

# Contents

page	Unit	Words and expressions	Use of English	Reading/Writing
6–19	<b>1 Look in a book</b>	Books and parts of a book Classroom objects Clothes and personal possessions <i>What is the title?</i> <i>What is in the book?</i> <i>How do you spell ...?</i> <i>How do you say ___ in English?</i>	Gram Slam: Present Tense <i>to be</i> Present Tense simple Possessive adjectives ( <i>my, your, his, ...</i> ) <i>There is/are ...</i> <i>have got + noun</i> <i>Which one? / the ___ one</i>	Poems/songs Information text Write personal information Write about your school Write an original song verse Make a book cover
20–33	<b>2 Good neighbours</b>	People and places in the community Extended family Places in the world Jobs Shops Ordinal numbers <i>Left, right</i> <i>A lot of</i>	Gram Slam: Present Tense Simple <i>Questions</i> Ordinal numbers I Irregular plurals Prepositions of location	Chants/songs Information text Write a friendly letter Report information from an interview Write instructions collaboratively
34–47	<b>3 Ready, steady, go!</b>	Action verbs Parts of the body Numbers 1–20 Feelings (adjectives)	Gram Slam: Present Tense Continuous ( <i>positive, negative and questions</i> ) Adjectives Imperatives <i>Can/can't</i> for ability Conjunctions: <i>and, but, or</i> Determiners: <i>all, most, some</i>	Poems/songs Information text Play: Native American tale Write information about birds Write an original song verse Write a riddle
48–61	<b>4 The big sky</b>	Weather Shadows Day and night: <i>Sun, Moon, stars, planets</i> Time phrases: <i>Yesterday, in the morning, at night</i> Movement verbs	Gram Slam: Past Tense Simple ( <i>regular and irregular forms</i> ) Past Tense <i>questions</i> Time expressions: <i>in the morning/ afternoon/evening; at night</i>	Poems/songs Information text Read and follow instructions Write informational sentences Report interview information (past tense)
62–75	<b>5 Let's count and measure</b>	Numbers 1–100 <i>How many? How far? How long?</i> <i>Metres, centimetres</i> Shapes Tell time to the hour	Gram Slam: <i>Who</i> questions Countable and non-countable nouns with <i>some, a/an</i>	Poems/songs Information text Traditional stories from India and Africa Write personal information Write a new verse and a new dialogue
76–89	<b>6 Bugs: fact and fiction</b>	Insects and spiders Parts of insects (wings, legs, antennae) Action verbs	Gram Slam: <i>Question words</i> Prepositions: <i>above, under, near, on</i> Determiners: <i>all, some, most</i> Irregular nouns	Poems/songs Describe characters from the story Information text Traditional story from Mexico Story elements: Plot (story map) Write questions, texts and letters
90–103	<b>7 Our green Earth</b>	Parks, leisure time Parts of a tree Fruits and vegetables Environmental issues <i>Would you like ...? I'd/We'd like ...</i> <i>How about ...?</i> <i>What does ___ mean?</i>	Gram Slam: <i>This, that, these, those</i> <i>Must/mustn't</i> with rules/instructions	Poems/songs <i>haiku</i> Information text Write promises/intentions Write a poem and <i>haiku</i> Write your autobiography Write a blog entry and a dialogue
104–117	<b>8 Home, sweet home</b>	Parts of a building Kinds of homes Climates (hot, cold, warm, cool, wet, dry) Rooms and furnishings Animal homes Construction materials <i>What is it made of?</i>	Gram Slam: <i>Would like, How about and Let's</i> <i>Too</i> to add information	Poems Narrative song Information text Information from diagrams Write descriptions of things Narrative writing (retell story) Write new endings for a story Write a letter
118–131	<b>9 Inside and outside cities</b>	Buildings and other city words Holiday places and leisure activities Food and drink Opposites	Gram Slam: <i>So do I - Neither do I</i> <i>Where/what would you like to ...?</i> Comparative adjectives: <i>-er</i> and <i>more</i> + adjective; <i>better</i> Expressing agreement/disagreement: <i>So do I! I don't</i>	Poems/songs Information text, describing things and a blog Fable from Aesop (contemporary retelling) Write a poem ( <i>haiku</i> ) and a postcard Write a picture caption (stating and explaining a preference)
132–143	<b>Picture dictionary</b>	Review of vocabulary and themes		
	<b>Grammar Overview</b>	What you need to know about grammar		

Listening/Speaking	cross-curricular	Phonics / Word study	Critical thinking / Values
Listen for information Follow instructions Collaborative problem solving Memory games Ask about an unknown word	Using a contents page Using a dictionary Using multimedia: looking for information	Letter names and sounds Vowels and consonants Short vowel sounds in initial and middle position Spelling dictation	<i>What can you find in a book?</i> Classifying Main ideas and details Values: Taking care of books and school supplies (responsibility, respect)
Listen for information Ask for, give and follow directions Roleplay + guessing game Interviews Give and follow directions	Geography: Communities, reading maps, using a map grid	Occupation words ending with <i>-er</i> : <i>singer, writer</i> , etc. Prefix <i>un-</i>	<i>Who lives in your neighbourhood?</i> Asking interview questions Interpreting maps Values: In a caring community, people help each other
Listen to and give instructions Discuss likes and dislikes Discuss and act out poems, song and play	Biology: Different bird species; interpreting a chart Maths: Counting Physical education: Moving different parts of the body	Long vowel sounds and spellings: <i>ai, ay</i> , silent <i>e</i>	<i>How can we move in different ways?</i> Comparing and contrasting Classifying Values: Teamwork; an active life style keeps us healthy and happy
Listen for information Ask/answer questions Partner interviews Discuss and act out poems and song	Geography: Shadows; weather; day and night; Earth, Moon, Sun and planets	Long <i>i</i> spellings: <i>i, igh</i> Rhyming words Spelling dictation Compound words	<i>What is the sky like?</i> Making and using a sundial Comparing and contrasting Values: Appreciating and learning about the natural world
Listen for information Ask/answer questions Memory games Discuss and act out poems, songs and stories	Maths: Counting in 2s; measuring, completing chart, telling the time (to the hour); shapes	Homophones	<i>How do we use numbers?</i> Problem solving Sequencing Estimating Values: We can work together to help ourselves learn
Listen for information Ask/answer questions Discuss and act out poems, songs and stories Insect game	Biology: Insects and spiders	Long <i>e</i> spellings ( <i>ee, ea,</i> <i>me, s/he</i> ) Rhyming words	<i>How are bugs special?</i> Classifying Comparing Study skills Graphic organisers Values: Appreciating and learning about the natural world
Listen for information Give/follow instructions Ask/answer questions Discuss and apply information Discuss and act out poems and song	Geography: Environmental issues; uses of trees Social studies: International signs Science: Plants; growing food	Long <i>o</i> spellings ( <i>ou</i> and <i>ow</i> ) Variant sounds of <i>ow</i>	<i>How can we care for the Earth?</i> Problem solving Sequencing Study skills Values: We are responsible for taking care of the Earth
Listen for information Ask/answer questions Share information Make decisions and choices Recite and discuss poems and song	Social studies: Homes around the world Geography: World places and climates Biology: Homes built by animals; building materials	Long <i>u</i> spellings: Variant sounds of <i>oo</i> Rhyming words	<i>What kinds of homes do people and animals build?</i> Collaborative learning Values: Homes offer shelter and safety Homes around the world are both similar and unique
Listen for information Recognise speaker's opinion Problem solving Discuss preferences Roleplay: Ask for food and drink Discuss and act out poem, song and story	Geography: Mountains, beach, desert, etc. Community places in a city Biology: urban gardening	Identify opposites Count syllables Variant sounds of <i>c</i>	<i>What can we do in the town and countryside?</i> Comparing Supporting an opinion with reasons Values: Respecting different opinions and preferences