

Pupil's Book with Digital Resources

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Pupil's Book with Digital Resources

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Susannah Reed and Lesley Koustaff with Kay Bentley



Scope and sequence

	Unit	Unit objectives	Vocabulary	Grammar	Listening	Speaking
W	Welcome Hello! Page 4	Introducing the characters; using polite interactions; counting and recognising numbers to 10; identifying colours	Numbers one-ten Colours: black, blue, brown, green, orange, pink, purple, red, white, yellow	What's your name? My name's, I'm How old are you? I'm How many? What colour is it?	Recognising familiar words and basic phrases; understanding the main information when people introduce themselves; recognising cardinal numbers up to ten; recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases in short, simple songs or chants	Introducing themselves; acting out parts of a picture story; reciting a short, simple rhyme or chant; saying how many things there are, up to ten
1	Look at my toys! Page 8		Inside toys: action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo Outside toys: ball, bike, kite, scooter, slide, swing Phonics: bike, five, cake, plane	What's this? It's a (car). It's an (action figure). Is it a (swing)? Yes, it is. No, it isn't. Can I play with (it), please?	Recognising a few familiar everyday nouns and adjectives; recognising familiar words and basic phrases; understanding simple questions; recognising familiar words and phrases; recognising isolated words related to familiar topics; understanding basic phrases; recognising the letters of the alphabet by their sounds	Naming everyday objects; reciting a short, simple rhyme or chant; answering simple questions about objects; acting out parts of a picture story; expressing likes and dislikes; describing objects in a basic way; saying simple tongue twisters
2	Where's my pen? Page 16	Naming classroom objects; talking about classroom objects and saying where they are	Classroom objects: bag, book, chair, computer, crayon, cupboard, desk, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors, shelf, table Phonics: shelf, shop, chair, chick	This is (my pencil case). These are (my books). Where's (the pencil)? It's in/ on/under (the desk). Can I borrow (it), please? Yes. Here you are.	Recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases; recognising familiar words and basic phrases; understanding basic statements; understanding some basic words and phrases to show politeness; recognising the letters of the alphabet by their sounds	Naming everyday objects; reciting a short, simple rhyme or chant; answering simple questions about objects; acting out parts of a picture story; asking where an object is, given a model; taking part in basic games; describing objects in a basic way; giving the location of an object in a basic way; acting out parts of a picture story; saying simple tongue twisters
3	Move your body! Page 24	Naming body parts; talking about movement	Body parts: arms, face, feet, fingers, hands, head, knees, legs, toes, tummy Body movement: bend, clap, move, stamp, stretch, touch Phonics: feet, knees, arms, park	I've got (one face). I've got (ten toes). Move (your body)! Touch (your head)! What a cool (dinosaur)!	Recognising familiar words and phrases in short, simple songs or chants; recognising a few familiar everyday nouns and adjectives; recognising familiar words and basic phrases; understanding basic action words; following basic instructions to colour, draw or make something; understanding basic phrases in short, simple texts; recognising the letters of the alphabet by their sounds	Using a few simple words to describe objects; reciting a short, simple rhyme or chant; describing someone's physical appearance; giving the location of an object; acting out parts of a picture story; describing someone's physical appearance; expressing likes and dislikes; acting out a short dialogue or role play, given prompts; saying simple tongue twisters
	Meet my family Page 32	Naming family members; describing family members using parts of the face	Family: aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle Face: ears, eyes, fair/brown/red/ black hair, mouth, nose Phonics: brother, this, three, mouth	Who's this? It's (my uncle). He's got (blue eyes). She's got (green eyes). His name's Her name's	Recognising isolated words related to familiar topics; recognising familiar words and phrases in short, simple songs or chants; recognising familiar words and basic phrases; identifying people in their immediate surroundings or in pictures from a short, simple description; understanding basic phrases in short, simple texts; understanding the main information when people introduce themselves; recognising the letters of the alphabet by their sounds	Answering simple questions about where people or things are; reciting a short, simple rhyme or chant; describing immediate family members; answering simple questions about objects; acting out parts of a picture story; using cardinal numbers up to five; reciting a short, simple rhyme or chant; describing someone's physical appearance; understanding basic phrases in short, simple texts; answering simple questions about their family and friends; introducing people using simple language; saying simple tongue twisters

Atomic's Learning Club: Language booster 1

Festivals: Independence Day in Jordan, Earth Day, Kite Festival Day

Reading	Writing	Phonics	Project	Viewing and	Functions
				presenting	
Recognising key words and basic phrases in short, simple cartoon stories; understanding basic sentences introducing someone; reading cardinal numbers up to ten written as words; recognising a range of basic everyday nouns and adjectives					Introducing yourself and others; naming characters; identifying quantities and colours of objects
everyday nouns and adjectives; recognising key words and	Writing some familiar words; writing a few basic sentences, given prompts or a model	i_e, a_e bike, five, cake, plane	Making a poster of a toy museum	Drawing toys and presenting information about drawings using new vocabulary, including names of toys, size and colour; realising that colours have meaning and including them in oral presentations; using body language in a variety of ways such as mime and role play	naming toys; asking and answering about toys
everyday nouns and adjectives; recognising key words and basic phrases in short, simple	Writing a few basic sentences, given prompts or a model; writing some familiar words	sh, ch shelf, shop, chair, chick	Making a plan of a school	Designing objects and drawing items to present to the class; using new vocabulary to describe placement and colour; deducing the purpose of the visual text and relating it to personal experience; using body language in a variety of ways such as mime and role play	Naming classroom objects; talking about classroom objects and saying where they are
everyday nouns and adjectives; recognising key words and basic phrases in short, simple	Writing a few basic sentences, given prompts as a model; writing some familiar words	ee, ar feet, knees, arms, park	Making a poster about your favourite day at school	Using appropriate learned terms and expressions to discuss / present visual texts; discussing feelings by showing empathy for the way others might feel; using body language in a variety of ways such as mime and role play	Naming body parts; talking about movement
everyday words if supported by pictures; recognising key	Writing some familiar words; writing a few basic sentences, given prompts as a model	th, th brother, this, three, mouth	Making a class art gallery	Using role play to present a story; using appropriate learned terms and expressions to describe family members; realising that colours have meaning and using them in presentations	Naming family members; describing family members using parts of the face





five 5





Look at my toys!

9

Inside toys: action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yoyo **Outside toys**: ball, bike, kite, scooter, slide, swing

🔰 🗑 How many toys can you see?

Y

Find something purple. What other colours can you see? How many balloons can you see?











After you read Look at the story. Read and circle. 3

What's this?



1 It's a dinosaur robot. **2** It's a yoyo doll.





3 It's a car plane.

🕢 🥻 Act out the story.

5 Viewing and presenting 🔆 🏠 Design a new toy. Is it big or small? Share.









Viewing and presenting Make a poster for the Children's Museum in Amman.

1 Draw a picture of your favourite toy.

2 Write. It's a /an... It's...

3 Stick it on a big page.

4 Together, make a big poster for the museum.

5 Present your poster to the class.

It's a puppet. It's big. It's brown.









Lesson 3



Vocabulary and Grammar



Lesson 5

🕦 😱 Listen and say. Then listen and tick (🖌). What's missing?



🕽 😱 🖓 Listen and find in Activity 1. Then listen and sing.



My classroom is tidy. It's tidy today. My classroom is tidy. Hip, hip hooray! Where's the ruler? It's in the cupboard. Where's the book? It's on the shelf.

Where's the chair? It's under the table. Where's the computer? It's on the desk. My classroom is tidy. It's tidy today.

My classroom is tidy. Hip, hip hooray!







Listen and draw lines.





2 💭 🛺 Cut out. Then listen and play.











Move your body!

Body parts: arms, face, feet, fingers, hands, head, knees, legs, toes, tummy **Body movement**: bend, clap, move, stamp, stretch, touch

26

How many body words do you know?



How many crayons can you see? Where's the teddy? What colour is the book?

24 twenty-four

3





Lesson 3









(My name's Zeina. I like | Teachers' Day at school.

> Teachers' Day is on 5th October. I've got a great teacher. She helps me to learn at school.

We say 'thank you' to our teacher. We sing songs and clap hands. We write poems, too.

Beforeyouread What's your favourite day at school? What do you do on that day?

2 😱 Listen and read.

Project -

Lesson 8

3 Afteryouread Activity Book, page 27.

Viewing and presenting Make a poster about your favourite day at school.

- Choose your favourite day at school.
- 2 Draw what you do.
- **3** Write. *My favourite day at school is...*
- 4 Together, make a poster of your favourite days.
 - Present your poster to the class.



My favourite day

is Mother's Day.





Meet my family

Family: aunt, brother, cousin, dad, grandad, granny, me, mum, sister, uncle **Face:** ears, eyes, fair/brown/red/black hair, mouth, nose

140

munu

Ant

124

🕦 🗑 How many family words do you know?

UK-INC T

Who's got four legs? Where's Bo? How many chairs can you see?

32 thirty-two

Vocabulary and Grammar





Who are the family members on page 32?

🕢 😱 🖓 Listen and chant.

m





Who's this? It's my cousin. I'm happy! You can see This is my family and me!




Lesson 3



🕦 💮 Listen and say. Then listen and circle.



2 😱 😱 Listen and find. Then listen and sing.

This is my sister. Her name's Claire. 1 She's got a small mouth. And she's got red hair. She's got green eyes. She's got a small nose. Can you find my sister, Claire? Can you find my brother, Piers? She's got a small mouth. And she's got red hair.

fair

red

black

brown



He's got a big mouth. And he's got big ears.

4.10

3 💭 Look at Activity 2. Say and find.

He's got brown hair. He's got brown eyes. He's got a small nose. He's got blue eyes.

She's got green eyes.



3.6

4

Number 4.





Grandad's present

Hi! My name's Nada. This is me and my family – my granny, grandad and my sister. We live together.

grey hair

RANDAD

AM



Look at Grandad. I love my Grandad Ramzi! Look! He's got grey hair and brown eyes. He's got a happy smile. Who is it? Yes! It's Grandad Ramzi!

CHE

picture

This is my present

for Grandad Ramzi.

lt's a picture.

happy

smile

NAD













Lesson 2



Independence Day in

ordan



forty-four



4 😱 Listen and read.



5 🚯 Listen and number.



Earth Day

😱 Listen and stick. Then listen and say.

2



4



pick up



bottles



paper



plant

3



tree

Schall J Durn





Earth Day, Earth Day in my town. I pick up rubbish from the playground. In the school garden, I plant a tree. The Earth is home for you and me.

🗿 🧩 Say the chant again. Use different Earth Day actions and words.



paper

cans

bottles









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