



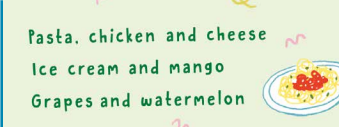





# Pupil's Book contents

Unit	Unit aims	Vocabulary	Language lab 1	Values	Phonics	STEAM	Language lab 2	Project and Review
<b>Welcome!</b> pp. 4–9	<b>How can I talk about myself?</b> <ul style="list-style-type: none"> <li>Use months and seasons words.</li> <li>Talk about how old I am using <b>I am ... / You are ... / He is ...</b></li> <li>Talk about myself</li> </ul>	<b>Days of the week</b> <b>Months</b> <b>Seasons</b>	<b>Language lab 1</b> I'm / You're / He's / It's / We're / They're					
<b>1 Out and about!</b> pp. 10–23	<b>How can I create a town guide?</b> <ul style="list-style-type: none"> <li>Use town words.</li> <li>Talk about my town using <b>like / don't like</b>.</li> <li>Describe places and things using <b>there is / there are</b>.</li> </ul>	<b>Places:</b> café, castle, farm, house, library, museum, park, playground, river, school, shop, swimming pool	<b>Language lab 1</b> I like parks. I <b>don't</b> like shops. Does she like playgrounds? He likes parks. She <b>doesn't</b> like shops.	Listen to your friends.	<b>a, e</b> bag, cap, cat, clap, man, mat, pan leg, pen, peg, pet, ten, wet	<b>Engineering:</b> Building materials <b>Experiment:</b> Building a strong tower	<b>Language lab 2</b> There's a river. There are houses. There isn't a park. There aren't any farms.	Make a town guide. 
<b>2 Day and night</b> pp. 24–37	<b>How can I talk about day and night?</b> <ul style="list-style-type: none"> <li>Use animal and daily routine words.</li> <li>Talk about daily routines.</li> <li>Ask and answer about daily routines.</li> </ul>	<b>Animals:</b> bat, cow, donkey, goat, owl, porcupine <b>Daily Routine:</b> brush my teeth, eat, go to school, sleep, wake up, wash my face	<b>Language lab 1</b> I go to school. I <b>don't</b> go to school. Do you go to school? Yes, I do. / No, I don't.	Be prepared.	<b>i, o</b> bin, dig, hit, sing, sit, six dog, fox, hop, hot, jog, frog, stop	<b>Science:</b> Space systems: the Sun and Earth <b>Experiment:</b> Finding out how the Earth and Sun move	<b>Language lab 2</b> He eats three bananas. He <b>doesn't</b> eat apples. Does he eat bananas? Yes, he does. No, he <b>doesn't</b> .	Do a day and night presentation. 
<b>Checkpoint 1</b>	<b>Review Units 1–2</b>	<b>pp. 38–39</b>						
<b>Culture</b>	<b>Long nights, long days</b>	<b>pp. 40–41</b>						
<b>3 Lost and found</b> pp. 42–55	<b>How can I make a class museum?</b> <ul style="list-style-type: none"> <li>Use words to describe things.</li> <li>Talk about objects using <b>mine / yours / his / hers</b>.</li> <li>Ask about objects using <b>ours / theirs</b>.</li> <li>Ask and answer about things and find them.</li> </ul>	<b>Adjectives for Objects:</b> clean, dirty, gold, hard, heavy, light, new, old, round, silver, soft, square	<b>Language lab 1</b> Whose is it? It's <b>mine</b> . My bag is old. Whose is it? It's <b>yours</b> . Your bag is new.	Help people in need.	<b>u, x</b> bug, jug, nut, rug, run, sun axe, box, fox, ox, six, taxi	<b>Science:</b> Solids and liquids <b>Experiment:</b> Recording how some liquids change	<b>Language lab 2</b> Our box is yellow. <b>Ours</b> is yellow. Their box is pink. <b>Theirs</b> is pink.	Create a class museum. 
<b>4 At the gallery</b> pp. 56–69	<b>How can I create a portrait gallery?</b> <ul style="list-style-type: none"> <li>Use describing words.</li> <li>Describe people using <b>always / sometimes / never</b>.</li> <li>Ask and answer about people and objects using <b>have got</b>.</li> <li>Talk about funny photos.</li> </ul>	<b>Adjectives for People and Feelings:</b> angry, friendly, funny, happy, helpful, kind, lazy, naughty, sad, shy, tired, young	<b>Language lab 1</b> Is he sad? No, he <b>isn't</b> . He's happy.	Ask people before you take photos.	<b>j, y</b> jacket, jaguar, jar, jeans, jog, juice, jump, jungle yak, yellow, yes, yo-yo, yoghurt, you, young, yours	<b>Art and design:</b> Facial expressions: changing faces <b>Experiment:</b> Recording how we change and react to others' emotions and expressions	<b>Language lab 2</b> Have you got a brother? Yes, I have. He's funny! Have you got a sister? No, I haven't.	Create a portrait gallery. 
<b>Checkpoint 2</b>	<b>Review Units 3–4</b>	<b>pp. 70–71</b>						
<b>Culture</b>	<b>Music around the world</b>	<b>pp. 72–73</b>						
<b>5 Come in!</b> pp. 74–87	<b>How can I create a class meal?</b> <ul style="list-style-type: none"> <li>Use food words.</li> <li>Ask for things politely using <b>Can I have ...?</b></li> <li>Ask and answer about objects using <b>this / that</b>.</li> <li>Ask and answer about food.</li> </ul>	<b>Food and drink:</b> biscuits, bread, cheese, chicken, fish, ice cream, juice, pasta, rice, salad, soup, water	<b>Language lab 1</b> Can I have some water, please? Of course! Can I ride your bike, please? Sorry, no!	Be kind. Ask people what they like and don't like.	<b>ch, sh</b> chair, cheese, cherries, chess, chicken, chips sheep, shelf, ship, shirt, shoes, shop, shorts	<b>Technology:</b> Milk processes <b>Experiment:</b> Making ice cream	<b>Language lab 2</b> Can I have this salad, please? Can I have that salad, please?	Create a class meal. 
<b>6 Sports Day</b> pp. 88–101	<b>How can I organise a sports day?</b> <ul style="list-style-type: none"> <li>Use sport and activity words.</li> <li>Talk about actions using <b>I'm ...ing</b>.</li> <li>Ask and answer about actions using <b>Can you ...?</b></li> <li>Talk about activities with my friends.</li> </ul>	<b>Sports:</b> basketball, catch, football, hit, jump, kick, run, table tennis, team, throw, volleyball, watch	<b>Language lab 1</b> I'm jumping. You're jumping. Are you swimming? Yes, I am. / No, I'm not.	I share my skills and help my friends to do things.	<b>th</b> that, there, these, they, this, those thank, things, thirteen, three, throw	<b>Maths:</b> Measurement <b>Experiment:</b> Measuring the air in our lungs	<b>Language lab 2</b> Can you ride a bike? Yes, I can. No, I can't.	Organise a Sports Day. 
<b>Checkpoint 3</b>	<b>Review Units 5–6</b>	<b>pp. 102–103</b>						
<b>Culture</b>	<b>Amazing boat races</b>	<b>pp. 104–105</b>						
<b>7 Our home!</b> pp. 106–119	<b>How can I design a dream house?</b> <ul style="list-style-type: none"> <li>Use house and activity words.</li> <li>Talk about actions using <b>is / isn't ...ing</b>.</li> <li>Talk about objects using 's.</li> <li>Talk about family activities in my house.</li> </ul>	<b>Daily Routine:</b> clean, cook, do homework, drink, have a shower, look for, make a cake <b>Rooms:</b> bathroom, bedroom, garden, living room, kitchen	<b>Language lab 1</b> Mum's cooking. He <b>isn't</b> cooking. It's drinking water.	Respond kindly and with interest.	<b>wh, f</b> what, wheel, when, where, which, white fan, farm, fat, fish, five, funny	<b>Science:</b> Biodegradable rubbish <b>Experiment:</b> Recording how long biodegradable and non-biodegradable materials take to change	<b>Language lab 2</b> Whose house is it? It's Amy's house.	Design a dream house. 
<b>8 Our world</b> pp. 120–133	<b>How can I create a nature scrapbook?</b> <ul style="list-style-type: none"> <li>Use nature and direction words.</li> <li>Give and understand instructions.</li> <li>Describe where things are using <b>next to, behind, in front of</b>.</li> <li>Understand and give instructions to play a game.</li> </ul>	<b>Directions:</b> down, left, right, straight on, up <b>Natural world:</b> bridge, rock, flower, forest, hill, path, tree	<b>Language lab 1</b> Walk. Don't walk.	Show concern for each other.	<b>s, sh, j, ch</b> soup, sun, see shell, shoe, shop jeep, juice, jump cheese, cherry, chicken	<b>Science:</b> Landforms: mountains <b>Experiment:</b> Making mountains with towels	<b>Language lab 2</b> above, behind, in, in front of, near, next to, on, opposite, under	Make a nature scrapbook. 
<b>Checkpoint 4</b>	<b>Review Units 7–8</b>	<b>pp. 134–135</b>						
<b>Culture</b>	<b>Beautiful gardens</b>	<b>pp. 136–137</b>						