



Contents

Unit	Vocabulary
Hello! ▶ Pages 4 & 5	The alphabet Colours: <i>black, blue, brown, green, grey, light blue, orange, pink, purple, red, yellow, white</i> Feelings: <i>angry, bored, happy, hungry, sad, scared, tired, worried</i>
1 We're back! ▶ Pages 6–13	School objects: <i>crayon, (a bottle of) glue, markers, pen, rubber, ruler, (a pair of) scissors, sharpener</i> Days of the week
2 The music class ▶ Pages 14–21	Musical instruments: <i>drums, flute, guitar, piano, recorder, saxophone, violin</i> Actions (1): <i>sing, play (instrument)</i> Actions (2): <i>dance, draw, paint, play basketball/football/tennis, read, write</i>
3 Lost in town ▶ Pages 22–29	Places in town: <i>cinema, hospital, library, museum, park, shopping centre, sports centre, supermarket</i> Prepositions of place: <i>behind, between, next to, opposite</i>
Revision 1 ▶ Pages 30 & 31	
4 At home ▶ Pages 32–39	Rooms in the house: <i>bathroom, bedroom, dining room, garage, hall, kitchen, living room, toilet</i> Toys: <i>ball, car, doll, plane, robot, skipping rope</i>
5 Our favourite food ▶ Pages 40–47	Food (1): <i>chicken, chips, eggs, fish, ice cream, pasta, salad, steak</i> Food (2): <i>apples, bananas, chocolate cake, fizzy drinks, fruit salad, oranges, water</i>
6 I'm the champion! ▶ Pages 48–55	Activities: <i>drawing, painting, playing, reading, sleeping, swimming, watching TV, writing</i> Sports: <i>doing gymnastics/karate, playing table tennis/volleyball, skating</i>
Revision 2 ▶ Pages 56 & 57	
Festivities World Book Day & World Health Day ▶ Pages 58 & 59	
Phonics ▶ Pages 60–65	
Final Game ▶ Page 66	
Activity Book ▶ Pages 67–81	

Text genres & language	Social-emotional skills	Cross-curricular Final task	Phonics
Dialogue for information exchange (guessing game): <i>Is it (size/colour)? Is it a (school object)? Yes, it is./No, it isn't. • How many questions? • How do you spell it?</i> 'Tiny on Earth' story: <i>This is... • What's that? • It's difficult! • How do you spell...? • You're so clever!</i> Receptive language: <i>What day is it today? It's... • Don't bite your pencils. • Label your school objects. • Be tidy. • Put your things away at the end of the day.</i>	Taking care of your school objects	Art: Make cards and play a guessing game.	/t/
Personal information: <i>I'm (name/age). • My favourite... • I can..., but I can't...</i> 'Tiny on Earth' story: <i>I/You/She can/can't... • Can you...? Yes, I can./No, I can't.</i> Receptive language: <i>They are like you! They are special. All of them have got a talent! • What's your talent?</i>	Discovering and developing your talents	Citizenship: Make an 'All about me' infographic to share personal information.	/b/
Informative poster: <i>Let's help! You can plant a tree, guide visitors, put books in order or read to patients.</i> 'Tiny on Earth' story: <i>Are you in the...? • Where are you?/ Where is he? • Is he (preposition of place + place)? • He is/isn't (preposition of place + place).</i> Receptive language: <i>Where is the (place)? It's (preposition of place + place). • We can help in our town/at school. • We can plant trees. • We can join a cause. • We can make a donation.</i>	Helping others (charity)	Citizenship: Make an informative poster about traffic rules and road safety.	/h/
Poem: <i>Some houses are big/small. • Big/Small houses have got...</i> 'Tiny on Earth' story: <i>Have you/we got...? Yes, I/we have./ No, I/we haven't. • I/We've/haven't got... • He has/hasn't got... • I/We like/don't like...</i> Receptive language: <i>Put it/them in your bedroom. • Don't make noise when you eat. • Blow your nose. • Share the food. • Don't speak when you eat.</i>	Having good manners	Literature: Work with rhymes to make a poem.	/j/
Survey: <i>Which food do you like? • Do you like...? Yes, I do./ No, I don't. • I don't like..., but I like...</i> 'Tiny on Earth' story: <i>I'm thirsty/hungry! • I like...!</i> Receptive language: <i>Breakfast is very important. My breakfast is healthy. • I prefer...</i>	Having healthy habits	Maths: Do a class survey and report the results.	/p/
Short story: <i>I'm/You're/They're + verb + -ing.</i> 'Tiny on Earth' story: <i>What are you/they doing? We/They aren't + verb + -ing.</i> Receptive language: <i>Don't push! You're out of the race. • Great match! Congratulations. • Don't kick.</i>	Respecting game rules (fair play)	Literature: Write a short story.	/d/

Picture Dictionary

► Pages 82–84

Tiny on Earth

► Pages 85–103

Mini-book & Cut-outs

