# **PLAYWAY 2 Pupil’s Book: Jahresplanung**

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| **Unit** | **Kernwortschatz** | **Phrasen und Strukturen** | **Hören, Sprechen und Phonetik** | **Lesen / Schreiben** | **Zeitrahmen** |
| **1 Hello again** | numbers: 1 - 20  colours: red; white; yellow; brown; green; blue; black; pink; grey; orange  toys: car; kite; puzzle; bike; plane; ball; doll; game; robot | Hello;  What’s your name?;  My name is…  Nice to see you again; How are you?; I’m fine, thanks;  What’s number (one)?;  A (green) (car). | You can understand   * the song ‘Welcome everyone’ * the Action story ‘Oh, no!’ * the song ‘Toys in the toy box’ * the Whatsit story ‘Bike ride’ * the colours * the numbers 1-20   You can   * understand and say the following words/sentence: plane; puzzle; pink; Pippa; It’s Pippa’s pink plane. * ask and answer questions about toys and their colours * ask for the correct answer in an exercise/answer someone’s question about the correct answer in an exercise | You can   * read the names of the colours * read the following words/sentence: plane; puzzle; pink; Pippa;  It’s Pippa’s pink plane. * read and write the numbers 1 - 20 * read simple questions | ca. 3 Wochen |
| **2 Family** | aunt; brother; dad; grandma; grandpa; mum; sister; uncle; family;  short; tall; young; old | Who’s that / …?;  That’s my …;  Look at my family;  In my family there’s … | You can understand   * the ‘Family chant’ * the Whatsit story ‘Puzzle trouble’ * the Imagine that! instructions   You can   * ask and answer questions about your/someone’s family * talk about a drawing of a family of animals and describe it in simple language | You canread and write the family words  * read some adjectives that describe people | ca. 3 Wochen |
| **Units 1 – 2**  **I can…** | Colours, Numbers, Family |  | You can understand known words and sentences and match them to the corresponding pictures. | You can read known words and sentences and match them to the corresponding pictures.  * You can write known words. |  |
| **3 Healthy or unhealthy?** | head; foot; mouth; shoulder; tooth; tummy; right; left; | Touch your …;  My (arm) hurts. / It hurts;  What’s the problem?;  Poor you;  I’m sorry; A (banana)?;  Oh yes, please;  I like/love …;  That’ (not) good; … is healthy/unhealthy. | You can understand   * the song ‘Oh, doctor!’ * the Mr Matt sketch ‘At the dentist’ * the This is me episode ‘How to be healthy’ * children talking about hurting body parts * commands and act them out   You can   * ask and answer questions about what body part hurts * distinguish good behaviour from bad behaviour * act out good behaviour * talk about healthy and unhealthy food * talk about how to be healthy | You can   * read known words and phrases * write the words for body parts | ca. 3–4 Wochen |
| **4 Shopping** | carrots; cucumbers; onions; peppers; potatoes; tomatoes | What do you like?;  I like/don’t like …;  Good morning/Goodbye;  …, please;  Here you are;  Thank you; | You can understand   * the chant ‘I like potatoes’ * the Mr Matt sketch ‘The mouse in the house’ * the ‘Pizza song’ * shopping dialogues * the Cartoon story ‘Max goes shopping’ * the Imagine that! instructions   You can   * say what (food) you like or don’t like * use polite words and phrases (in a shopping context) * talk about a drawing of a shopping basket and describe it in simple language | You can   * read and write known words and phrases * read the lyrics of the ‘I like potatoes’ chant and the ‘Pizza song’ with the help of the illustration and the known words in the text * read (parts of) a shopping dialogue | ca. 3–4 Wochen |
| **Units 3 – 4**  **I can…** | Healthy or unhealthy?,  Shopping |  | You can understand known words and sentences and match them to the corresponding pictures. | You can read known words and sentences and match them to the corresponding pictures.  * You can write known words. |  |
| **5 In the house** | chair; cupboard; curtains; door; lamp; phone; sofa; table; TV; window | There is/There are …;  How many (windows) are there?;  Look. This is my (bedroom). There’s …; | You can understand   * the song ‘The mice are having fun’ * the Action story ‘The chocolate bar’ * the Imagine that! instructions * descriptions of rooms   You can   * understand and say the following words/sentence: dad; dog; desk; duck; Look, Dad! The dog is on my desk. * ask and answer questions about the number of objects in a picture * talk about a drawing of a (bed)room and describe it in simple language | You can   * read and write known words and phrases * read the lyrics of the song ‘The mice are having fun’ with the help of the illustration and the known words in the text * read the following words/sentence: dad; dog; desk; duck;  Look, Dad! The dog is on my desk. | ca. 3–4 Wochen |
| **6 Clothes** | cap; jacket; jeans; pullover; shoes; skirt; socks; T-shirt; trainers; woolly hat | Do you like the …?;  Yes, I do; No, I don’t;  (Max) has got …; | You can understand   * the Mr Matt sketch ‘The T-shirt’ * the Action story ‘At the swimming pool’ * the Whatsit story ‘Yoyo!’ * the Imagine that! instructions * descriptions of clothes/of what someone’s wearing   You can   * understand and say the following words/sentence: jacket; jeans; Jenny; James; Jenny and James like the jacket and the jeans. * ask and answer questions about what kind of clothes you like/don’t like or what clothes someone is wearing * talk about a drawing of Max and describe it/the clothes in simple language | You can   * read and write known words and phrases * read the following words/sentence: jacket; jeans; Jenny; James;  Jenny and James like the jacket and the jeans. | ca. 3–4 Wochen |
| **Units 5 – 6**  **I can…** | In the house  Clothes |  | You can understand known words and sentences and match them to the corresponding pictures. | You can read known words and sentences and match them to the corresponding pictures.  * You can write known words. |  |
| **7 Travelling** | go by bike; go by boat; go by bus; go by car; go by scooter; go by train; go by tram; go by underground; walk | How do you get to / get home from school?;  I go by … / I walk;  My (mum) takes me by car;  What about you? | You can understand   * the chant ‘Come to my party’ * the Cartoon story ‘Max on tour’ * the Action story ‘Too late’ * the This is me episode ‘Travelling’ * children talking about how they get to school   You can   * understand and say the following words/sentences: bike; bus; black; blue; A black bus. A blue bike. * ask and answer questions about how you/others get to school or home from school | You can   * read and write known words and phrases * You can read the lyrics of the ‘Come to my party’ chant with the help of the illustration and the known words in the text * read the following words/sentences: bike; bus; black; blue;  A black bus. A blue bike. | ca. 3–4 Wochen |
| **8 On the farm** | bee; cat; cow; dog; duck; hen; horse; pig; rabbit; sheep  big; small | I like/don’t like …;  There is (There’s) …;  There are … | You can understand   * children talking about what animals they like/don’t like * the meaning of and difference between ‘There is’ and ‘There are’ * the song ‘My best friend’ * the Imagine that! instructions   You can   * say what animals you like/don’t like * compare two pictures and say what’s different * say where milk, apples and eggs are from * talk about a drawing of a farm and describe it in simple language | You can   * read and write known words and phrases * You can read the lyrics of ‘My best friend’ with the help of the illustration and the known words in the text | ca. 3–4 Wochen |
| **Units 7 – 8**  **I can…** | Travelling  On the farm |  | You can understand known words and sentences and match them to the corresponding pictures. | You can read known words and sentences and match them to the corresponding pictures.  * You can write known words. |  |
| **Special days:**  **A day at the funfair** | rollercoaster; ghost train; merry-go-round; toffee apple; ice cream; candy floss; funfair | (Will) is on the (ghost train). | You can understand   * the Whatsit story ‘Funfair’ * the new words and phrases and use them in a sentence |  | ca. 1 Woche |
| **Special days:**  **Halloween** |  |  | You can understand   * the listening exercise about ‘Trick or Treat’ * the poem ‘Halloween’   You can say the poem ‘Halloween’. | You can read the poem ‘Halloween’ | ca. 1 Woche |
| **Special days:**  **Christmas** |  |  | You can understand   * the song ‘Merry Christmas and a Happy New Year’ * children from different countries talking about their Christmas celebrations | You can read the song text of ‘Merry Christmas and a Happy New Year’ | ca. 1 Woche |
| **Special days:**  **Easter** |  |  | You can understand   * the song ‘Easter bunny’ * the listening exercise about different Easter traditions * children talking about what they do at Easter |  | ca. 1 Woche |