المركز الوطني لتطوير المناهج National Center for Curriculum Development





Pupil's Book with Digital Resources

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1445هـ / 2024 م. / 2024 م./ First edition (trial)

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Pupil's Book with Digital Resources

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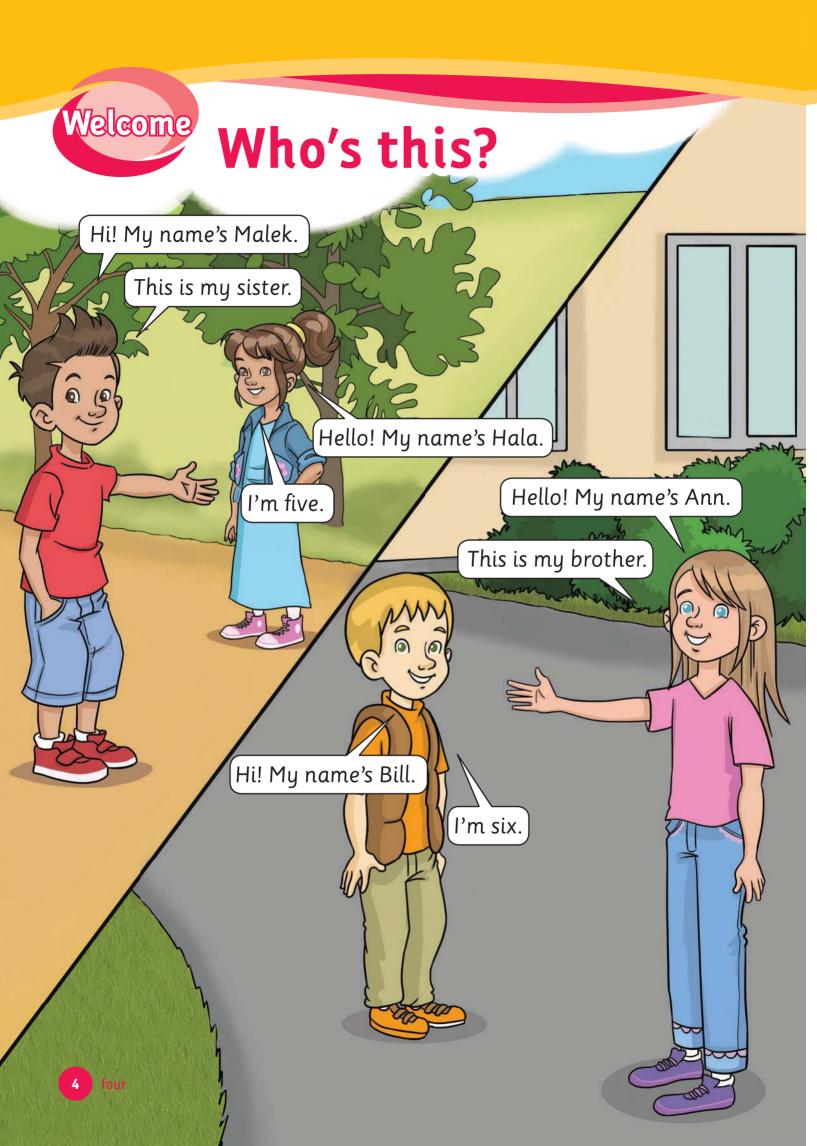


Scope and sequence

| | Unit | Unit objectives | Vocabulary | Grammar | Listening |
|---------|-------------------------------|---|---|--|--|
| Velcome | Who's this? Page 4 | Recalling character names and polite interactions; recalling words for classroom objects and toys | Classroom objects: bag, book, crayon, eraser, pen, pencil, pencil case, ruler Toys: ball, car, doll, plane, robot, teddy, train, yoyo | Hi! My name's; I'm; This is (my); I've got | Recognising a few familiar everyday nouns and adjectives; understanding the main information when people introduce themselves |
| 5 | My body Page 6 | Naming body parts; talking about what body parts people have got | Body: arms, body, face, feet, hair, hands, head, legs Phonics: hair, hand, hat, head, leaf, legs, lion, log, gate, girl, goat, green, face, feet, five, four | He's got / She's got He hasn't got / She hasn't got | Recognising a few familiar everyday nouns and adjectives; recognising familiar key words and phrases in short, basic descriptions if spoken slowly and clearly; understanding basic phrases or sentences about things people have; hearing the initial sound in simple words; recognising familiar words and phrases in short, simple songs or chants |
| 6 | My blue jacket Page 14 | Naming clothes; talking about what you are wearing; talking about where items of clothing are | Clothes: boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt Phonics: jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus, olive, on, orange, nest, net, nine, nut | How are you? I'm fine, thank you. Where's my?, It's on the I'm wearing | Recognising a few familiar everyday nouns and adjectives; understanding simple language related to naming and describing people's clothes; recognising familiar words and phrases in short, simple songs or chants; hearing the initial sound in simple words; understanding basic statements about where things or people are |
| 7 | They're tigers! Page 22 | Naming animals | Animals: frog, giraffe, lizard, monkey, snake, spider, tiger, zebra Phonics: zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt, yoyo | What are these? They're | Recognising a few familiar everyday nouns and adjectives; recognising familiar words and phrases in short, simple songs or chants; understanding basic phrases or sentences about things people have; hearing the initial sound in simple words; identifying everyday objects, people or animals in their immediate surroundings or in pictures from short basic descriptions |
| | I like cakes Page 30 | Naming food items; saying what you like and don't like | Food: apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets Phonics: bus, hat, hen, log, pan, vet, bag, fox, jug, pot, sun, yes | I like I don't like Yes, please. Thank you. | Understanding information in short, simple dialogues about familiar activities; recognising a few familiar everyday nouns and adjectives; understanding basic statements about where things or people are; recognising familiar words and phrases in short, simple songs or chants; understanding simple phrases about likes and dislikes; hearing the initial, medial and final sound in simple words |
| | Meg's Learnin | g Club | | | |

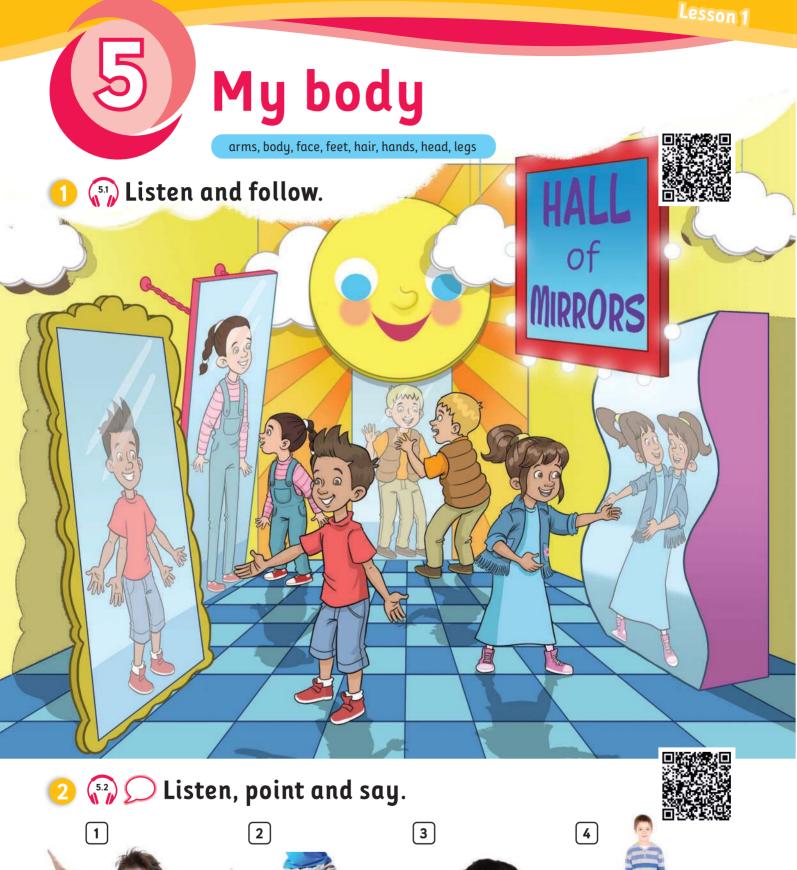
Cutouts

| Speaking | Reading | Writing | Phonics | Project | Viewing and presenting | Functions |
|---|---|--|---|-----------------------------------|---|--|
| Repeating single words, if spoken slowly and clearly; giving key information to introduce themselves | | | | | | Introducing yourself and others; naming school objects; saying what you've got |
| Repeating single words, if spoken slowly and clearly; talking about things they have, using a basic phrase; singing a simple song, if supported by pictures; saying the sounds for the letters of the alphabet, if supported by pictures; describing someone's physical appearance in a basic way, if guided by questions or prompts | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | h, l, g, f hair, hand, hat, head, leaf, legs, lion, log, gate, girl, goat, green, face, feet, five, four | Making a funny friend model | Drawing a picture and sharing with the class; sharing project work with the class; sharing project work with family members | Naming body parts; saying what people have got and haven't got |
| song, if supported by pictures; describing someone's clothes using | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | j, u, o, n jacket, jam, jeans, jelly, jump, umbrella, under, up, octopus, olive, on, orange, nest, net, nine, nut | Making a paper doll | Drawing pictures and talking about them; viewing and presenting project work and identifying items of clothing | Naming clothes; saying what you are wearing; saying where things are |
| Repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; saying the sounds for the letters of the alphabet, if supported by pictures; naming everyday objects, animals or people around them or in pictures using single words | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | z, k, q, x, v, y zebra, zero, zoo, king, kite, kitten, queen, question, quiet, box, fox, six, van, vet, violin, yellow, yoghurt, yoyo | Making an animal mask | Drawing and sharing pictures; asking and answering questions about drawings and projects | Naming animals |
| Naming everyday objects, animals or people around them or in pictures using single words; repeating single words, if spoken slowly and clearly; singing a simple song, if supported by pictures; expressing likes and dislikes in relation to familiar topics in a basic way; talking about things people have, using a basic phrase; saying the sounds for the letters of the alphabet, if supported by pictures | Following simple dialogues in short, illustrated stories | Tracing individual letters to represent sounds; writing familiar words | CVC words bus, hat, hen, log, pan, vet, bag, fox, jug, pot, sun, yes | Making a food plate | Sharing pictures and presenting work with a grammatically correct sentence; presenting project work and describing likes and dislikes | Naming food; expressing likes and dislikes |



Classroom objects and toys

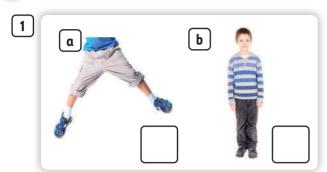


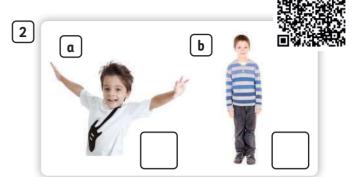


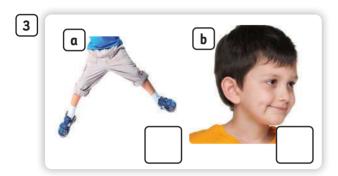


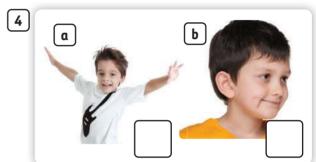




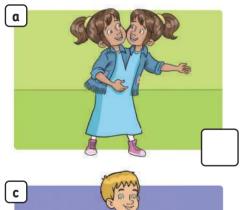




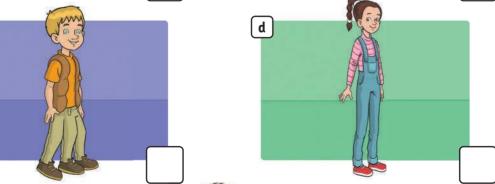




2 😘 🖍 Listen and number.













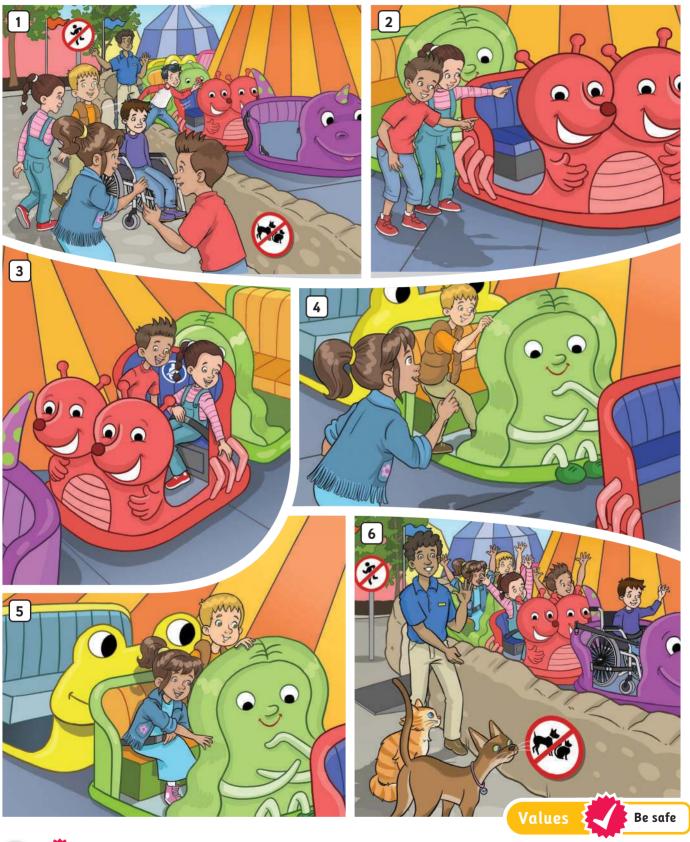




Lesson 5

Our-Team

🚺 🞧 Listen and follow. Point to the train.



2 🦑 Look and find.



1) (5.17) (5.12) Listen again. Then listen, look and match.

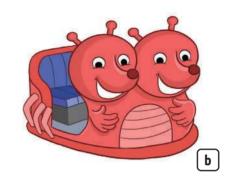












2 😘 💭 Listen, point and say.

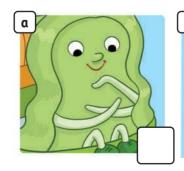


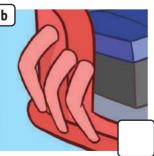




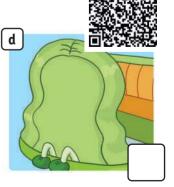


ᢃ ᢊ 🖋 Listen and number.







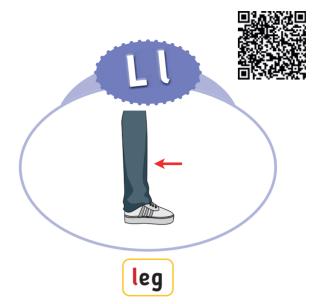


🕜 😘 😘 🎵 🎎 Listen and sing.









2 (5.20) 🖍 💭 Listen, circle and say.

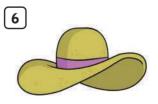












h l

h l

 \bigcirc Listen and say.



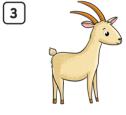


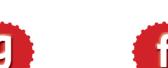
2 ႈ 🖍 Listen, match and say. Write.



1







4



5



6

| 4 | | |
|---|------|------|
| | | |
| | | |
| | | |

gate, girl, goat, green, face, feet, five, four





A funny friend

Lesson 11

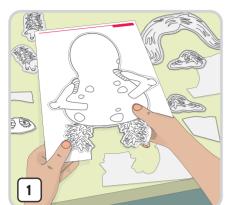




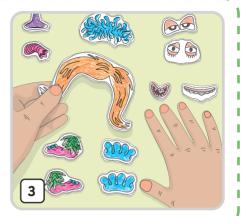


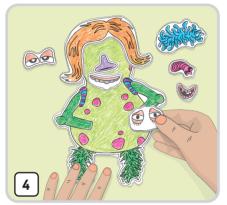






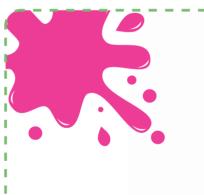




















Picture dictionary





1 Pi Listen and trace.





arms



hair



body



hands



face



head



feet



legs















jacket













2 🚱 🖍 Listen and match.

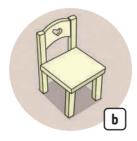




















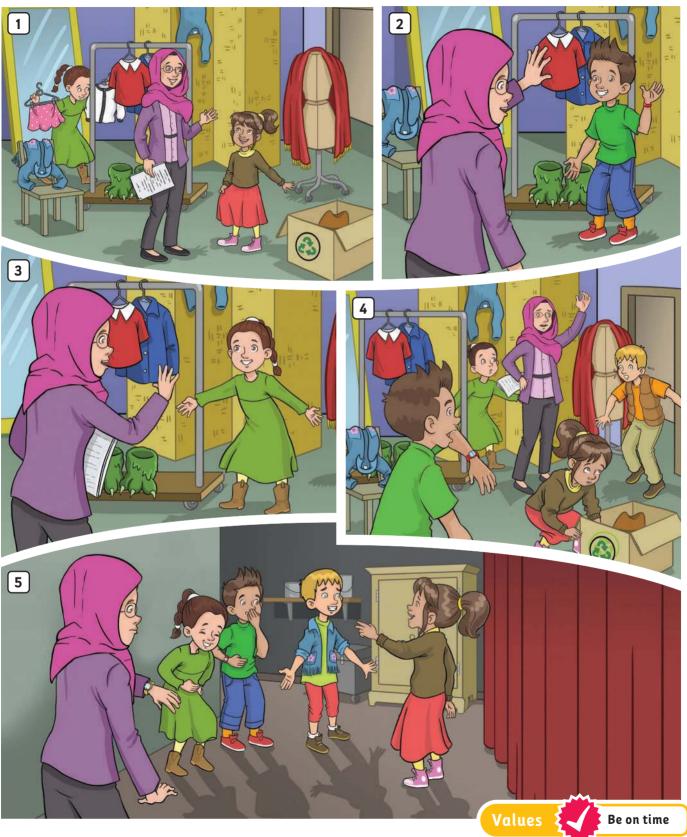






Lesson 5

1 Specifical Control of the blue jacket. Cur Teor



2 🦑 Look and find.





(611) (612) Listen again. Then listen, look and match.















3



Listen, point and say.





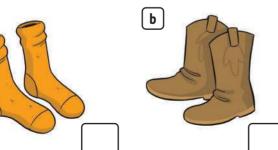


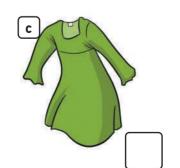


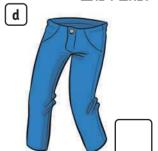


🗿 😘 🖋 Listen and number.









(6.15) (6.16) 🎵 👫 Listen and sing.



Phonics Jj Uu





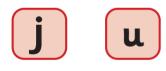


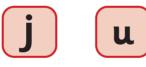
2 😱 🖍 Listen, choose and write.

















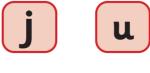








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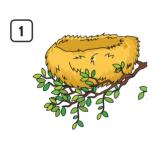


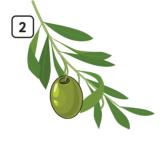
🚺 😭 💭 Listen and say.

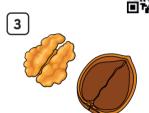




2 🔐 🖍 💭 Listen, match and say. Write.















| ٥ | |
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| | |

| o ctonus | alive | on | orange | nest | net | nine | nut |
|-----------------|-------|----|--------|------|-----|------|-----|



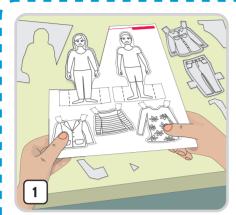
Paper dolls

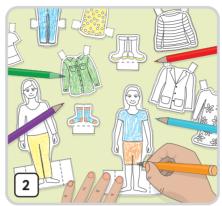


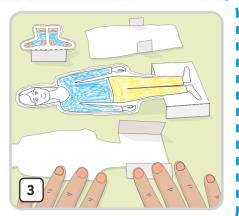




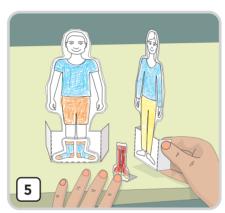
Viewing and presenting Make and show.

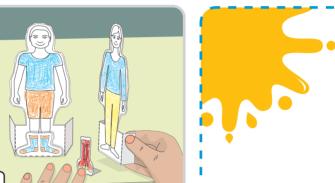
















All







Picture dictionary





1 PD.2 Listen and trace.





boots



jumper



dress



skirt



jacket



socks





T-shirt







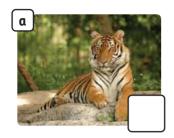


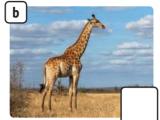


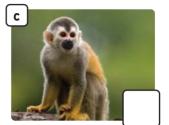


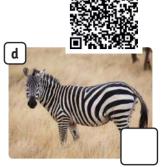








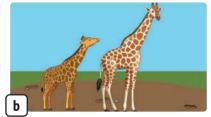




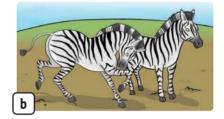
2 🖚 🖍 Listen and circle.





























Lesson 5



🚺 😱 Listen and follow. Point to May.



- 2 🦑 Look and find.
- 24 twenty-four

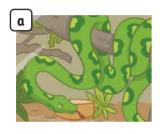






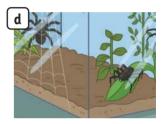












2 🖚 💭 Listen, point and say.

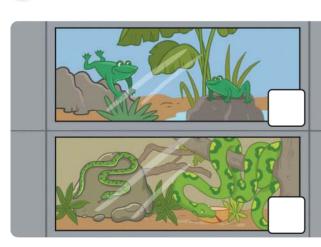








🔞 👫 🖋 Listen and number.







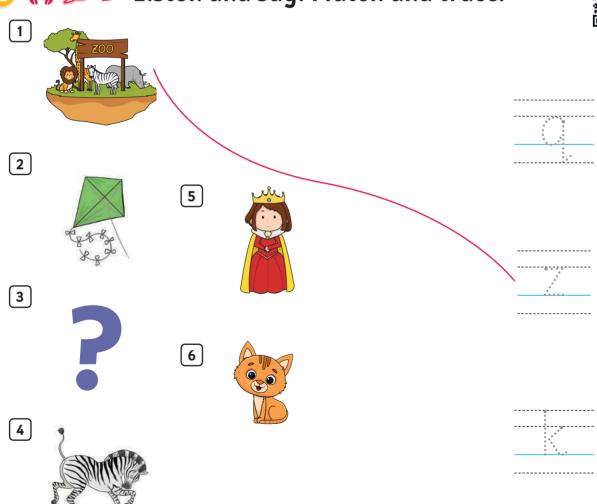








2 😱 🗩 Listen and say. Match and trace.













2 🖓 🖍 Listen, trace and match.











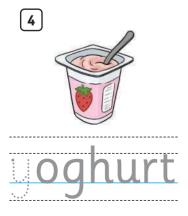




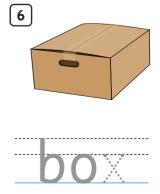














Animal masks

Lesson 11







Viewing and presenting Make and show.































Picture dictionary



🕦 🍘 🖍 Listen and trace.





frog



spider



giraffe



snake



lizard



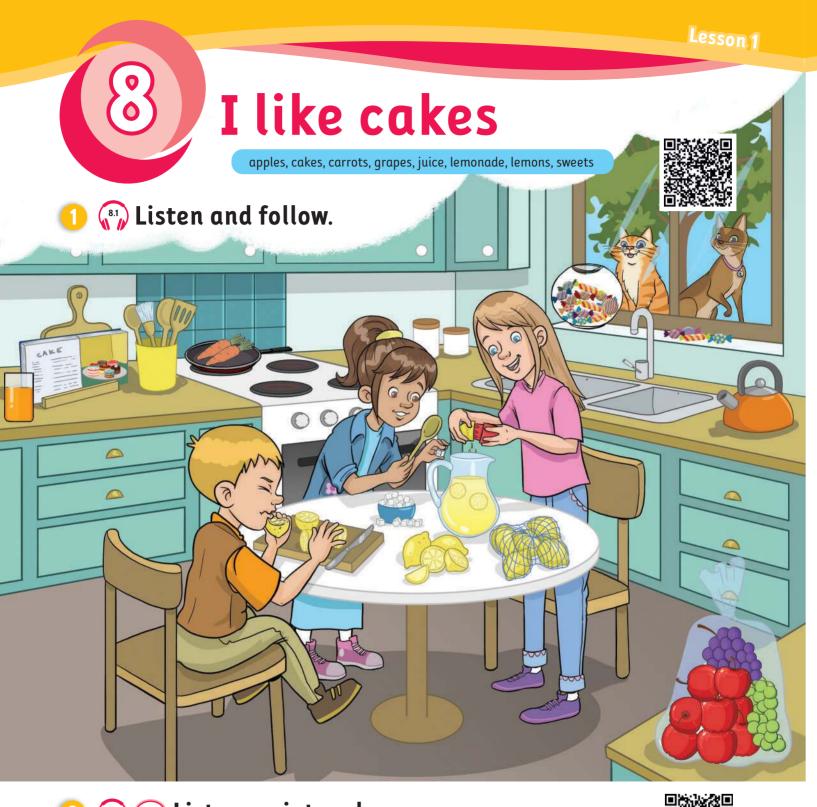
tiger

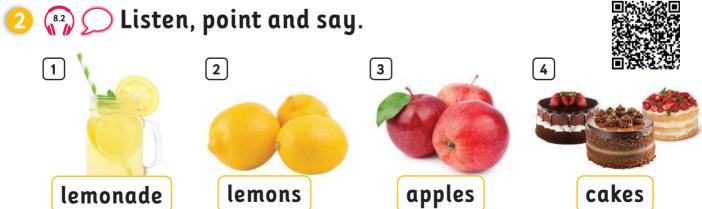


monkey



zebra





1





a

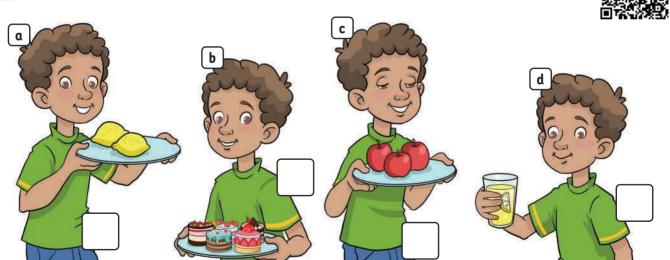








2 🜇 🖍 Listen and number.



🔞 🖚 💭 Listen. Then say.

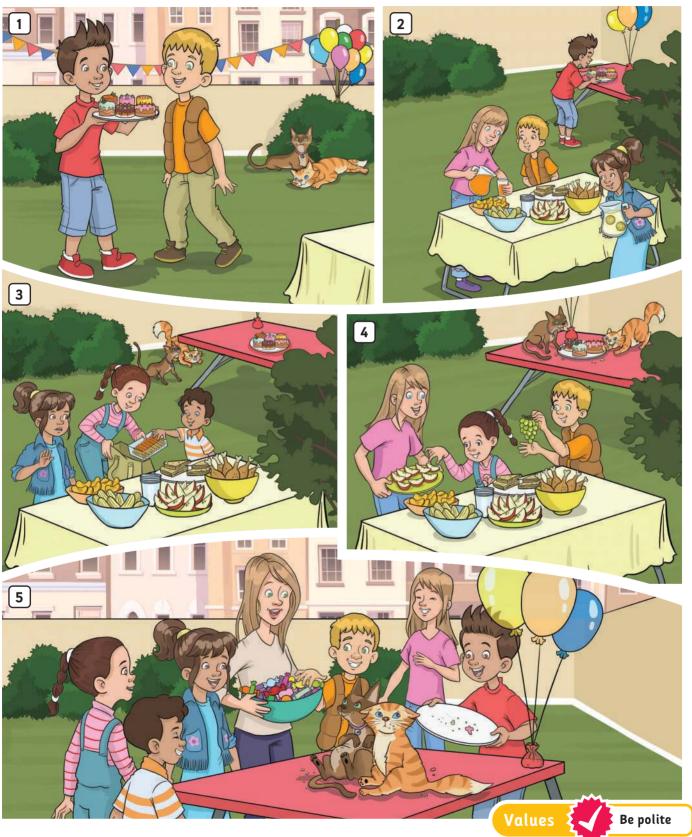






Lesson 5

1) 💫 Listen and follow. Point to Meg and Tom. Our Teor



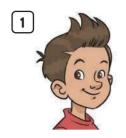
2 🦑 Look and find.



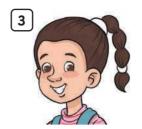
Language practice



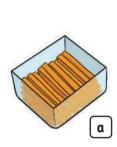
1 (812) (812) Listen again. Then listen, look and match.

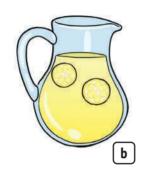
















2 😘 💭 Listen, point and say.









3 (8.14) P Listen and colour.







🙆 👫 👫 🎜 🤼 Listen and sing.



Listen and say.







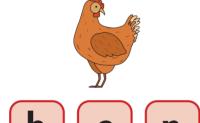
Listen and repeat. Trace and say.



























4

2

3

















🕦 🔐 💭 🖋 Listen and look. Say, order and write.



| | ED (MAD (AS 27) |
|-----|-----------------|
| u s | Sun |
| ju | |
| gb | |
| e y | |
| t | |
| x o | |



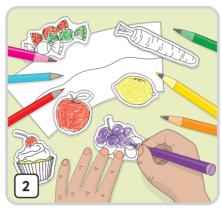
Lesson 11

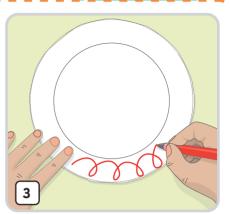




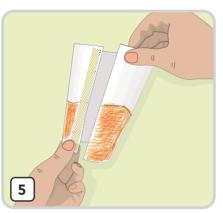
Viewing and presenting Make and show.

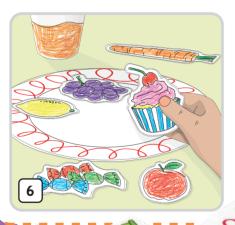




















Picture dictionary







apples



juice



carrois



lemonade



cakes



lemons



grapes



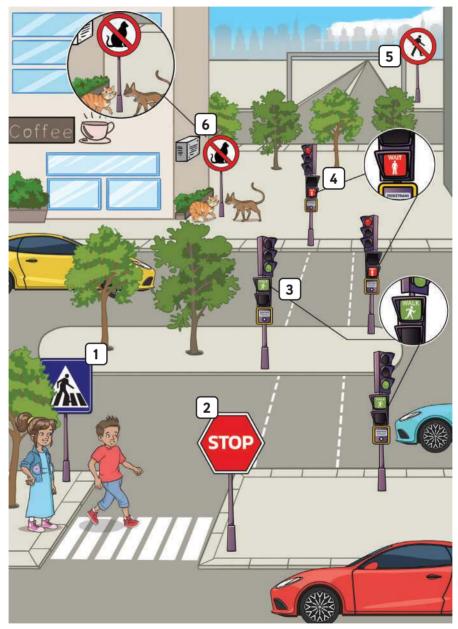
sweets



Language booster







| 2 | Lister Lister | ı and | match | the | words | to | the | signs | in |
|---|---------------|-------|-------|-----|-------|----|-----|-------|----|
| | Activity 1. | | | | | | | | |

| 292008420 | Ä. |
|---------------|----|
| | ř |
| | ĕ. |
| SECTION | ŝ |
| 自然為經 | ħ |
| CT - BATTLAYS | - |

国系统统统道

- a No animals!
- **b** Stop!
- c Wait!

- d Cross here!
- e Walk!
- f No people!

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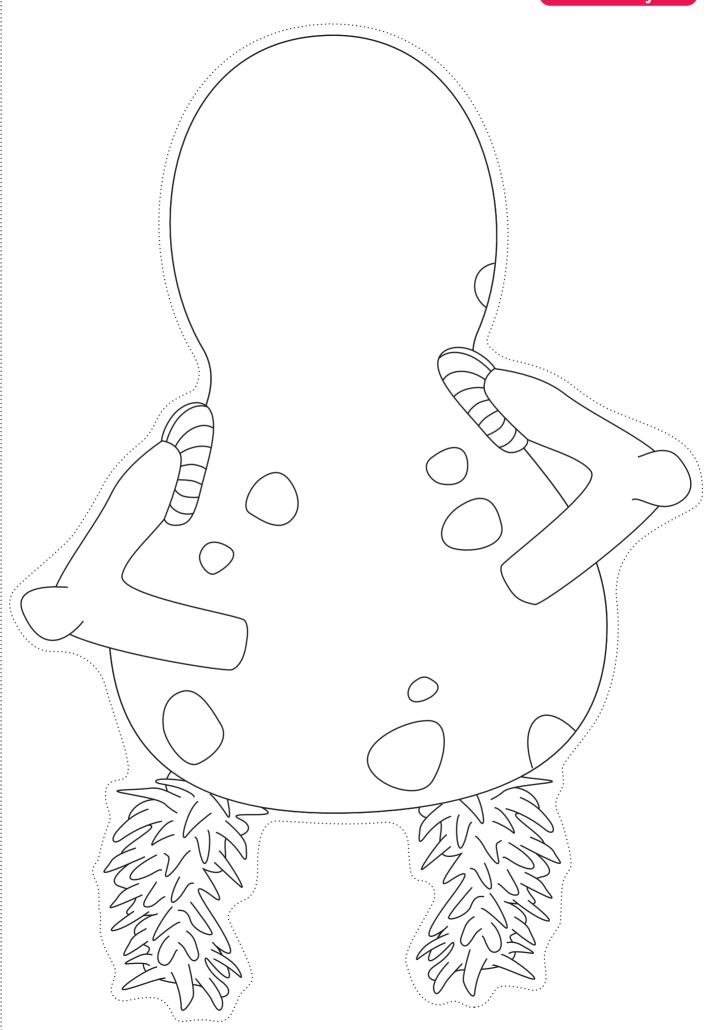


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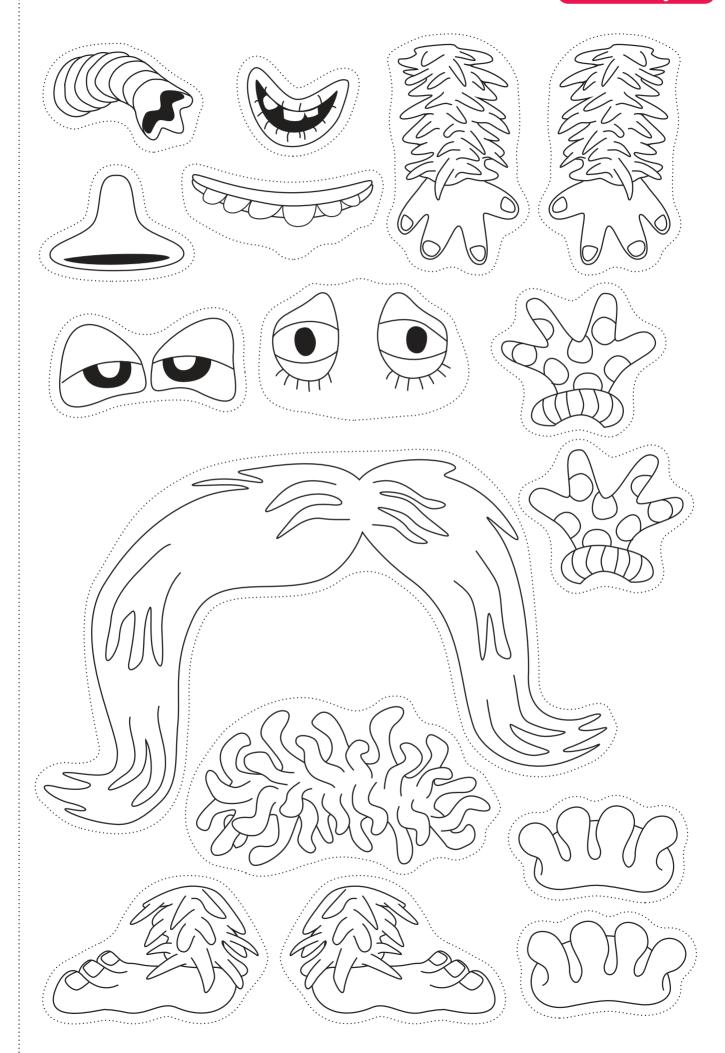
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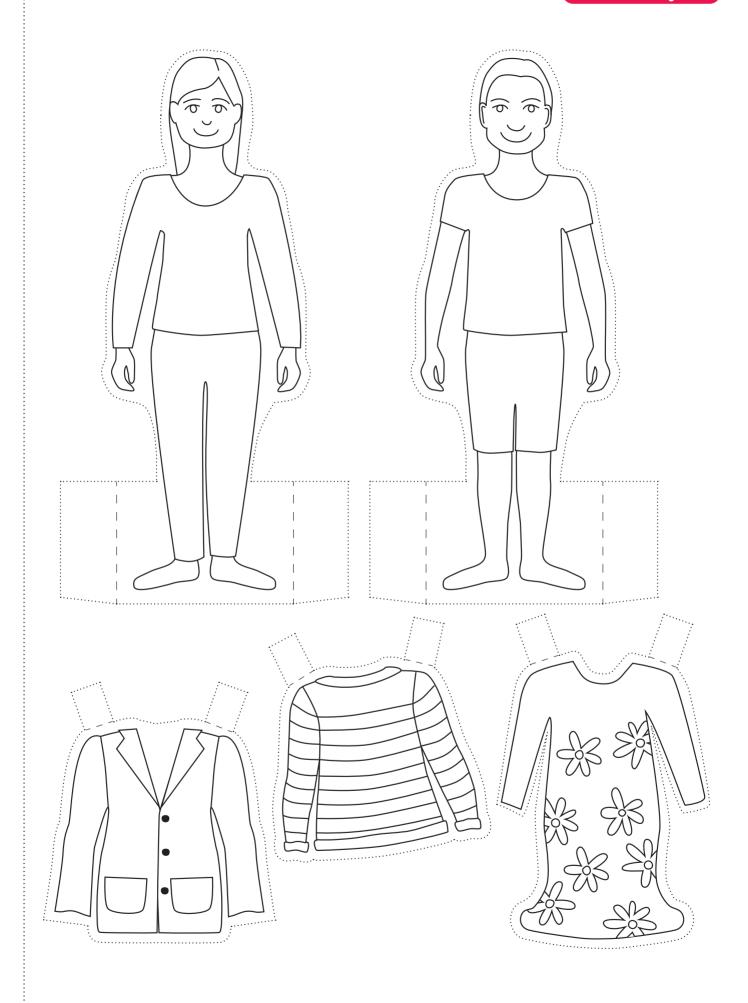
Illustrated by Rafa & Nathalie Studio (unit 1 opener and story 1), Tamara Joubert (unit openers and stories) and Christos Skaltsas (Hyphen)

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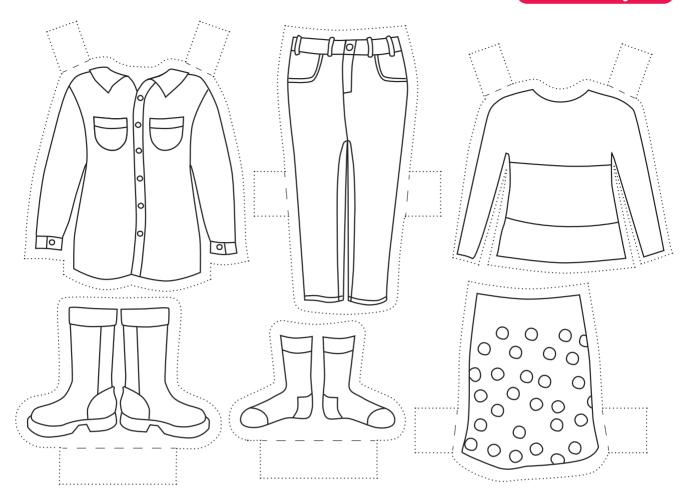


Unit 5 Project



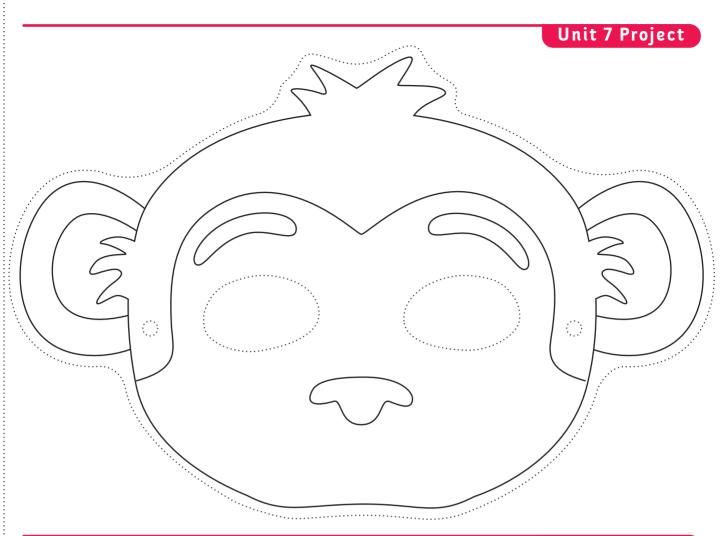


Unit 6 Project



Unit 7 Project





Unit 8 Project

