fly away</i> <i>Friends</i> <i>These are ...</i></p>	<p><i>Look!</i> <i>Listen!</i> <i>Yes!/No!</i> <i>Very good!</i> <i>Well done!</i> <i>Excellent!</i> <i>Be very quiet!</i> <i>Stand up</i> <i>Turn around</i> <i>Clap your hands</i> <i>Sit down</i> <i>Let's say ...</i> <i>Tidy up</i> <i>Match ...</i> <i>Show me ...</i> <i>Stick on ...</i> <i>Point to ...</i> <i>Draw ...</i> <i>Find ...</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>Demonstrate an interest in what happens in the story</li> <li>Recognise characters in the story</li> <li>Start to identify the colour blue</li> <li>Respond appropriately to instructions</li> <li>Participate in games, songs and TPR activities</li> <li>Start to develop spatial orientation, physical co-ordination and fine motor skills</li> </ul>
<b>Hello Cheeky Pupil's Book</b>			<b>Unit 4 Cheeky's snack</b>		
<ul style="list-style-type: none"> <li>Responding to new items of vocabulary via mime, visual recognition, gesture, etc</li> <li>Listening to the story</li> <li>Acting out the story</li> <li>Singing and acting out a song</li> <li>Recognising the colour red</li> <li>Counting to three</li> </ul>	<p><i>banana</i> <i>sandwich</i> <i>apple</i> <i>red</i> <i>three</i></p>	<p><i>Hello!</i> <i>Bye-bye!</i> <i>yellow</i> <i>blue</i> <i>one</i> <i>two</i> <i>bird</i></p>	<p><i>I'm hungry</i> <i>I love ...</i> <i>Please</i> <i>Thank you</i> <i>Where are you?</i> <i>Here I am!</i> <i>Plate</i> <i>Toilet</i> <i>On the tree</i> <i>Eat</i> <i>Help Cheeky ...</i> <i>This is ...</i> <i>Is this ...?</i> <i>Everyone</i> <i>Mouse</i> <i>Off we go!</i> <i>Favourite!</i></p>	<p><i>Look!</i> <i>Listen!</i> <i>Yes!/No!</i> <i>Very good!</i> <i>Well done!</i> <i>Excellent!</i> <i>Be very quiet!</i> <i>Stand up</i> <i>Turn around</i> <i>Clap your hands</i> <i>Sit down</i> <i>Show me ...</i> <i>How many ...?</i> <i>Say</i> <i>Colour ...</i> <i>Tidy up!</i> <i>Let's sing ...</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>Demonstrate an interest in what happens in the story</li> <li>Recognise characters in the story</li> <li>Start to identify the colour red</li> <li>Respond appropriately to instructions</li> <li>Participate in games, songs, and TPR activities</li> <li>Start to develop spatial orientation, physical co-ordination and fine motor skills</li> </ul>

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<b>Hello Cheeky Pupil's Book</b>					<b>Unit 5 Let's dress up</b>
<ul style="list-style-type: none"> <li>Responding to new items of vocabulary via mime, visual recognition, gesture, etc</li> <li>Listening to the story</li> <li>Acting out the story</li> <li>Singing and acting out a song</li> <li>Recognising the colours yellow, blue and red</li> <li>Counting to three</li> </ul>	<i>dress</i> <i>shoes</i> <i>hat</i>	<i>Hello!</i> <i>Bye-bye!</i> <i>yellow</i> <i>blue</i> <i>red</i> <i>one-three</i> <i>duck</i> <i>rabbit</i> <i>bird</i> <i>mummy</i> <i>daddy</i> <i>baby</i> <i>banana</i> <i>sandwich</i> <i>apple</i>	<i>Put</i> <i>Come in!</i> <i>Please</i> <i>Thank you</i> <i>Help ...</i> <i>Here it is!</i> <i>This is ...</i> <i>It's party time</i> <i>Who's ...</i> <i>Where's ...</i> <i>Wave</i> <i>That's ...</i> <i>Fantastic!</i> <i>It's ...</i> <i>Look at me!</i> <i>What's this?</i> <i>I know</i> <i>Here's my ...</i> <i>Dress up</i> <i>Where are you?</i> <i>Wow!</i> <i>Just for me!</i>	<i>Look!</i> <i>Listen!</i> <i>Yes!/No!</i> <i>Very good!</i> <i>Well done!</i> <i>Excellent!</i> <i>Be very quiet!</i> <i>Stand up</i> <i>Turn around</i> <i>Clap your hands</i> <i>Sit down</i> <i>Try again</i> <i>Stick on ...</i> <i>Touch ...</i> <i>Find ...</i> <i>Let's colour ...</i> <i>Show me ...</i> <i>Point to ...</i> <i>Let's sing ...</i> <i>Match ...</i> <i>Tidy up ...</i> <i>Draw ...</i>	Children should: <ul style="list-style-type: none"> <li>Demonstrate an interest in what happens in the story</li> <li>Recognise characters in the story</li> <li>Identify the colours yellow, blue and red</li> <li>Respond appropriately to instructions</li> <li>Participate in games, songs and TPR activities</li> <li>Start to develop spatial orientation, physical co-ordination and fine motor skills</li> </ul>
<b>Hello Cheeky Pupil's Book</b>					<b>Unit 6 Cheeky's bedtime</b>
<ul style="list-style-type: none"> <li>Responding to new items of vocabulary via mime, visual recognition, gesture, etc</li> <li>Listening to the story</li> <li>Acting out the story</li> <li>Singing and acting out a song</li> <li>Recognising the colours yellow, blue and red</li> <li>Counting to three</li> </ul>	<i>robot</i> <i>train</i> <i>ball</i> <i>teddy bear</i>	<i>Hello!</i> <i>Bye-bye!</i> <i>one-three</i> <i>yellow</i> <i>blue</i> <i>red</i> <i>mummy</i>	<i>Goodnight!</i> <i>Surprise!</i> <i>I'm a ...</i> <i>Come and play</i> <i>Let's ...</i> <i>What's this?</i> <i>It's ...</i> <i>Where are you?</i> <i>Here I am!</i> <i>I love you!</i> <i>Please</i> <i>Thank you</i> <i>Playing</i> <i>It's bedtime</i>	<i>Look!</i> <i>Listen!</i> <i>Yes!/No!</i> <i>Very good!</i> <i>Well done!</i> <i>Excellent!</i> <i>Be very quiet!</i> <i>Stand up</i> <i>Turn around</i> <i>Clap your hands</i> <i>Sit down</i> <i>What colour is ...?</i> <i>Let's sing ...</i> <i>Show me ...</i> <i>Stick on ...</i> <i>Draw ...</i> <i>That's right!</i> <i>Tidy up</i>	Children should: <ul style="list-style-type: none"> <li>Demonstrate an interest in what happens in the story</li> <li>Recognise characters in the story</li> <li>Start to discriminate between different parts of the body</li> <li>Identify the colours yellow, blue and red</li> <li>Respond appropriately to instructions</li> <li>Participate in games, songs and TPR activities</li> <li>Start to develop spatial orientation, physical co-ordination and fine motor skills</li> </ul>
<b>Hello Cheeky Pupil's Book</b>					<b>Halloween</b>
<ul style="list-style-type: none"> <li>Responding to new items of vocabulary via mime, visual recognition, gesture, etc</li> <li>Revising vocabulary, phrases and classroom language from earlier units</li> <li>Singing and acting out a story</li> <li>Using a Press out to practise new vocabulary</li> </ul>	<i>cat</i> <i>bat</i>	<i>Hello!</i> <i>Bye-bye!</i>	<i>Happy Halloween!</i> <i>Miaow!</i> <i>Flap!</i> <i>This one?</i> <i>What's this?</i>	<i>Look!</i> <i>Listen!</i> <i>Stand up</i> <i>Sit down</i> <i>Be very quiet!</i>	Children should: <ul style="list-style-type: none"> <li>Start to identify the new Halloween vocabulary</li> <li>Recognise with more confidence the revised vocabulary and expressions</li> <li>Respond appropriately to instructions</li> <li>Participate in games, songs and TPR activities</li> </ul>
<b>Hello Cheeky Pupil's Book</b>					<b>Christmas</b>
<ul style="list-style-type: none"> <li>Responding to new items of vocabulary via mime, visual recognition, gesture, etc</li> <li>Revising vocabulary, phrases and classroom language from earlier units</li> <li>Singing and acting out a song</li> <li>Using a Press out to practise new vocabulary</li> </ul>	<i>bell</i> <i>tree</i>	<i>Hello!</i> <i>Bye-bye!</i>	<i>Jingle</i> <i>Where's ...?</i> <i>What's that?</i> <i>Hooray!</i> <i>It's ...</i> <i>On the tree</i> <i>Christmas</i>	<i>Look!</i> <i>Listen!</i> <i>Be very quiet!</i> <i>Let's sing ...</i>	Children should: <ul style="list-style-type: none"> <li>Start to identify the new Christmas vocabulary</li> <li>Recognise with more confidence the revised vocabulary and expressions</li> <li>Respond appropriately to instructions</li> <li>Participate in games, songs and TPR activities</li> </ul>