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### Introduction (pages 4-21)

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**1, 2, 3**
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- Classroom Instructions

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- Animals

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- Animals

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### 1 Friends (pages 22-27)

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- Meet the Super Friends
- Making friends

**Thinking skills**
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- Watch out, Flash!
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**Grammar**
- What’s this? It’s a (pencil).
- Is it a pen? Yes, it is. / No, it isn’t. Open your book, please.

**Letters**
- Ff, Hh, Mm, Rr

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### 3 Let’s play! (pages 36–43)

**Story and value**
- The go-kart race
- Fair play – cheating is wrong

**Phonics**
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- I’m fine, thanks.
- What’s your favourite toy?
- My favourite toy’s my (ball).
- It’s a (new kite).
- It’s an (ugly monster).

**Letters**
- Dd, Nn, Pp, Ss

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### Review: Introduction, units 1, 2 and 3 (pages 44–45)

**Colours at school**

**The number game**

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### 4 Pet show (pages 46–53)

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- The spider
- Being brave

**Phonics**
- The letter sound /

**CLIL**
- Science: Camouflage

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**Grammar**
- The (lizard) is in / on / under the (bag).
- I like (dogs).
- I like (dogs) too. / I don’t like (dogs).

**Letters**
- Gg, Ii, Kk, Ww
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<td>The pizza</td>
<td>What a day!</td>
<td>The cap</td>
<td>The problem</td>
<td>The robot</td>
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<td>Waiting your turn</td>
<td>Offering to help your parents</td>
<td>Saying sorry</td>
<td>Teamwork</td>
<td>The skeleton</td>
<td>Saying sorry</td>
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<td>Analysis of statements</td>
<td>Interpreting visual information</td>
<td>Selecting information</td>
<td>Paying attention to visual details</td>
<td>Matching</td>
<td>Identifying</td>
<td>Paying attention to visual details</td>
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<td>Family</td>
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<tr>
<td>I've got a (sandwich) and an (apple).</td>
<td>This is my (brother).</td>
<td>Do you like my (hat / shoes)?</td>
<td>I can stand on one leg.</td>
<td>I've got a (sandwich) and an (apple).</td>
<td>This is my (brother).</td>
<td>I can stand on one leg.</td>
</tr>
<tr>
<td>Have you got any (apples)?</td>
<td>Is that your (sister)?</td>
<td>I'm wearing (a red sweater).</td>
<td>I can’t touch my toes.</td>
<td>Have you got any (apples)?</td>
<td>Yes, it is. / No, it isn’t.</td>
<td>I can’t touch my toes.</td>
</tr>
<tr>
<td>Yes, I have. / No, I haven’t</td>
<td>Yes, it is. / No, it isn’t.</td>
<td>Are you wearing (blue shoes)?</td>
<td>Yes, I am. / No, I’m not.</td>
<td>Yes, I have. / No, I haven’t</td>
<td>Who’s that?</td>
<td>Yes, I am. / No, I’m not.</td>
</tr>
<tr>
<td></td>
<td>Who’s that?</td>
<td>What’s her / his name?</td>
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<td></td>
<td>That’s my (sister).</td>
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<td>Her / His name’s (Sue/Ben).</td>
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<tr>
<td>Ll, Oo, Xx, ck, ng</td>
<td>Ee, Jj, Vv, th</td>
<td>Uu, ch, sh</td>
<td>Qq, Yy, Zz, qu, ee, oo</td>
<td>Ll, Oo, Xx, ck, ng</td>
<td>Ee, Jj, Vv, th</td>
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</tbody>
</table>

**Review: units 3, 4 and 5 (pages 70–71)**

Quiz time | The lunchbox game