



# English Code 3









Pupil's Book



# Contents




Unit	Unit aims	Vocabulary	Language lab 1
<b>Welcome!</b> pp. 4–9	<b>How can I find my way around school?</b> <ul style="list-style-type: none"> <li>Use school words.</li> <li>Talk about classroom rules.</li> <li>Help my friends.</li> </ul>	<b>Subjects:</b> Art, Languages, Maths, Music, Science, PE, Technology <b>School locations:</b> art room, canteen, classroom, computer room, gym, music room, playground	<b>Listen</b> to each other. <b>Work hard.</b> <b>Don't</b> be late. <b>Raise</b> your hand to speak.
<b>1 Show time!</b> pp. 10–23	<b>How can I make a flip book?</b> <ul style="list-style-type: none"> <li>Use action words.</li> <li>Talk about actions using <i>be</i> and <i>-ing</i>.</li> <li>Describe actions using <i>well / quickly / badly</i>.</li> <li>Talk about what my friends are doing.</li> </ul>	<b>Talents:</b> act, clap, do cartwheels, do gymnastics, do magic tricks, juggle, spin around, stamp, step backwards, step forwards, step to the side, wave	<b>Language lab 1</b> What is he <b>doing</b> ? He's <b>doing</b> gymnastics. She <b>isn't doing</b> magic tricks. We're <b>practising</b> for the show!
<b>2 Frozen</b> pp. 24–37	<b>How can I create a museum exhibition?</b> <ul style="list-style-type: none"> <li>Use weather and animal words.</li> <li>Talk about the past.</li> <li>Compare then and now.</li> <li>Describe the weather.</li> </ul>	<b>Weather:</b> cloudy, cold, icy, rainy, snowy, sunny, warm, windy <b>Animal words:</b> hairy, tail, trunk, tusks	<b>Language lab 1</b> It <b>was</b> sunny yesterday. We <b>were</b> big. I <b>wasn't</b> small. They <b>weren't</b> hairy.
<b>Checkpoint</b>	<b>Review Units 1–2</b>	<b>pp. 38–39</b>	
<b>Culture</b>	<b>Spain</b>	<b>pp. 40–41</b>	
<b>3 Celebrations!</b> pp. 42–55	<b>How can I create a festival parade?</b> <ul style="list-style-type: none"> <li>Use describing words.</li> <li>Compare events.</li> <li>Compare things using <i>-est / more</i>.</li> <li>Give my opinion.</li> </ul>	<b>Describing words:</b> boring, colourful, disgusting, exciting, fun, hungry, interesting, noisy, quiet, relaxing, tasty, thirsty	<b>Language lab 1</b> It's <b>more</b> colourful. It's <b>better</b> .
<b>4 Blast off!</b> pp. 56–69	<b>How can I create a puppet space journey?</b> <ul style="list-style-type: none"> <li>Use space words.</li> <li>Talk about the past <i>-ed</i>.</li> <li>Ask about the past using <i>Did he / she ...?</i></li> <li>Talk about the weekend.</li> </ul>	<b>Space words:</b> astronaut, launch, rocket, satellite, space, space station <b>Actions:</b> breathe, float, live, travel, study, work	<b>Language lab 1</b> He <b>worked</b> in space. I <b>didn't</b> travel in space.
<b>Checkpoint</b>	<b>Review Units 3–4</b>	<b>pp. 70–71</b>	
<b>Culture</b>	<b>Russia</b>	<b>pp. 72–73</b>	
<b>5 Holiday time!</b> pp. 74–87	<b>How can I design a beach?</b> <ul style="list-style-type: none"> <li>Use beach words.</li> <li>Talk about what I / he / she / they did in the past.</li> <li>Ask about the past using <i>did</i>.</li> <li>Talk about when things <i>happened</i>.</li> </ul>	<b>Places:</b> beach, campsite, dolphin, rocks, sand, sea, waves, whale <b>Experiences:</b> buy ice cream, go on a boat trip, go surfing, have a picnic	<b>Language lab 1</b> I / You / We / They <b>swam</b> in the sea. He / She <b>went</b> on a boat trip.
<b>6 Let's shop!</b> pp. 88–101	<b>How can I create a shop?</b> <ul style="list-style-type: none"> <li>Use shopping words.</li> <li>Talk about amount using <i>There is / There are</i>.</li> <li>Ask about amount using <i>How much ...?</i></li> <li>Talk about shopping.</li> </ul>	<b>Shops:</b> bakery, bookshop, butchers, clothes shop, department store, grocer's, market, pet shop, shopping centre, supermarket, sweet shop, toy shop	<b>Language lab 1</b> There is <b>a</b> cake. There is <b>some</b> bread. I haven't got <b>any</b> carrots.
<b>Checkpoint</b>	<b>Review Units 5–6</b>	<b>pp. 102–103</b>	
<b>Culture</b>	<b>UAE</b>	<b>pp. 104–105</b>	
<b>7 Eco Warriors!</b> pp. 106–119	<b>How can I help the environment?</b> <ul style="list-style-type: none"> <li>Use environment words.</li> <li>Talk about the future using <i>going to</i>.</li> <li>Talk about wants using <i>want / would like to</i>.</li> <li>Talk about weekend plans.</li> </ul>	<b>Actions:</b> plant, recycle, reduce, reuse, save <b>Describing words:</b> dirty <b>Things:</b> environment, glass, paper, rubbish, waste, wildlife	<b>Language lab 1</b> What are you <b>going to</b> do? I'm <b>going to</b> plant some plants. He / She <b>isn't going to</b> waste water.
<b>8 Let's work!</b> pp. 120–133	<b>How can I create a careers fair?</b> <ul style="list-style-type: none"> <li>Use job words.</li> <li>Talk about my talents using <i>I like / don't like</i>.</li> <li>Ask and answer questions using <i>Why</i> and <i>Because</i>.</li> <li>Give my opinion.</li> </ul>	<b>Jobs:</b> architect, bank cashier, computer programmer, conservationist, doctor, engineer, graphic designer, mechanic, nurse, police officer, scientist, vet	<b>Language lab 1</b> I <b>like</b> reading. She <b>loves</b> doing gymnastics. They <b>enjoy</b> doing their job. We <b>don't like</b> doing sport.
<b>Checkpoint</b>	<b>Review Units 7–8</b>	<b>pp. 134–135</b>	
<b>Culture</b>	<b>Amazonian Peru</b>	<b>pp. 136–137</b>	

Values	Phonics	STEAM	Language lab 2	Project and Review
Help friends.				
Our talents.	<b>a, e and i</b> man step spin	<b>Science:</b> Bones and muscles <b>Experiment:</b> Yoga moves: which body parts are used?	<b>Language lab 2</b> They're juggling <b>well</b> . She's walking <b>backwards</b> . He's dancing <b>beautifully</b> .	Make a flip book. 
Our heritage.	<b>o, u</b> dog, fox, hop duck, run, tusk	<b>Science:</b> Fossils <b>Experiment:</b> Making fossils	<b>Language lab 2</b> <b>Was</b> there a fossil here? Yes, there <b>was</b> . / No, there <b>wasn't</b> . <b>Were</b> there dinosaurs at the museum? Yes, there <b>were</b> . / No, there <b>weren't</b> .	Create a mini museum exhibition. 
Be organised.	<b>a, e, i, e</b> cage kite	<b>Maths:</b> Symmetry and patterns <b>Experiment:</b> Make masks	<b>Language lab 2</b> It's the <b>best</b> . It's the <b>most</b> colourful.	Create a festival parade. 
Spend time with friends.	<b>o, e, u, e</b> bone, stone cube, cute	<b>Technology:</b> Rockets <b>Experiment:</b> Make rockets	<b>Language lab 2</b> <b>Did he</b> travel to the Moon? Yes, he <b>did</b> . / No, he <b>didn't</b> . Where <b>did</b> you work? I <b>worked</b> on the ISS.	Create a puppet space journey. 
Ask for help.	<b>ar, ea and ee</b> farm beach tree	<b>Science:</b> The sea <b>Experiment:</b> Record how water moves	<b>Language lab 2</b> <b>Did you</b> go to the beach? Yes, we <b>did</b> . / No, we <b>didn't</b> . What <b>did</b> he do on holiday?	Design a shoebox beach. 
Look after our pets.	<b>or, er</b> horse farmer	<b>Design:</b> Brand design and logos <b>Experiment:</b> Design a logo	<b>Language lab 2</b> There's <b>a lot</b> of milk. There <b>isn't much</b> bread. Is there <b>much</b> rice? I haven't got <b>many</b> carrots.	Create a shop in a shopping centre. 
Help the environment.	<b>Short oo, long oo</b> book, foot, woods food, pool, school	<b>Science:</b> Decomposition <b>Experiment:</b> Investigate decomposition	<b>Language lab 2</b> I / You / We / They <b>want</b> to save the planet. He / She <b>wants</b> to do more recycling. I'd / You'd / He'd / She'd / we'd / they'd <b>like</b> to protect wildlife.	Do a class environmental project. 
Take on the challenge.	<b>ou / ow, oi / oy and ay</b> house, cow enjoy, toy day, say	<b>Engineering:</b> Audio Engineers <b>Experiment:</b> Make and listen to sounds	<b>Language lab 2</b> <b>Why</b> do you want to be an audio engineer? <b>Because</b> I enjoy playing music.	Create a careers fair. 

# Welcome!

➤ How can I find my way around school?

**1**  Look at the picture.  
What can you see?

$$7 + 3 =$$

$$6 + 11 =$$


$$5 + 8 =$$

2 What do you do at school? Tick .

PE  Science  lunch  Maths  Art

3   Listen to the children. Where are they? Write *I* (Izzy) or *L* (Lenny).

Classroom \_\_\_ Gym \_\_\_ Canteen \_\_\_ Art room \_\_\_ Playground \_\_\_

4  Listen and point. Then sing along and dance.

**SONG**   
**TIME** 

## Welcome Everyone!

read

Welcome. Welcome, everyone.  
Welcome. Welcome, everyone.  
Welcome, everyone. (x2)

Come in, sit down; welcome, everyone!  
It's the end of a long day,  
Time to have fun and play!

Repeat chorus

Max, Yara and Freddie,  
Nadir and Ellie – all ready!  
Read, do **Art**, do your **Science** homework, too.  
There's lots to do for me and you!

Repeat chorus

Welcome!



play



fun




# My school

## VOCABULARY

I will learn school subjects and places.

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

**2**  Look and say. Where do you do each subject at school?

1 PE 

5 Music 

a classroom

e playground

2 Science 

6 Maths 

b art room

f gym

3 Languages 

7 Art 


c music room

g canteen

4 Technology 

d computer room

**3**  Listen, read and write.

**4**  Read again and circle T (True) or F (False).

1

Name: \_\_\_\_\_

Age: 8

Favourite school subjects:

Music and Maths

Likes: \_\_\_\_\_



## CODE CRACKER

1 Freddie likes books and PE. T / F

2 Ellie is 8 not 9. T / F

2

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Favourite school subjects:

Technology and Art

Likes: computers, photography



**5** Write a fact file for you.

Name: \_\_\_\_\_ Age: \_\_\_\_\_



Favourite school subjects:

Likes: \_\_\_\_\_

# School rules

LANGUAGE LAB

I will talk about classroom rules.

**1**   Watch. Who is the new student? Tick .



## Rules

Work hard.

Don't be late.

**2**  Look and read. Which classroom rules poster is from Ellie's new class?




**3**  Make a classroom rules poster for your classroom.

# Story lab

READING

*I will read a story and learn about school.*

- 1**  Listen and read.  
Where do they look for the bag? Tick .

gym  classroom  Art room   
Music room  computer room

**Welcome** to the club!

- 1** Welcome to Kids Club, Ellie. We have Freddie, Yara and Max here today.

Hi! I'm Ellie.  
It's my first day at school and at Kids Club today.

Hi, Ellie. I'm Yara.  
I'm in your class.

- 3** It isn't here. Where do we start?

It's Tuesday today.  
We've got Maths, Languages, PE and Art on Tuesdays.

OK, so we need to look in the classroom, the Art room and the gym.

- 2** Make yourself at home. Put your jacket and bag here.

Oh, no!  
Where's my bag?

Let's go back to school and look for it.

- 4** OK, let's go!

Don't go so fast, Yara!

Look in the art room, Ellie.  
I'm going to the gym.





**Values** Help friends.

2 Yara helps Ellie. How do you help your friends? Discuss.

3 Act out the story.

4 Look at the list of places at Ellie's school. How many rooms are there in total? What are the odd and even numbers?

**MATHS ZONE**

- |                  |              |
|------------------|--------------|
| 16 classrooms    | 1 Music room |
| 2 libraries      | 1 gym        |
| 2 Art rooms      | 1 canteen    |
| 3 computer rooms |              |

Odd: \_\_\_\_\_

Even: \_\_\_\_\_

**Total:** \_\_\_\_\_

**Now I can ...**

... talk about school subjects and places.


... talk about about classroom rules.

... introduce my favourite places.

# 1 Show time!

How can I make a flip book?



**1**  Look at the picture.  
What are the children doing?

**2**  Which of these activities do you do on a stage? Circle.



juggle



do magic tricks



play computer games



**3**  Order the activities from 2.


easy

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difficult


**4**  Listen and point.  
Then sing along and dance.

**SONG**   
**TIME** 

**It's show time!** 

It's show time, it's show time!  
Everyone's on the stage.  
There are lots of children,  
Boys and girls of every age.  
Can you **act**? Can you sing?  
You can do anything!  
It's show time, show time!

It's show time, it's show time!  
Everyone's together.  
Fred is **doing** a **magic** show,  
His **tricks** are really clever!

 Can you **spin around**? Can you **do gymnastics**, too?  
Let's put on a show for me and you!  
It's show time, show time!



magic trick

act



spin

# What can we do?

## VOCABULARY

I will learn action words.

**1** Look at **2**. Tick  the words you know in English.

**2**  Listen, point and repeat.



**1** do magic tricks



**2** act



**3** do gymnastics



**4** do cartwheels



**5** stamp



**6** wave



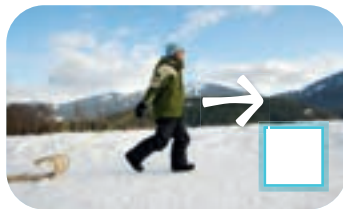
**7** juggle



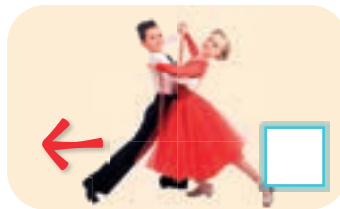
**8** spin around



**9** clap




**10** step forwards



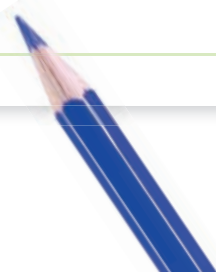
**11** step backwards



**12** step to the side


**3**  What can you do? Write then tell a partner.

I can 😊	I can't ☹️




**4**  Listen and tick .



**5**  Use stickers to create a dance. How many times will you do each step? Write.

_____ x	_____ x	_____ x	_____ x	_____ x	_____ x
<b>1</b> _____	<b>2</b> _____	<b>3</b> _____	<b>4</b> _____	<b>5</b> _____	<b>6</b> _____

**6**  Look. Write instructions for your dance. Then write a shortcut.

**7**  Teach your dance to a partner.

### CODE CRACKER

clap	clap	clap	step to the side	step to the side	wave	wave	wave
------	------	------	------------------	------------------	------	------	------

= 3clap 2 → 3wave

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**8** How many movements are in your dance? Add.

MATHS ZONE

3 + 2 + 3 + 1 + 2 + 1 = 12

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**9**  Make your own picture dictionary. Draw performance and movement words you know.

 <p><u>do cartwheels</u></p>	 <p><u>step to the side</u></p>
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# Language lab 1

GRAMMAR: WHAT ARE YOU / HE / SHE / THEY DOING?

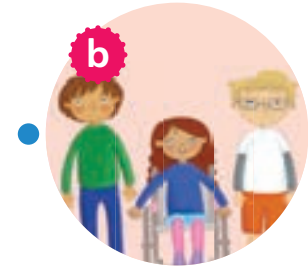
I will talk about actions using **be** and **-ing**.

**1**   Watch. Who is juggling? Circle.




**2**  Watch again. Read and match.

- 1 He's doing gymnastics. ●
- 2 She isn't doing magic tricks. ●
- 3 We're practising for the show! ●



Watch out!  
clap = **clapping**  
spin = **spinning**  
step = **stepping**

**Values** Our talents.

**3**  We all have different talents! Talk about your talents with a partner. Show your talent.

I think I'm good at singing.



What are you doing?

I'm clapping. I'm not waving.

We're doing gymnastics.

What's she doing?

She's acting. She isn't juggling.

Are they doing magic tricks?

Yes, they are. No, they're not.

## 4 Look and complete the sentences.

acting are not 's We



1 She \_\_\_\_\_ juggling.



2 No, he's \_\_\_\_\_. He's doing magic tricks.



3 I'm \_\_\_\_\_.



4 Yes, we \_\_\_\_\_. \_\_\_\_\_'re having fun!

## 5 Look at 4. Complete the questions.

- 1 What \_\_\_\_\_?      2 Is \_\_\_\_\_ gymnastics?
- 3 What \_\_\_\_\_?      4 Are \_\_\_\_\_?

## 6 Play *Talent game*. Act out, ask questions and make sentences.

### Instructions

- Press out the spinner.
- Write action and activity words on cards.
- Take turns spinning the spinner and turning over a card.
- Make a sentence and act it out!



What is she doing?



She's spinning around.

# Story lab

READING

*I will read a story about a talent show.*

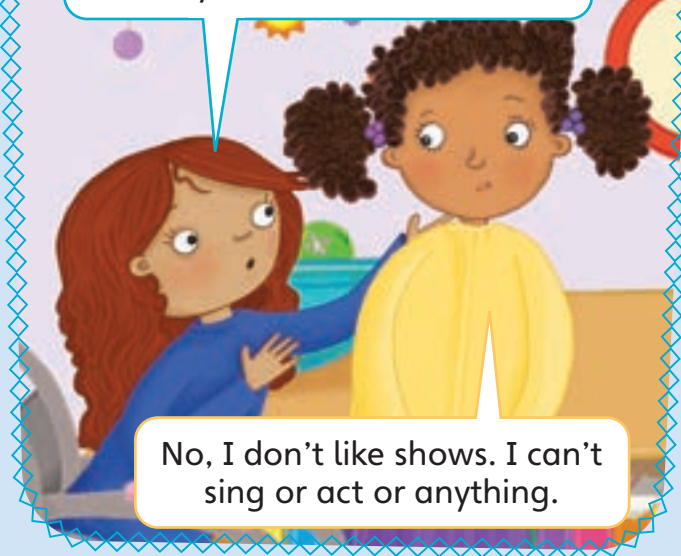
- 1**   Listen and read.  
What are Ellie's talents?

## TALENT SHOW

- 1** Hey guys! What are you doing?



- 2** What's wrong? Are you getting ready for the talent show?



- 3** What's Ellie doing?



- 4** Look at Max! He's doing cartwheels really well! What are you doing?



- 5** What are you doing, Ellie?





6

Wow! Yara's juggling well! She isn't dropping anything!

Yes, and Max is doing gymnastics. It's a great routine!

8

Ellie isn't performing! She's playing on her tablet.

That's not a talent!

7

Freddie's doing magic tricks very well!

And Snowball isn't running away!

My turn!

9

Wow, Ellie's dancing!

She's spinning around on her head!

It's amazing!

2



How does Ellie make an animation? Look, read and order.

3



Tell the story in your own words.

### CODE CRACKER



a



She's drawing a lot of different pictures. They're doing a different movement in each one.

c



She's taking photos of each of her pictures in order.

b



She's showing her photos on a tablet. Her avatar is moving!

d



Ellie's drawing an avatar.

# Phonics lab

A, E AND I

I will learn the a, e and i sounds.

**1**  Listen and repeat. Then write a, e or i.



1 m \_\_\_\_ n



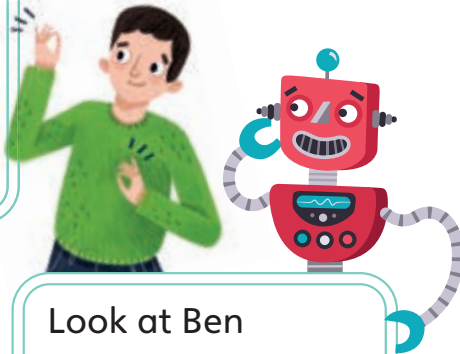
2 sp \_\_\_\_ n



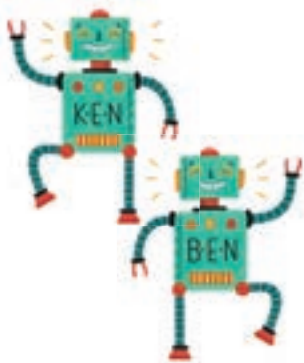
3 st \_\_\_\_ p

**2**  Listen and chant.

Dan, Dan, the  
dance man.  
He can clap  
and click.



Look at Ben  
and Ken step!  
Ben steps right  
and Ken steps left.



Lin and her twin, Kim,  
Love to spin and sing.




**3** Work with a partner and think of words with each sound. Write the words.

**a** \_\_\_\_\_  
cat \_\_\_\_\_

**e** \_\_\_\_\_  
pet \_\_\_\_\_

**i** \_\_\_\_\_  
big \_\_\_\_\_

**4**  Write a chant for words with one of the sounds. Perform it with actions.

# Experiment lab

SCIENCE: BONES AND MUSCLES

*I will learn about bones and muscles.*



Watch a video about muscles.



1



Listen and read. Colour bones yellow and muscles red.

There are a lot of things that make up our body. Two of these are bones and muscles. Bones give our body shape and help us to stand up straight. Muscles are attached to bones; they help us to walk and run and smile!



Bones are hard and muscles are soft.

Touch the front of your knee – it's a bone so it's hard.

There are 206 bones in your body!



## EXPERIMENT TIME

Yoga moves!

1 Look. Guess which body parts are using muscles.



### YOGA for kids



tree pose



sphinx pose

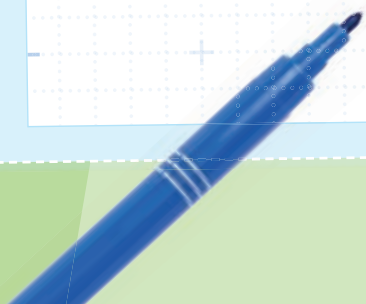


boat pose



triangle pose

2 Try out the poses. What muscles are you using?



# Language lab 2

GRAMMAR: DESCRIBING ACTIONS

I will describe actions using well / quickly / badly.

**1** Read. Underline the actions and circle the words that describe actions.

- 1 She's juggling badly.
- 2 She's walking backwards.
- 3 He's dancing beautifully.
- 4 She's running forwards.

Describing things

good

quick

bad

slow

beautiful

Describing actions

well

quickly

badly

slowly

beautifully

**2** Look and number with the sentences from 1.



Forwards and backwards also describe actions!

## Look!

She's dancing beautifully. 😊

She's dancing **really** beautifully. 😊 😊

He's acting badly. 😞

He's acting **really** badly. 😞 😞

**3**  Play the *Fast action* game in groups.



You're walking slowly.

You're running slowly.

No.

Yes!



# What are we doing?

COMMUNICATION

*I will talk about what my friends are doing.*

## 1 Listen and draw lines.

Mum

Cathy

Lenny



Kitty

Glen

Ted

## 2 Look around the class. Write what three classmates are doing. Then tell a partner.

## 3 Work in groups. Take photos or draw. Talk about your pictures.

Is Clara doing a cartwheel in your photo?

Yes, she is!



Blank writing area with three horizontal lines for notes.



# PROJECT AND REVIEW

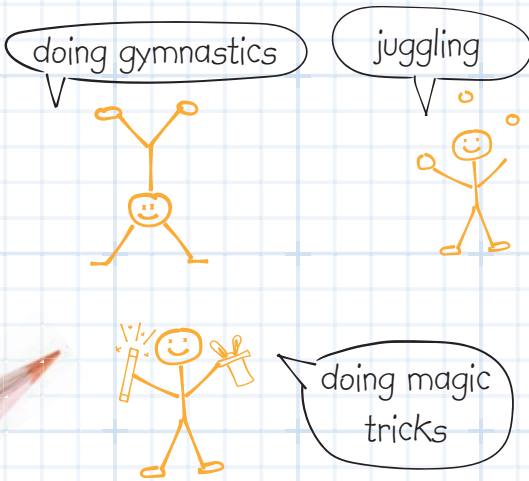
Make a flip book

## Step 1

### Research

What do we do on stage?

- Research what we do on stage and how our bodies move when we do different actions.



- Ask classmates what their special talent is.

What's your talent?

I can do cartwheels.

I can draw.

## Step 2

### Plan

What are your group's talents?

- List your group's talents.
- Look at your group's talents. Compare talents and write names for each task.

#### Task

#### Name

- 1 Design a stage routine. \_\_\_\_\_
- 2 Write the routine instructions. \_\_\_\_\_
- 3 Draw the pictures. \_\_\_\_\_
- 4 Write what's happening. \_\_\_\_\_
- 5 Present the flip book. \_\_\_\_\_



# Step 3

## Create

How can you write a shortcut?

- Write instructions for your routine. Create a shortcut!

### Doing gymnastics

Four steps to the side, do three cartwheels, spin around three times.



- Draw your avatar doing the routine – follow the instructions! Remember to communicate with the other artists.

We're drawing a cartwheel. What are you drawing?

I'm drawing spinning around.

- Cut out the pictures and stick in the bottom right-hand corner of a notebook.

Take photos of each picture and create a digital animation like Ellie in the story!

# Step 4

## Show and tell

What is she doing?

- Present your flip book to other groups.
- Explain what your character is doing.



She's doing gymnastics. She's doing cartwheels and spinning around.

- Teach each other your performances.

## Now I can ...

... use performance and movement words.

... talk about what's happening now.

... describe people.

... talk about our talents.