



★ Lesson 1

Key language

New: *hat, jumper, shoes, skirt, trousers, T-shirt*

Revised: *sad*

Incidental: *Let's go out to play! Oh, no! This isn't my hat! Where's my hat?*

Materials

Archie puppet, Big Book 2, audio, clothes flashcards, iPack

Lesson preparation

Bring dolls'/children's clothes to class (optional).

1 Hello routine

- Do your chosen Hello routine (see page 20).

▶ IWB: HELLO

2 Topic introduction and story warmer

- If you've brought in dolls' or children's clothes, have Archie find them, and show them to the class. Say **Look! This is a (T-shirt). It's (red).** Alternatively, point to your own clothes and those the children are wearing.
- Have Archie look around the classroom and get excited when he finds the Big Book. Have him hold up the book and point to the front cover as you talk about it. Talk about what might happen in the story, e.g. **Look! Here's (Archie). What's this?**

▶ IWB: LET'S LOOK

3 Story presentation: *Put on your hat, Archie!*

- Follow the procedure as outlined in Lesson 1 of the Parts of the body topic for the story presentation (page 30). Tell the story yourself with the Big Book or use listening 27 if you choose. See the topic Overview on page 35 for the story words.

PERSONALISATION QUESTION: Ask if the children have a favourite hat they like wearing. Encourage them to tell you about it.

▶ IWB: LET'S READ

4 Vocabulary presentation: clothes

- Have Archie look for and find the clothes flashcards.
- Ask your class helper to come to the front. Give your helper a clothes flashcard one by one to hold up for the rest of the class. Say the word at the same time (or use listening 28) and point to your own clothes or those the children are wearing to demonstrate, encouraging children to do the same.
- Show each of the flashcards again, encouraging children to point to and say the words, and to touch those clothes they are wearing or to mime putting on those clothes items they aren't. If there's time, hold up the Big Book again and encourage children to find and point to the clothes in the story frames.

Vocabulary: clothes 28

hat, hat jumper, jumper shoes, shoes
skirt, skirt trousers, trousers T-shirt, T-shirt

▶ IWB: LET'S LEARN

5 Goodbye routine

- Play the *Quiet time* song (listening 19) to get children to sit quietly.
- Do your chosen Goodbye routine (see page 22).

▶ IWB: GOODBYE

Extra activities

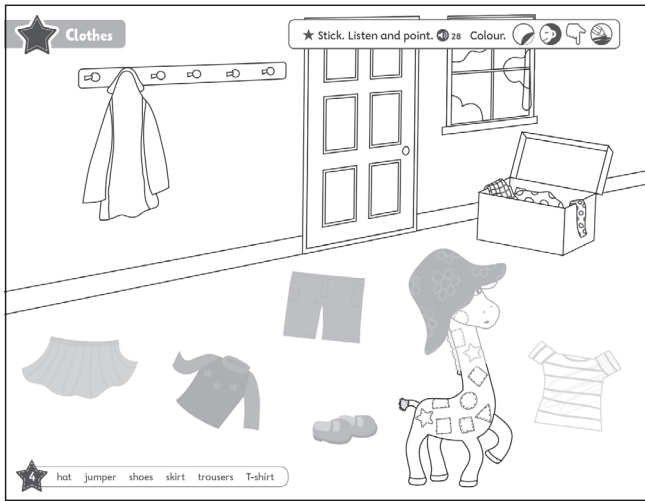
Indoor

cardboard box, clothes flashcards / real clothes

- Make a simple washing machine by recycling a cardboard box. Cut a round flap out of the front and draw buttons, etc. on it to look like a washing machine. Either use the clothes flashcards or bring in clothes realia, and invite children to take turns to put the clothes in the washing machine as they say the words.

Outdoor

- Have a small group of children walk freely in a circle. Call out **Stop!** and have them stand still like statues. Call out a clothes item, and children touch that clothes item if they're wearing it, or mime putting on that clothes item if not. Call out **Walk!** and they walk freely again.



★ Lesson 2

Key language

New: *hat, jumper, shoes, skirt, trousers, T-shirt*

Revised: *cloudy, windy, sunny, rainy, It's ...*

Incidental: *Let's go out to play! Is it (cloudy) or (windy) today? OK! Let's play!*

Materials

Archie puppet, Archie stamper, audio, clothes flashcards, Sticker Books, clothes stickers, iPack

Lesson preparation

Take out the clothes sticker sheets.

1 Hello routine

- Do your chosen Hello routine (see page 20).

▶ IWB: HELLO

2 Vocabulary review: clothes

- Use the clothes flashcards to review the clothes or point to items of clothes you and the children are wearing. Say the words (or use listening 28) and point to the flashcards or the clothes you are wearing, and encourage the class to copy and say them, too.

▶ IWB: LET'S PRACTISE

3 Song presentation: *Let's play in the park!*

- Have Archie begin to dance and sing. Then say **Ah, you want to sing the song.** Play the *Let's play in the park!* song (song video or listening 29), encouraging the class to join in. See the topic Overview on page 36 for the song words and actions.
- Play the song again, encouraging them to sing the clothes words and do the actions.

▶ IWB: LET'S SING

4 Flashcards game

- Choose a flashcards game from the Games bank to practise the clothes vocabulary (see pages 26 and 27).

▶ IWB: LET'S PLAY

5 Sticker Books

- Play the *Table time* song (listening 17), motioning for children to go back to their tables.
- Ask your class helper to hand out the clothes stickers. Play the *Let's play in the park!* song (listening 29) and tell children to point to the stickers as they listen. Pause the song to check.
- Hand out the Sticker Books and help children find the Clothes page (page 4). Use the IWB to show where the stickers need to go, doing them together one by one. Then play listening 28 (see audioscript on page 37) for children to listen and point to the correct pictures on the page.
- If there's time, ask children to colour in the picture of Archie in the hallway. Go around as they work, using the Archie stamper to reward children who have completed the page.
- Once all children have completed the page, play the *Let's play in the park!* song again (listening 29) for them to point to the clothes as they sing.

▶ IWB: LET'S DO

6 Goodbye routine

- Encourage children to tidy up by singing or playing the *Tidy up* song (listening 18).
- Do your chosen Goodbye routine (see page 22).

▶ IWB: GOODBYE

Extra activities

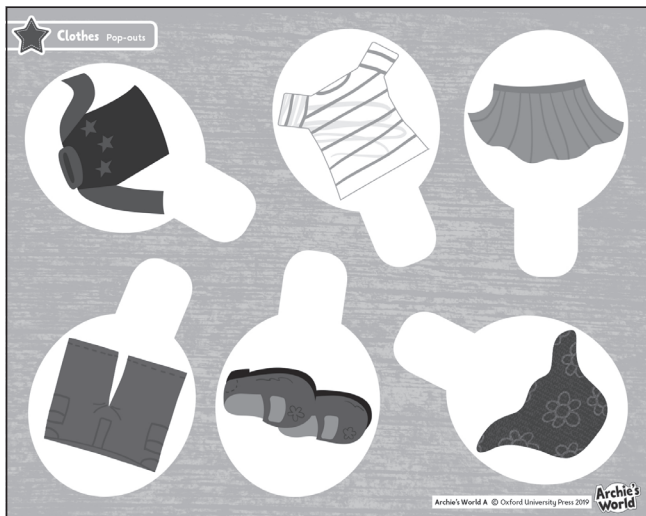
Indoor

string, pegs, clothes flashcards / cut-out clothes shapes

- Make a washing line for the classroom using string. Peg the clothes flashcards to the washing line, or make cut-out shapes of the clothes and have children colour them. Have children peg and unpeg the clothes as they say the words.

Outdoor

- Go outside and say **Archie says put on your (hat)!** The children mime putting on the clothes item. Say **Put on your (shoes)!**, but this time the children should not mime putting on the clothes item. Continue with other clothes items.



★ Lesson 3

Key language

New: *Put on your ... hat, jumper, shoes, skirt, trousers, T-shirt*

Revised: *cloudy, windy, sunny, rainy, It's ..., sad*

Incidental: *Let's go out to play! Is it (cloudy) or (windy) today? OK! Let's play! Oh, no! This isn't my hat! Where's my hat?*

Materials

Archie puppet, audio, clothes flashcards, Big Book 2, children's Values worksheets, values stickers, clothes pop-outs, iPack

Lesson preparation

Take out the values sticker sheets and prepare the pop-outs for each child (optional).

1 Hello routine

- Do your chosen Hello routine (see page 20).

▶ IWB: HELLO

2 Vocabulary review: clothes and structure presentation: *Put on your ...*

- Play the *Let's play in the park!* song (listening 29 or song video). Tell children to join in as much as they can.
- Then have Archie get excited as he finds the clothes flashcards. Have Archie hand the flashcards to you, one by one. As you see each one, mime putting on the clothes item and say ***Put on your (shoes).*** (or use listening 30). Encourage children to do the same and repeat.
- If there's time, choose a game from the Games bank to practise the language further (pages 26 and 27).

Structure: Put on your ... 🎧 30

Put on your hat. Put on your jumper. Put on your shoes.
Put on your skirt. Put on your trousers. Put on your T-shirt.

▶ IWB: LET'S LEARN

3 Storytelling with Big Book: *Put on your hat, Archie!*

- Show Archie is excited to read the Big Book again. Use the cover to help children remember the story. Play the *Story time* song (listening 16) while asking children to sit quietly.

- Retell the story or use the recording (listening 27), pausing to allow children to identify and repeat the new structure *Put on your (hat).* and to check comprehension. See the *Topic story questions* section on the topic Overview page (page 35) for example questions to ask for each story frame.

▶ IWB: LET'S READ

4 Value: We tidy up.

- Play the *Table time* song (listening 17).
- Show frames 2–7 of the story again. Ask children why they think Archie can't find his hat. Point out the mess and encourage them to notice that it makes it more difficult to find things when we're untidy. Ask if they've ever lost things because they have been untidy.
- Show frame 8 of the story again and point to the tidy pile of clothes in the small image. Explain that the clothes are now tidy, and the toys can find things more easily. Explain that in class they're going to be like the toys and tidy up together.
- If there's time, have Archie tell them he's happy they understand and so can have a special sticker. Ask your class helper to hand out the children's Values worksheets and stickers, and give children time to put them on the page.

▶ IWB: LET'S TALK

5 Pop-outs preparation

- With children still sat at their tables, have Archie get excited as he finds a set of the clothes pop-outs. Demonstrate how to pop them out and hold the handles.
- Now have Archie get excited to find the children's pop-outs and ask your class helper to hand them out. Help children pop out the pictures and say the vocabulary.

▶ IWB: LET'S MAKE

6 Watch the story video: *Put on your hat, Archie!*

- Make sure everyone has their clothes pop-outs and also their Doll, Archie and Little Bear pop-outs from the previous topic. Say ***Put on your (shoes), (Doll).*** and encourage children to hold up the correct clothes and character pop-outs.
- Play the *Put on your hat, Archie!* story video, pausing for children to use their pop-outs at the relevant times.

▶ IWB: LET'S WATCH

7 Goodbye routine

- Sing or play the *Tidy up* song (listening 18).
- Do your chosen Goodbye routine (see page 22).

▶ IWB: GOODBYE

Extra activities

Indoor

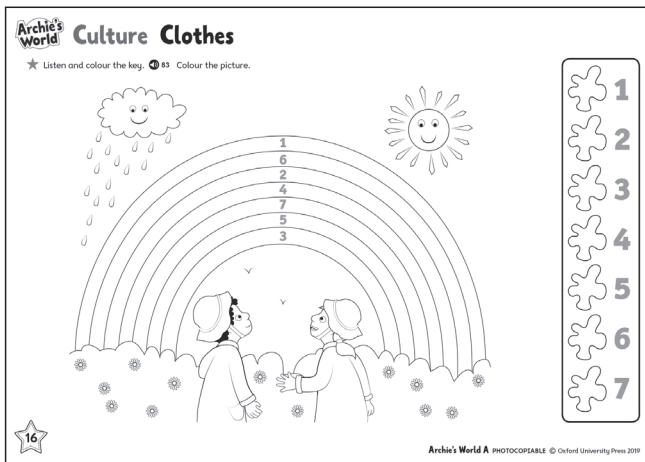
Archie puppet

- Explain that the children need to show Archie how to tidy up. For example, Archie leaves out lots of classroom objects. Have children say *Let's tidy up, Archie!* and then show him how to tidy up.

Outdoor

clothes pop-outs

- Allow children time to play with their pop-outs outside.



★ Lesson 4

Key language

New: orange, pink, purple

Revised: red, yellow, green, blue

Incidental: *I can sing a rainbow.*

Materials

Archie stamper, audio, culture song flashcards (*orange, pink, purple*), clothes and parts of the body pop-outs: Doll and Archie, Culture worksheet (TRM page 16), iPack

Lesson preparation

Prepare a copy of the Culture worksheet for each child.

1 Hello routine

- Do your chosen Hello routine (see page 20).

TEACHING TIP: Use the Hello routine to revise colours and the weather with the class as the culture song in this lesson features different colours and weather types.

▶ IWB: HELLO

2 Vocabulary and structure review: *Put on your (T-shirt).*

- Put the pop-outs of Doll and Archie on the board. Show children a clothes pop-out and ask a volunteer to put it on either Doll or Archie. Say ***Put on your (hat), (Archie).*** (or use listening 30) and get the class to repeat and pretend to put on the clothes. Repeat with different pop-outs. Alternatively, sing *Let's play in the park!* to review the topic vocabulary and structure (listening 29 or song video).
- If there's time, choose a game from the Games bank to practise the language further (pages 26 and 27).

▶ IWB: LET'S PRACTISE

3 Culture song presentation: *I can sing a rainbow*

- First play the *I can sing a rainbow* culture song video all the way through for children to enjoy (see the topic Overview on page 36 for the song words).
- Then play the video again, encouraging children to join in with any words, phrases or actions.

▶ IWB: LET'S SING

4 Culture vocabulary presentation (optional)

- Use the culture song flashcards to present the vocabulary. Show the vocabulary in the same order as the song and say the words (or use listening 32). Then do this in a random order.

Culture song vocabulary 32

orange, orange pink, pink purple, purple

▶ IWB: LET'S LEARN

5 Culture song practice

- Play *I can sing a rainbow* again (listening 31), demonstrating the actions for the song (see the topic Overview on page 36 for suggested actions).
- Play the song again, as many times as you wish, encouraging them to sing the words and do the actions.

▶ IWB: LET'S PRACTISE

6 Culture worksheet

- Play the *Table time* song (listening 17).
- Using the IWB or a Culture worksheet, first point to the numbers and the empty paint blobs on the right of the worksheet. Tell them that they are going to hear a number and a colour. They must colour in the numbered paint blobs in the corresponding colour.
- Ask your class helper to hand out the worksheets and crayons. Play listening 83, pausing as necessary for children to hold up the correct crayon colour and colour in the key.
- Then point to the numbers in the picture and explain that they need to colour according to the number. Encourage children to do this individually. Go around as they work, using the Archie stamper to reward children who have completed the worksheet.
- Once all children are finished, play *I can sing a rainbow* again (listening 31) for them to point to the colours on the worksheet as they sing.

Culture worksheet 83

1 red 2 yellow 3 pink 4 green 5 purple 6 orange 7 blue

▶ IWB: LET'S DO

7 Goodbye routine

- Sing or play the *Tidy up* song (listening 18).
- Do your chosen Goodbye routine (see page 22).

▶ IWB: GOODBYE

Extra activities

Indoor

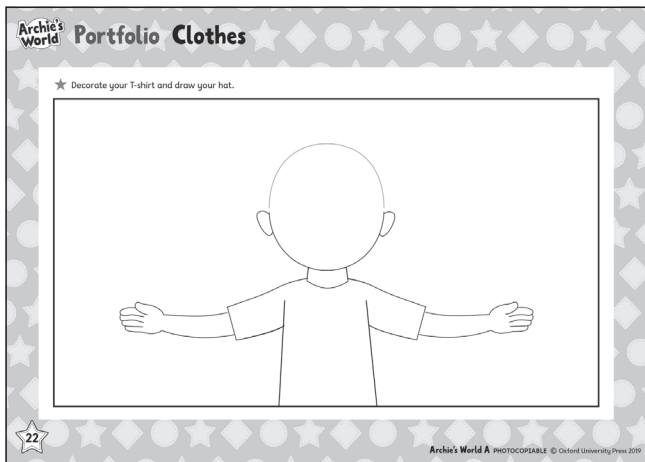
different coloured classroom items

- Ask for seven volunteers and give each of them a classroom item in one of the colours in the song. Play or sing *I can sing a rainbow* (listening 31) and have them hold up their items as they hear their colour.

Outdoor

old CDs, paper, crayons

- To make rainbows, tie CDs in front of your classroom windows for light to reflect off. Place white paper where the light falls for the children to colour the patterns.



★ Lesson 5

Key language

New: *Put on your ... hat, jumper, shoes, skirt, trousers, T-shirt orange, pink, purple* (optional)

Materials

Archie puppet, Archie stamper, audio, clothes flashcards, iPack, clothes pop-outs, Portfolio worksheet (TRM page 22)

Lesson preparation

Prepare a copy of the Portfolio worksheet for each child and bring a completed Portfolio worksheet to class.

1 Hello routine

- Do your chosen Hello routine (see page 20).

▶ IWB: HELLO

2 Song review: *Let's play in the park!*

- Review the clothes vocabulary and the structure *Put on your (jumper)* from this topic by playing the *Let's play in the park!* song (listening 29 or song video). Encourage children to join in with the words and the actions (see topic Overview on page 36).

▶ IWB: LET'S SING

3 Flashcards game

- Show all the clothes flashcards quickly, eliciting the words.
- Put the flashcards in a bag and then very slowly reveal the flashcard bit by bit until the children can guess which word it is. Encourage them to say *Put on your (T-shirt)*. Repeat for all the flashcards.
- For more flashcards games, see the Games bank (pages 26 and 27).

▶ IWB: LET'S PLAY

4 Pop-outs activity

- Give the children their pop-outs and tell them to stand up. Pick up a clothes flashcard, but don't show it to the children. They guess what you have in your hand, pick up the appropriate pop-out and hold it up high.

- When all the children have chosen a pop-out, say e.g. *Put on your (shoes)*. and show the *shoes* flashcard. All the children with the *shoes* pop-out remain standing and mime putting on the clothes item while the others sit down. Continue until there are no children left standing.

▶ IWB: LET'S DO

5 Culture song review: *I can sing a rainbow*

- Review *I can sing a rainbow* (listening 31 or culture song video) and encourage children and Archie to join in with the singing, actions and sounds.
- If you wish, choose a game from the Games bank to practise the culture vocabulary further (pages 26 and 27).

▶ IWB: LET'S SING

6 Portfolio worksheet OR watch the story video: *Put on your hat, Archie!*

- Play the *Table time* song (listening 17).
- Have Archie get excited to find your completed Portfolio worksheet. Have him say *Oh! It's you! Look at your T-shirt and hat!* Point out how you've drawn and coloured yourself, as well as your T-shirt and hat.
- Ask children to hand out the TRM Portfolio worksheets and crayons. As children work individually, go around the class asking them about their drawings and having Archie praise them. Use the Archie stamper to reward children who have completed the worksheet. If you wish, use the completed Portfolio worksheets as a classroom display.
- Alternatively, watch the *Put on your hat, Archie!* story video again together, using the clothes pop-outs.

▶ IWB: LET'S DO OR LET'S WATCH

7 Goodbye routine

- Sing or play the *Tidy up* song (listening 18).
- Do your chosen Goodbye routine (see page 22).

▶ IWB: GOODBYE

Extra activities

Indoor

- Hold a fashion show in the classroom. Dedicate a specific area for the catwalk and have the children, in turn, pretend to be one of the *Archie's World* characters or be themselves, showing imaginary clothes or demonstrating their own. Give a running commentary about the clothes and colours.

Outdoor

clothes flashcards / real clothes, toy money

- Set up a market stall using a table and either the clothes flashcards or real clothes. Have the children role-play buying the clothes and paying for them with either toy or imaginary money. Have them say the clothes items and colours, and say *please* and *thank you*. They can also say the price of the clothes item using numbers up to 10.

Further practice

Assessment worksheet (TRM page 44)