

Map of Pupil's Book 1

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUE	NUMBERS	CROSS-CURRICULAR	PROJECT
Introduction Page 4							
1 My friends Page 6	<i>Hello Pippa, Pop, Dan, Kim book, crayon, pencil</i>	<i>Hello. I'm (Pippa). What's this? It's a (pencil).</i>	Distinguishing sounds	<i>Duck's friend</i> Be friendly	Numbers: 1, 2	Social studies: Sharing	Make Pippa and Pop masks
2 My family Page 18	<i>brother, sister, daddy, mummy boy, girl, man, woman</i>	<i>She's the (mummy). He's my (brother). He's / She's a (boy).</i>	Distinguishing sounds	<i>The big carrot</i> Help your family	Numbers: 3, 4	Science: How food grows	Make Kim, Dan, Sue and Matt finger puppets
3 My toys Page 30	<i>ball, doll, teddy, train blue, brown, red, yellow</i>	<i>It's a (ball). It's (red).</i>	Distinguishing between letters and objects	<i>Big teddy, small teddy</i> Celebrate differences	Recognising patterns	Maths: Big and small	Make a toy box and toys
Units 1–3 Review Pages 42–43							
4 My body Page 44	<i>ears, eyes, mouth, nose arms, feet, hands, legs</i>	<i>Touch your (nose). Colour the (arms).</i>	Distinguishing between letters and numbers	<i>Bunny's family</i> Be kind	Recognising patterns	Social studies: Feelings	Make a happy and sad face
5 Food Page 56	<i>apples, bananas, biscuits, sandwiches juice, milk, water</i>	<i>I like (apples). I don't like (juice).</i>	The letter sound <i>a</i>	<i>Picky Peter</i> Say thank you	Numbers: 5, 6	Science: Identifying fruit	Make an apple tree or a banana plant

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUE	NUMBERS	CROSS-CURRICULAR	PROJECT
6 Animals Page 68	<i>cat, dog, fish, rabbit</i> <i>chair, table; on, under</i>	<i>Where's the (cat)?</i> <i>Here it is.</i> <i>It's (under) the (chair).</i>	The letter sound <i>e</i>	<i>Emma's new cat</i> Be kind to animals	Numbers: 7, 8	Science: What animals need	Make a cat or a dog
Units 4–6 Review Pages 80–81							
7 Clothes Page 82	<i>hat, jacket, shoes, socks</i> <i>dress, skirt, trousers,</i> <i>T-shirt</i>	<i>(Put on / Take off) your</i> <i>(hat).</i> <i>I've got (a dress).</i>	The letter sound <i>i</i>	<i>Tommy's T-shirt</i> Be considerate	Shapes: <i>circle, square, triangle</i>	Art: Rough and smooth	Make a doll and its clothes
8 Transport Page 94	<i>bike, bus, car, van</i> <i>drive a car, jump,</i> <i>ride a bike, run</i>	<i>I can see a (car).</i> <i>I can (ride a bike).</i>	The letter sound <i>o</i>	<i>The hare and</i> <i>the tortoise</i> Be careful	Numbers: 9, 10	Science: Fast and slow	Make a steering wheel
9 The park Page 106	<i>bird, flower, frog, tree;</i> <i>green, pink</i> <i>butterflies, caterpillars,</i> <i>ladybirds, worms</i>	<i>A (green) (tree).</i> <i>What are these?</i> <i>They're (butterflies).</i>	The letter sound <i>u</i>	<i>Penny in the park</i> Look after nature	One more	Maths: Symmetry	Make a butterfly
Units 7–9 Review Pages 118–119							

Key to teaching notes icons



Video



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Interactive activity (on Presentation Plus)



Games (on Presentation Plus)



Early literacy development



Cambridge Life Competencies Framework



Learning to Learn

Map of Pupil's Book 2

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
Introduction Page 4							
1 Hello! Page 6	Review Level 1: characters, clothes, colours, nature, objects, school, toys <i>black, grey, orange, purple, white</i>	Review Level 1: <i>I'm (Kim). I'm a (girl). I like (books).</i> <i>Draw (a butterfly). Colour / Paint it (purple).</i>	Review Level 1 letter sounds: <i>a, e, i, o, u</i>	<i>The colourful chameleon</i> Celebrate differences	Review numbers: <i>1 – 10</i>	Art: Mixing colours	Make a colour wheel
2 My family Page 18	<i>aunt, uncle, cousin, grandma, grandpa</i> <i>funny, old, short, tall, young</i>	<i>Who's that? He's my (grandpa). She's my (grandma). She's / He's / I'm (old). She isn't / He isn't / I'm not (young).</i>	Letter sounds: <i>d, m</i>	<i>Anna's baby brother</i> Be patient	Numbers: <i>11, 12</i>	Science: Growing up	Make a family album
3 My home Page 30	<i>bathroom, bedroom, dining room, kitchen, living room</i> <i>cooking, eating, playing, sleeping, washing</i>	<i>Where's (Kim / Dan / Dan's mummy)? She's / He's in the (kitchen). What's she / he doing? She's / He's (sleeping).</i>	Letter sounds: <i>b, k</i>	<i>Hide and seek</i> Be careful	Numbers: <i>13, 14</i>	Maths: Shapes	Make Kim and Dan's apartment
Units 1–3 Review Page 42							
4 My body Page 44	<i>fingers, head, neck, shoulders, toes</i> <i>blonde, curly, long, short, straight (hair)</i>	<i>She's / He's / It's got (a neck). She's / He's / It's got (long) hair. She / He / It hasn't got (short) hair.</i>	Letter sounds: <i>t, n</i>	<i>Milo's shadow</i> Be resilient	One less	Science: Shadows	Make a puppet
5 Outdoors Page 56	<i>cold, hot, rainy, sunny, windy</i> <i>boots, jumper, raincoat, sandals, sunglasses</i>	<i>What's the weather like? It's (hot). I'm wearing (a raincoat).</i>	Letter sounds: <i>s, h</i>	<i>Rainy day fun</i> Celebrate nature	Numbers: <i>15, 16</i>	Science: Rainbows	Make a weather wheel

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
6 Animals Page 68	<i>chicken, cow, goat, horse, sheep</i> <i>fly, jump, run, swim, walk</i>	<i>It's a (horse). It's got a (long) (neck).</i> <i>A (horse) can / can't (jump).</i>	Letter sounds: <i>c, g</i>	<i>Stubborn goats!</i> Be considerate	More or less?	Social studies: How animals help us	Make a farm animal
Units 4–6 Review Page 80							
7 My favourite food Page 82	<i>burger, lolly, mango, orange, pear</i> <i>bread, cheese, chips, eggs, fish</i>	<i>Can I have (a pear), please?</i> <i>Do you like (fish)? Yes, I do. / No, I don't.</i>	Letter sounds: <i>f, l, p</i>	<i>Pea soup</i> Be helpful	Numbers: <i>17, 18</i>	Science: Where food comes from	Make food and go shopping
8 My senses Page 94	<i>feel, hear, see, smell, taste</i> <i>bee, grass, leaf, lemon, watermelon</i>	<i>Can you (see) (the rain)? Yes, I can. / No, I can't.</i> <i>What can you (hear)? I can (hear) a (bee).</i>	Letter sounds: <i>j, z</i>	<i>A wonderful day</i> Enjoy the world around you	Recognising patterns	Science: Loud and quiet	Make a senses plate
9 Holidays! Page 106	<i>beach, sea, boats, kites, shells</i> <i>drinking lemonade, eating ice cream, making sandcastles, playing with shells, taking photos</i>	<i>How many (boats) can you see?</i> <i>I can see (four) (boats).</i> <i>I'm (playing with shells).</i>	Letter sounds: <i>v, w, y</i>	<i>You can do it, Sam!</i> Persevere	Numbers: <i>19, 20</i>	Science: Floating and sinking	Make a beach scene
Units 7–9 Review Page 118							

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Learning to Learn

Map of the book

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUES	NUMBERS	CROSS-CURRICULAR	PROJECT
Introduction Page 4							
1 Me! Page 6	Review Level 2: characters, numbers, likes <i>angry, bored, excited, scared, sleepy, surprised</i>	<i>Hello! What's your name? I'm (Kim). How old are you? I'm (eight). I like (books). What's her / his name? She's (Kim). He's (Dan). How old is she / he? She's / He's (eight). He's / She's / I'm (bored). He isn't / She isn't / I'm not (bored).</i>	Review Level 2 letter sounds: <i>b, m, t, g, p, d, k, n, s, h</i>	<i>Jane's name</i> Be yourself	Review numbers: <i>1 – 20</i>	Music: Emotions from music	Make a self portrait
2 My day Page 18	<i>brush my hair, brush my teeth, get dressed, have breakfast, wake up, wash my face</i> <i>go to bed, have a bath, have dinner, have a snack, listen to a story, play with friends</i>	<i>I (wake up) (in the morning / every day). They / We (play with friends) (after school / in the evening). We / They don't (have a bath).</i>	Letter sound / <i>f</i> / (<i>sh</i>)	<i>Brush your hair, Leo!</i> Look after yourself	Adding up by counting	Social studies: Times of day	Make a daily activities display
3 My home Page 30	<i>make the bed, pick up the toys, set the table, sweep the floor, wash the clothes, wash the dishes</i> <i>bed, bookcase, cupboard, lamp, rug, toy box</i>	<i>He / She (washes the dishes). I (sweep the floor). It's (under / in / on / next to) the (bed).</i>	Letter sound / <i>k</i> / (<i>ck</i>)	<i>Goldilocks and the three bears</i> Respect other people's things	Numbers: <i>10, 20, 30, 40</i>	Social studies: Objects at home	Make and decorate a bedroom
Units 1–3 Review Page 42–43							
4 My sports Page 44	<i>badminton, baseball, basketball, football, hockey, tennis</i> <i>bouncing, catching, hitting, kicking, rolling, throwing</i>	<i>They're / She's / He's playing (football). She's / He's / They're / I'm (throwing) the ball.</i>	Letter sound / <i>ŋ</i> / (<i>ng</i>)	<i>A sport for Grace</i> Persevere	Subtracting by counting	Physical education: Team sports	Make a ball

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5 My free time Page 56	cooking dinner, drawing pictures, listening to music, playing video games, reading books, watching TV go roller skating, go swimming, play a board game, play with building blocks, play hide-and-seek, play outside	I / We like (reading books). Let's (go swimming / play a board game)! Can I (come / play)?	Letter sounds /ʊ/ (short oo) and /u:/ (long oo)	Jack loves reading Join in and help	Numbers: 50, 60	Art: Paintings, photographs and sculptures	Make a board game
6 My food Page 68	cake, chocolate, crisps, grapes, pineapple, sweets beans, cereal, fruit, meat, rice, vegetables	Would you like some (chocolate)? Yes, please. / No, thank you. I'd like some (sweets), please. I / We have (meat and rice) for (breakfast / lunch / dinner).	Letter sound /tʃ/ (ch)	Share, Ricky Raccoon! Share	Estimating quantity	Science: Salty, sour and sweet	Make a plate of food
Units 4–6 Review Page 80–81							
7 Animals Page 82	crocodile, elephant, hippo, monkey, snake, tiger duck, giraffe, lizard, parrot, spider, zebra	There's (a monkey). There are (three) (monkeys). There are (lots of) (snakes). They're (giraffes). They've got (long necks / long legs / stripes / short legs / big feet / long tails / sharp teeth). They're (fast).	Letter sound /θ/ (th)	The mouse and the lion Be friendly	Numbers: 70, 80	Science: Where animals live	Make an animal
8 Plants Page 94	garden, plants, rain, seeds, soil, sun beautiful, clean, dirty, new, old, ugly	What do plants need? Plants need (sun / rain / soil). What (beautiful) (flowers)! What (a dirty) (nose)!	Letter sound /i:/ (ee, ea)	Sophia's garden Work together	Measuring length	Science: How plants grow	Make a plant diagram
9 My town Page 106	hospital, playground, restaurant, school, shop, supermarket doctor, farmer, nurse, shop assistant, teacher, waiter	Where are you / are we going? I'm / We're going to the (supermarket). A (teacher) works in a (school). He / She works on a farm. Where does (a teacher) work? Does (a nurse) work (in) a (hospital)? Yes, he / she does. No, he / she doesn't.	Letter sound /eɪ/ (ay, ai)	Big-city cat and small-town cat Appreciate what you have	Numbers: 90, 100	Social studies: Jobs	Make a jobs poster
Units 7–9 Review Page 118–119							