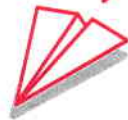


English Code 1

Pupil's Book





Unit	Unit aims	Vocabulary	Language lab 1
Welcome! pp. 4–9	How can I have fun at school? <ul style="list-style-type: none"> Use colour and number words. Understand classroom instructions. Make friends. 	Items in the classroom: bag, book, chair, door, pencil, table, window Numbers: 1–10 Colours: blue, brown, green, orange, pink, purple, red, yellow	Open your book. Close your book. Stand up. Sit down.
1 Let's play! pp. 10–23	How can I make a toy that floats? <ul style="list-style-type: none"> Use toy words. Name toy words using <i>It's a / It's an</i>. Describe toys. Ask and answer about objects. 	Toys: ball, building blocks, doll, octopus, teddy bear Transportation: aeroplane, boat, bus, car, train	Language lab 1 <i>It's a ball.</i> <i>It's an aeroplane.</i>
2 Art club! pp. 24–37	How can I make an art shop? <ul style="list-style-type: none"> Use art item words. Count items using <i>There's / There are</i>. Ask about art items using <i>How many</i>. Ask and answer about items politely. 	Stationery: colouring pen, glue stick, pencil case, pencil sharpener, rubber, ruler Art: colouring pencil, crayon, paint pot, paintbrush	Language lab 1 <i>There's a rubber.</i> <i>There are two colouring pens and three crayons.</i>
Checkpoint	Review Units 1–2	pp. 38–39	
Culture	Crafts around the world	pp. 40–41	
3 Families pp. 42–55	How can I make a family decoration? <ul style="list-style-type: none"> Use family words. Introduce my family, using <i>This is</i>. Ask about family, using <i>Who's this?</i> Introduce my friends. 	Family: aunt, baby, brother, cousin, dad, grandma, grandad, mum, sister, uncle	Language lab 1 <i>This is my dad.</i> <i>This is your cousin.</i> <i>This is her aunt.</i> <i>This is his grandma.</i>
4 Puppet show! pp. 56–69	How can I do a puppet show? <ul style="list-style-type: none"> Use body words. Describe people using <i>I've got / She's got</i>. Describe height using <i>I'm / You're / He's / She's</i>. Talk about surprising things. 	Parts of the body: arms, ears, eyes, face, feet, hair, hands, head, legs, mouth, nose	Language lab 1 <i>I've got big eyes.</i> <i>You've got short hair.</i> <i>He's got two ears.</i> <i>She's got long hair.</i>
Checkpoint	Review Units 3–4	pp. 70–71	
Culture	Let's celebrate	pp. 72–73	
5 The perfect pet pp. 74–87	How can we choose the perfect class pet? <ul style="list-style-type: none"> Use pet words. Talk about actions using <i>can / can't</i>. Describe actions using <i>We can / They can't</i>. Describe my favourite animal. 	Pets: bird, cat, dog, fish, frog, hamster, horse, lizard, mouse, rabbit Adverbs: quickly, slowly	Language lab 1 <i>I / You can run.</i> <i>He / She / It can't run.</i>
6 Fruit bowl! pp. 88–101	How can we make a fruit café? <ul style="list-style-type: none"> Use fruit words. Talk about what <i>we like</i> and <i>don't like</i>. Talk about what <i>He / She likes</i> and <i>doesn't like</i>. Agree with my friends. 	Fruit: apple, banana, grapes, kiwi, mango, orange, pear, pineapple, strawberries, watermelon	Language lab 1 <i>I / We like bananas.</i> <i>They don't like bananas.</i>
Checkpoint	Review Units 5–6	pp. 102–103	
Culture	Let's make a snake	pp. 104–105	
7 Let's get active pp. 106–119	How can we plan an activity day? <ul style="list-style-type: none"> Use hobby words. Ask about hobbies using <i>What ... do?</i> Ask about actions using <i>What does ...?</i> Talk about the time of day. 	Hobbies: climb, dance, draw, paint, play football, play music, read, ride a bike, sing, swim	Language lab 1 <i>I / We play music.</i> <i>You / They don't dance.</i>
8 Let's dress up pp. 120–133	How can I make a weather flap book? <ul style="list-style-type: none"> Use clothes words. Talk about where clothes are using <i>in, on</i> and <i>under</i>. Ask where clothes are using <i>Where ...?</i> Ask and answer about the weather. 	Clothes: coat, dress, hat, jumper, shoes, shorts, skirt, socks, trousers, T-shirt	Language lab 1 <i>The socks are under the table.</i> <i>The hat is in the bag.</i> <i>The T-shirt is on the chair.</i>
Checkpoint	Review Units 7–8	pp. 134–135	
Culture	Entertainment	pp. 136–137	

Values	Phonics	STEAM	Language lab 2	Project and Review
Make new friends.				
Be safe.	p, b panda, pink, play, purple ball, boat, bus	Engineering: Toy materials Experiment: Making predictions: float or sink?	Language lab 2 It's a big car. It's an orange ball. It's a small octopus.	Make a toy that floats. 
Clean up.	d, t dog, doll, door table, ten, teddy bear	Art & Design: Mixing colours Experiment: Making light and dark colours	Language lab 2 How many colouring pens are there? There are ten colouring pens.	Make an art shop. 
Make new friends.	g, k go, goat, goose, grandma key, kite	Maths: Shapes Experiment: Making a family shape jigsaw	Language lab 2 Who's this? This is her sister.	Create a family playhouse decoration. 
Include others.	z, s zebra, zoo seven, sing, six, song, sun	Science: The five senses Experiment: Guess the taste	Language lab 2 I'm tall. You're short. He's short. She's tall.	Create a puppet show. 
Care for animals.	m, n mum, mouse, mouth, nine, nose, nut	Science: Animal and plant needs Experiment: Recording how plants eat and drink	Language lab 2 We can swim slowly. They can't swim quickly.	Choose the perfect class pet. 
Learn how to recycle.	l, r leg, lizard rabbit, ruler, run	Science: Life cycle of fruit Experiment: Making predictions on how many seeds in a fruit	Language lab 2 What does he like? He likes bananas. She doesn't like bananas.	Make a class fruit café. 
Play safely.	h, w hamster, hands, head, horse, hop, hot, house walk, watermelon, window, wood	Science: Life cycle of a frog Experiment: Making the life cycle of a frog using clay	Language lab 2 What activities does he / she do ? He sings. She doesn't ride a bike.	Have an activity day! 
Be safe.	v, f van, vet feet, fish, frog	Science: The weather forecast Experiment: Making a windsock and measuring wind	Language lab 2 Where is my T-shirt? It is under the box. Where are my socks? They are on the box.	Make a weather flap book. 

Let's play!

1 How can I make a toy that floats?

1




Look at the photo. What can you see?

2



Stick the toys on the picture.



3  Listen and point.
Then sing along and dance.

SONG TIME

Let's play today!

Go **train**, go!
Toot Toot Toot!
Go train, go!
Toot Toot Toot!

*Let's play! Let's play!
Let's play! Let's play
today!*

Go **aeroplane**, go!
Nnaaw!
Go aeroplane, go!
Nnaaw!

Repeat chorus

Go **car**, go!
Beep Beep Beep!
Go car, go!
Beep Beep Beep!

Repeat chorus

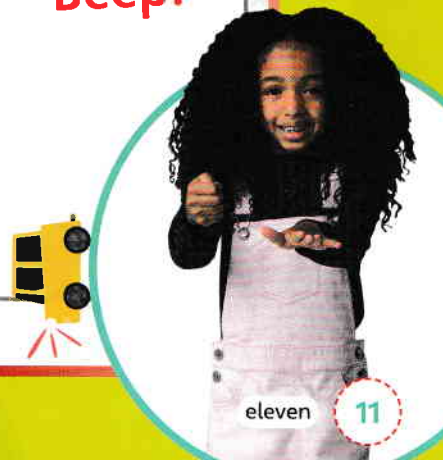


Nnaaw

**Beep!
Beep!**



**Toot!
Toot!**



I will learn toy words.

1 Listen, point and repeat.



1 bus



2 car



3 doll



4 ball



5 aeroplane



6 train



7 building blocks



8 boat



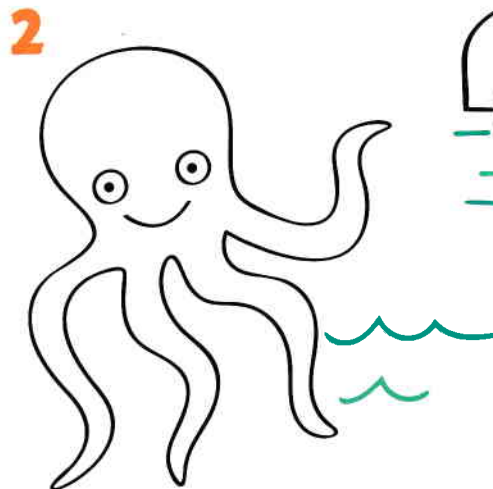
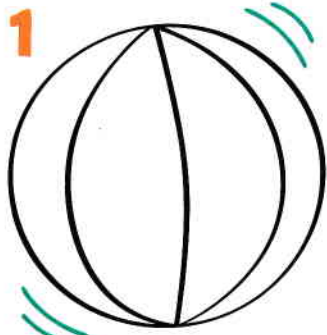
9 teddy bear



10 octopus

2 Look at 1. Listen and say.

3 Listen and colour.




Colour me!



5 Find and count. Then say.



- | | | | |
|--|----------------------------------|-------------------------------------|--------------------------------|
| <input type="checkbox"/> teddy bears | <input type="checkbox"/> octopus | <input type="checkbox"/> boats | <input type="checkbox"/> cars |
| <input type="checkbox"/> building blocks | <input type="checkbox"/> trains | <input type="checkbox"/> aeroplanes | <input type="checkbox"/> balls |
| <input type="checkbox"/> dolls | <input type="checkbox"/> buses | | |

6  **Make your own picture dictionary. Draw toy words you know.**

