









# Pupil's Book contents

Unit	Unit aims	Vocabulary	New Language	Values	Phonics (sound lab)	STEAM	Communication	Project and Review
<b>Welcome!</b> pp. 4–7	<b>How can I enjoy my first day?</b> <ul style="list-style-type: none"> <li>Learn greetings</li> <li>Learn number words</li> <li>Talk about age</li> </ul>	hello, goodbye, teacher, girl, boy, good. <b>Numbers:</b> 1–10	What's your name? I'm ... (+ name) How are you? I'm good.	Be welcoming.			<b>Communication:</b> How old are you? I'm ... (+ age)	
<b>1 Birthday fun!</b> pp. 8–17	<b>How can I make a birthday card?</b> <ul style="list-style-type: none"> <li>Use birthday and colour words.</li> <li>Talk about birthdays.</li> <li>Talk about favourite colours.</li> </ul>	<b>Colours:</b> red, blue, green, yellow, pink, purple, orange, white. <b>Birthday:</b> balloon, present, card, cake, birthday party, candle	It's ..., Yes / No, It's a/an (colour) (noun)	Take care of pets.	<b>c, b</b> cake, card, balloon, blue	<b>Science:</b> Rainbows <b>Experiment:</b> How can I make a rainbow?	<b>Communication:</b> What's your favourite colour? My favourite colour is ...	Make a birthday card 
<b>2 Mud kitchen</b> pp. 18–27	<b>How can I make table items for lunch?</b> <ul style="list-style-type: none"> <li>Use lunchtime words.</li> <li>Talk about play kitchens.</li> <li>Ask for items politely.</li> </ul>	cup, fork, spoon, knife, plate, bowl, table, lunch, mat	This is my ... My cup is (blue)	Ask politely.	<b>s, p</b> six, seven, pink, purple	<b>Art and design:</b> Pottery <b>Experiment:</b> How can I make a clay bowl?	<b>Communication:</b> Pass me a / the ... please. Thank you / Thanks.	Make table items for lunch 
<b>Checkpoint</b>	<b>Review Units 1–2</b>	<b>pp. 28</b>						
<b>Culture</b>	<b>Lunch on the go</b>	<b>pp. 29</b>						
<b>3 Music time!</b> pp. 30–39	<b>How can I make a musical instrument?</b> <ul style="list-style-type: none"> <li>Use musical instrument words.</li> <li>Talk about music.</li> <li>Talk about musical sounds.</li> </ul>	<b>Music:</b> drum, shaker, triangle, piano, guitar, trumpet sing, dance,	Let's ...	Listen to each other.	<b>t, d</b> door, dance, dog, door, table, teacher,	<b>Science:</b> Sound waves <b>Experiment:</b> How can I make a water xylophone?	<b>Communication:</b> It's noisy / quiet	Make a musical instrument 
<b>4 At the farm</b> pp. 40–49	<b>How can I make a toy farm?</b> <ul style="list-style-type: none"> <li>Use farm words.</li> <li>Talk about farm animals.</li> <li>Give instructions.</li> </ul>	<b>Farm:</b> sheep, chicken, cow, duck, tractor, fox, bees, egg	There is / are	Take care of animals.	<b>a, f</b> ant, apple, fox, forest	<b>Science:</b> Food from animals <b>Experiment:</b> How can I make butter?	<b>Communication:</b> Open the (gate / door) / Shut the (gate / door).	Make a toy farm 
<b>Checkpoint</b>	<b>Review Units 3–4</b>	<b>pp. 50</b>						
<b>Culture</b>	<b>Animals in music</b>	<b>pp. 51</b>						
<b>5 My dinosaur</b> pp. 52–61	<b>How can I make a dinosaur puzzle?</b> <ul style="list-style-type: none"> <li>Use dinosaur words.</li> <li>Talk about dinosaurs.</li> <li>Give support, and praise.</li> </ul>	<b>Dinosaurs:</b> dinosaur, legs, tail, teeth, wings, spines, horn, lizard	It's got ... It hasn't got	Give support.	<b>l, e</b> lizard lunch, leg, egg, elephant, elbow	<b>Science:</b> What dinosaurs eat <b>Experiment:</b> How can I make dinosaur teeth?	<b>Communication:</b> Is it a ...? Yes, well done! / No. Nice try!	Make a dinosaur puzzle 
<b>6 A picnic</b> pp. 62–71	<b>How can we have a picnic?</b> <ul style="list-style-type: none"> <li>Use picnic words.</li> <li>Talk about picnics.</li> <li>Give instructions.</li> </ul>	<b>Food:</b> pizza, yoghurt, fruit, sandwiches, chocolate, tomatoes, milk, salad,	I like / don't like	Learn to share.	<b>y, j</b> yo-yo, jam, jug, yoghurt	<b>Science:</b> Quantities of sugar <b>Experiment:</b> How many spoons of sugar are in my food and drink?	<b>Communication:</b> Wash your hands. / Dry your hands.	Have a picnic 
<b>Checkpoint</b>	<b>Review Units 5–6</b>	<b>pp. 72</b>						
<b>Culture</b>	<b>Dinosaurs everywhere</b>	<b>pp. 73</b>						
<b>7 Under the sea</b> pp. 74–83	<b>How can I make a diving game?</b> <ul style="list-style-type: none"> <li>Use sea animal words.</li> <li>Talk about sea animals.</li> <li>Talk about the weather.</li> </ul>	<b>Sea animals:</b> crab, fish, jellyfish, shrimp, shell, starfish, seahorse, shark	Can you see ...? Yes, I can. No, I can't.	Wear suitable clothes.	<b>i, u</b> insect, igloo, instruments, umbrella, up,	<b>Science:</b> Animals with shells. <b>Experiment:</b> Can I dissolve a shell?	<b>Communication:</b> It's hot / cold / windy.	Make a diving game 
<b>8 Let's pretend!</b> pp. 84–93	<b>How can I act out a story?</b> <ul style="list-style-type: none"> <li>Use fancy dress words.</li> <li>Talk about pirates' clothes.</li> <li>Talk about feelings.</li> </ul>	<b>Dressing up:</b> mask, costume, hat, face paint, superhero, pirate, princess, cowgirl	I'm wearing ...	Compromise.	<b>m, o</b> milk, monkey, mask, orange, ostrich, octopus	<b>Science:</b> Making wool. <b>Experiment:</b> How do I make a funny felt nose?	<b>Communication:</b> I'm happy / sad / bored	Act out a story 
<b>Checkpoint</b>	<b>Review Units 7–8</b>	<b>pp. 94</b>						
<b>Culture</b>	<b>Seaside festivals</b>	<b>pp. 95</b>						