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English Code 1









Pupil's Book

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Contents



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 It's a ball. It's an aeroplane.
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 There's a rubber. There are two colouring pens and three crayons.
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 This is my dad. This is your cousin. This is her aunt. This is his grandma.
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've got big eyes. You've got short hair. He's got two ears. She's got long hair.
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 / You can run. He / She / It can't run.
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 / We like bananas. They don't like bananas.
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 / We play music. You / They don't dance.
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 The socks are under the table. The hat is in the bag. The T-shirt is on the chair.
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. 

Welcome!

How can I have fun at school?

1 Listen, point and repeat.

door


chair

bag

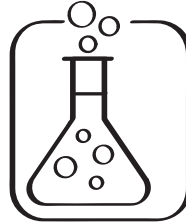
book

pencil

table

2  Complete the picture and say.

MATHS
ZONE



3

4

window

3  Listen, sing along and dance.

SONG 
TIME 

Fun at school

Hello, how are you?
I'm OK, thanks.
How about you?
I'm great, thank you – school is such fun!
Come on, let's all have fun.
Oh, come on let's all have fun!
Let's all have fun!
Let's all have fun at school! Fun at school!
Fun at school! Fun at school!
Let's have fun at school.



OK!



My colourful classroom

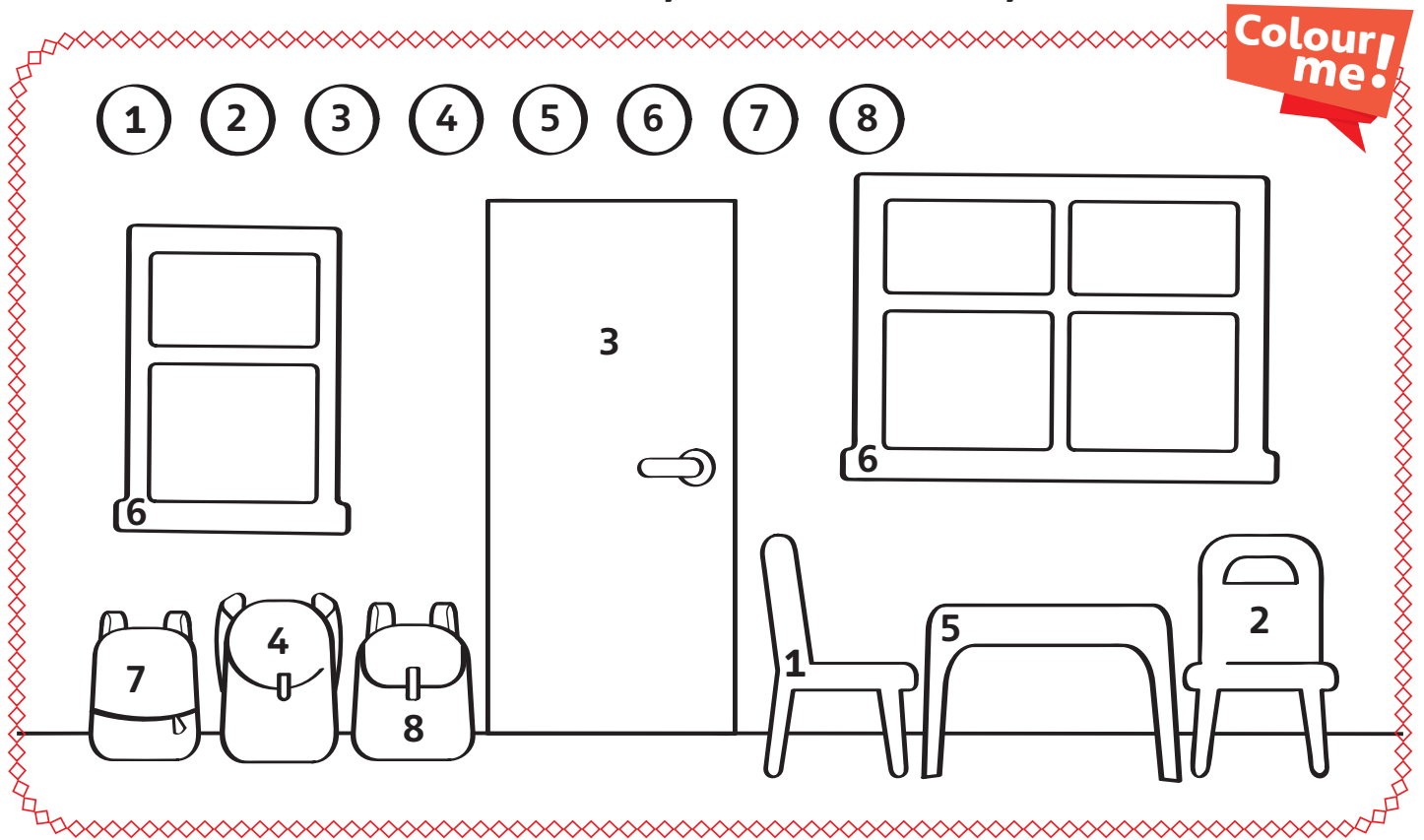
VOCABULARY

I will learn colour words and number words 1-10.

1  Listen, write and say the numbers.

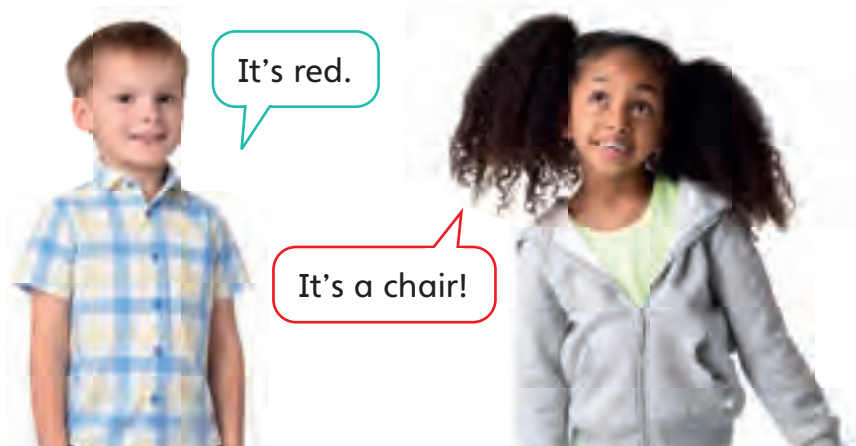


2  Listen and colour the key. Then colour by number.



3  Make numbers from coloured clay. Say the numbers.

4  Play *Guess the item*.



Language lab

GRAMMAR: OPEN YOUR BOOK

I will learn how to follow instructions in English.

1 Watch and number.



2 Listen, point and role-play.



Open your book. / Close your book.
Stand up. / Sit down.

3 Read and tick the correct instructions.

CODE CRACKER

- 1 Open your book.
- 2 Pick up your door.
- 3 Put down your window.
- 4 Go to your chair.

4 Make a number catcher. Play *Choose my action*.



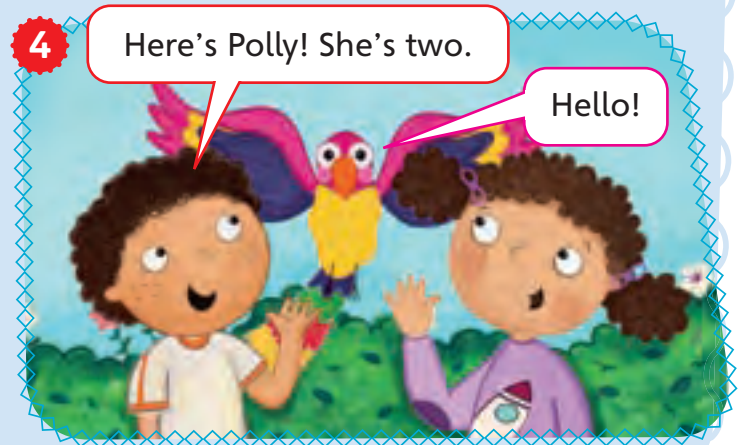
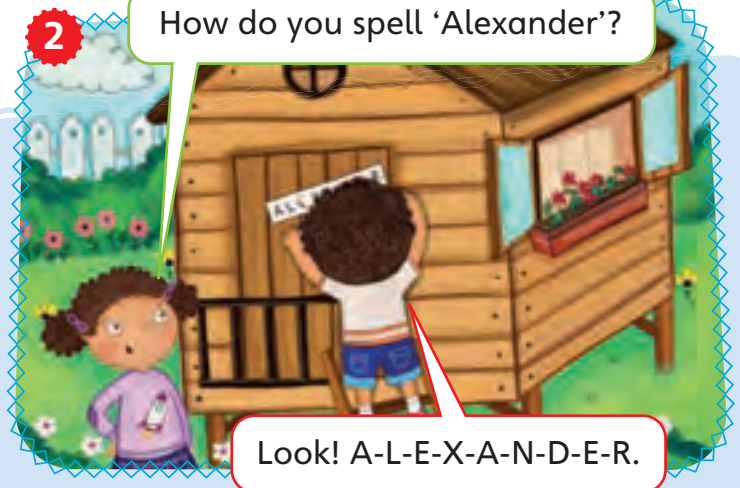
Story lab

READING

I will read a story and learn how to introduce myself.

1 Listen and read the story.

Hello!

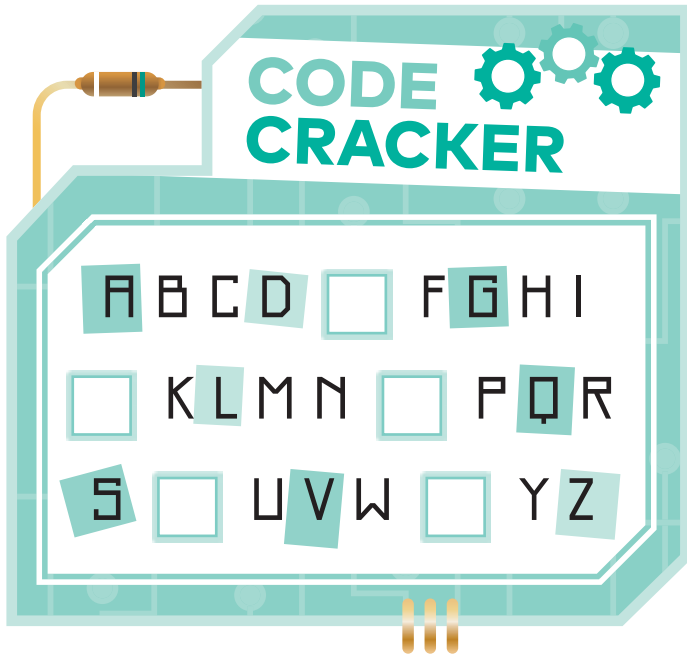


2 Draw yourself in the story and complete.



My name is _____ .
I'm _____ .

3 Listen and sing. Then listen and complete.



4 Look and write. Check with your partner.

How do you spell ...?



Values Make new friends.

5 Listen and read. Then ask and answer.



6 Make a name keychain.



1

Let's play!

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!**



Toy room

VOCABULARY

I will learn toy words.

1  Listen, point and repeat.



1 bus



2 car



3 doll



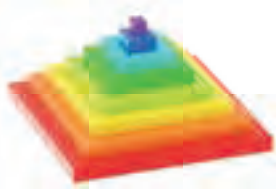
4 ball



5 aeroplane



6 train



7 building blocks



8 boat



9 teddy bear

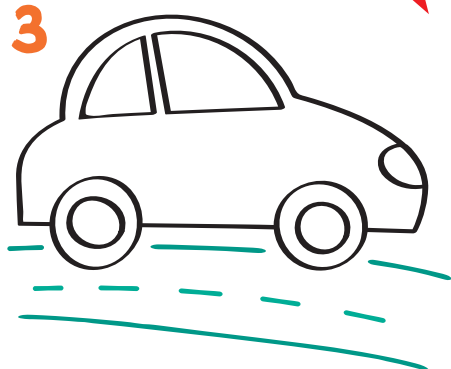
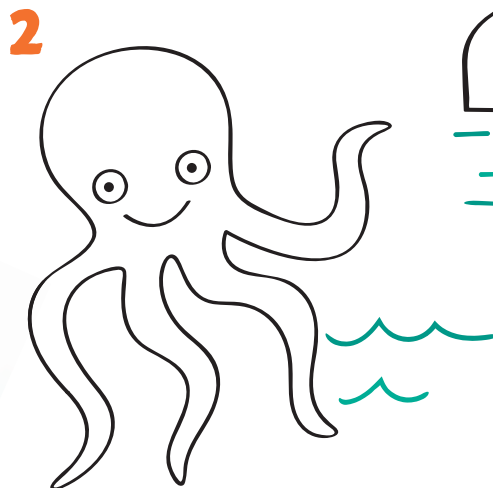
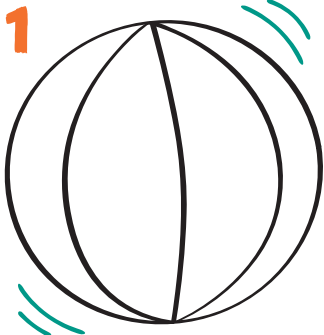


10 octopus

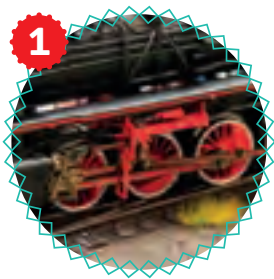
2   Look at **1**. Listen and say.

3  Listen and colour.

Colour me!



4 Look and say.



5 Find and count. Then say.

MATHS
ZONE



- | | | | |
|--|----------------------------------|-------------------------------------|--------------------------------|
| <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.



Language lab 1

GRAMMAR 1: IT'S A / AN ...

I will name toy words using
It's a / It's an.



It's a ball.
It's an aeroplane.

What is
= What's
It is
= It's

1   Watch. Look at **2** and point at the toys.

2  Listen and number.



3  Which toy is different? Circle and say.

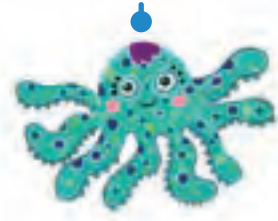
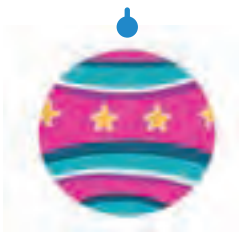


4 Match the toy to the gift. Then write.

1 _____ an aeroplane.

2 _____ a car.

3 _____ a boat.

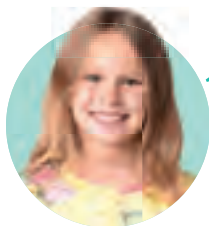


4 _____ a ball.

5 _____ a teddy bear.

6 _____ an octopus.

5 Look at 4. Ask and answer.



What's this?



It's an octopus.

6 Draw a toy. Circle and write.

7 Describe it to your partner.

It's a / an _____ .

I will read a story about toys.

1  Listen and read the story.

Let's play together



2 Match. Then write.

1 It's a _____ . ●

2 It's an _____ . ●






Values Be safe.

3 Look at the story. Then tick the safe picture.



4  Act out the story in groups.

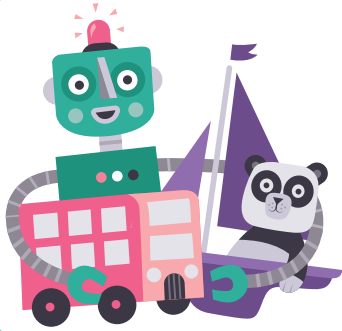


Phonics lab

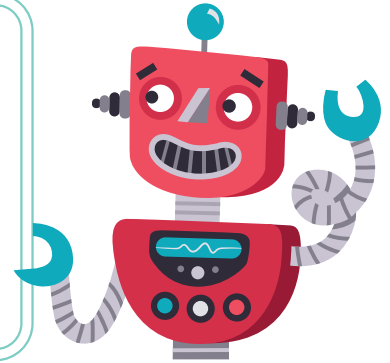
P AND B

I will learn the
p and b sounds.

1 Listen and chant.



It's a panda, p, p, panda.
It's a bus, b, b, bus.
It's a boat, b, b, boat.
The bus is pink, p, p, pink.
The boat is purple, p, p, purple.
The panda plays in the boat!



2 Listen and circle words starting with p in red. Circle words starting with b in blue.



3 Continue the sequence. Say the sounds.



CODE CRACKER

1



2



3



Experiment lab

ENGINEERING: MATERIALS

I will learn about toy materials.

 Watch a video about things that float or sink.

1  Listen, read and point.



It's a train. It's made of **wood**.




It's a ball. It's made of **plastic**.



It's a car. It's made of **metal**.



It's a teddy bear. It's made of **fabric**.

2  Look and circle. Then point and say.


fabric

metal

plastic

wood

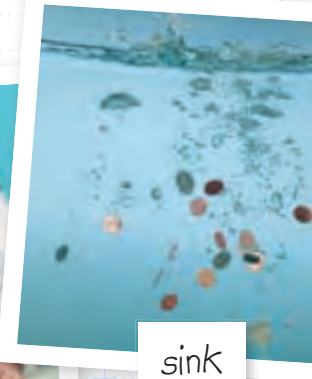


3  Look at your classroom. What are things made of? Find and say.

EXPERIMENT TIME

Float or sink?

- 1 Choose 5 toys.
- 2 What are they made of?
- 3 Do they float or sink? Guess.



- 4 Put the toys in water.
- 5 Do they float or sink? Try.
- 6 What are they made of?
- 7 Record your results.

Float

Sink

plastic boat

metal aeroplane

Language lab 2

GRAMMAR 2: IT'S A BIG / SMALL ...

I will describe toys.

1  Listen and tick .



It's a **big** car.

It's an **orange** ball.

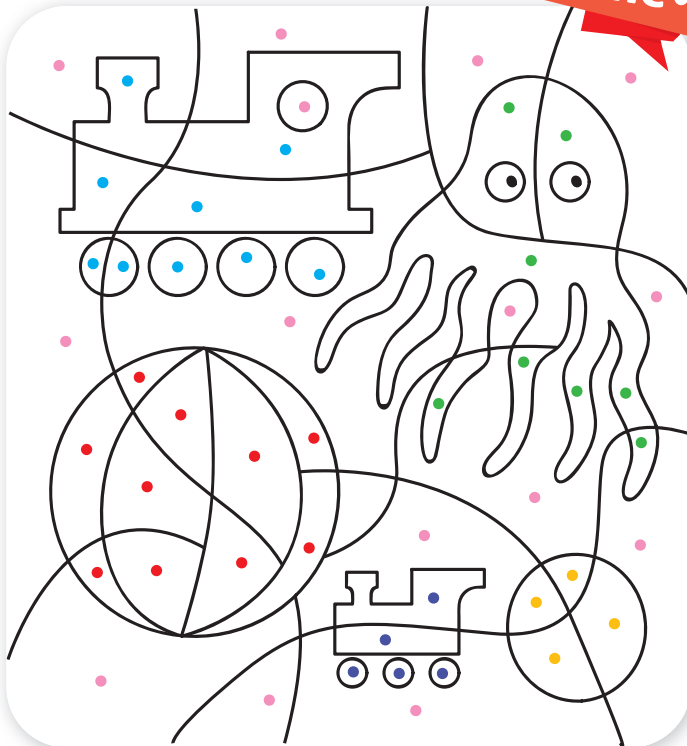
It's a **small** octopus.

2  Colour. Ask and answer.

What's this?

It's a blue train.

**Colour!
me!**



3 Look, circle and write.

blue orange purple



1 It's a **big** / **small** teddy bear.

It's an _____
teddy bear.

2 It's a **big** / **small** car.

It's a _____ car.



3 It's a **big** / **small** ball.

It's a _____ ball.

I know!

COMMUNICATION

I will ask and answer about objects.


1   Watch.
Tick the toys Sarah guesses correctly.




2  Listen and tick or cross .



CODE CRACKER

 I know

 I don't know

3  Work in a group. Ask and answer.



What's this?

I know! It's a small octopus.

I don't know.



PROJECT AND REVIEW

Make a toy that floats

Step 1

Research

What toy can I make?

- Find pictures of toys.
- Cut out and stick to paper. Label.
- Choose a toy and compare in groups.

What's this?

It's a boat.

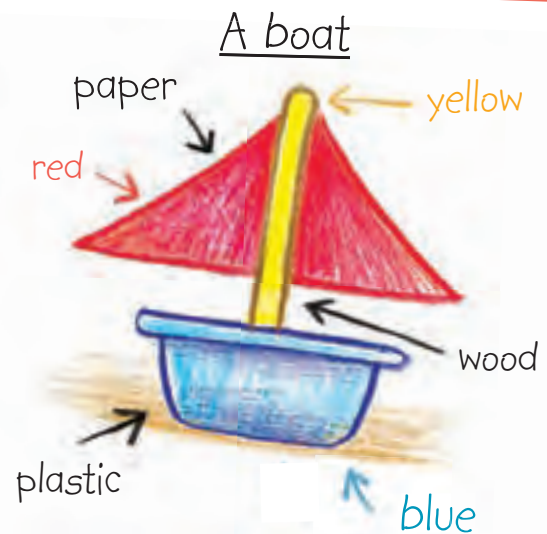


Step 2

Plan

Which materials can I use?

- Decide which materials to use.
- Draw a plan for your toy.
- Label your plan.

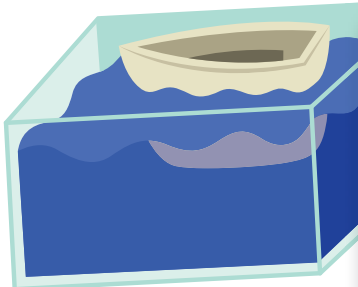


Step 3

Create

Does my toy float?

- Look at your plan.
- Make your toy.
- Put your toy on water.
Say float or sink.
- What materials float in your toy?



Boat

- plastic
- wood
- fabric

Find out about old toys.
Ask your family.



Step 4

Show and tell

What can I say about my toy?

- Show your toy to your partner.
- Answer questions about your toy.
- Ask about your partner's toy.

What's this?



It's a paper boat. It's small. It's red. It floats!

Now I can ...

... use toy words.

... name toy words using
It's a / It's an.

... describe toys.

... ask and answer about objects.