

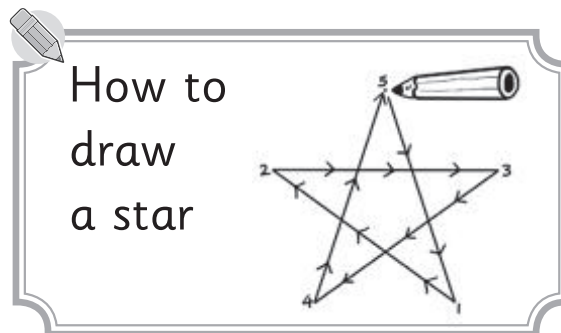


# Let's count and measure

## Lesson 1 Read and listen

### 1 Read and draw

Read the instructions below.



1	2	3	4	5	6	7	8	9	10

Start at the bottom of the chart.

- Draw 18 orange circles.
- Draw 9 blue stars.
- Draw 9 green stars.
- Draw 19 purple triangles.
- Draw 29 red squares
- Draw 9 yellow stars.

How many stars are there altogether? \_\_\_\_\_

How many shapes are there altogether? \_\_\_\_\_

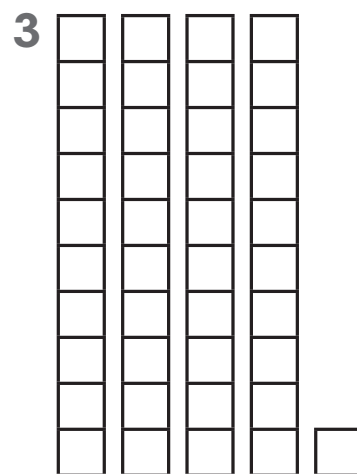
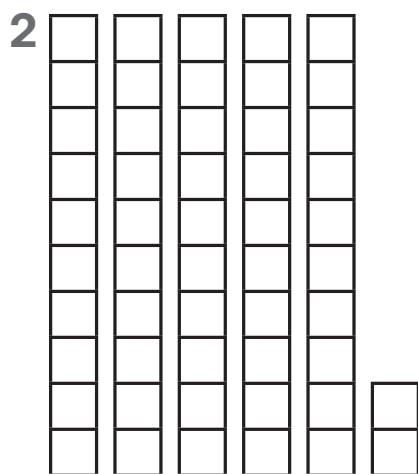
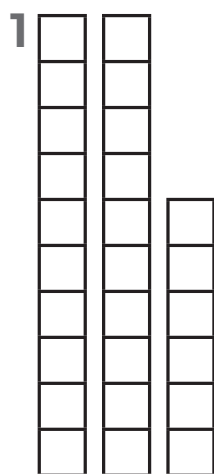
## Lesson 2 New words

### 1 Count and write

How many cubes are there? Write the number.  
Write the words.

**Tip**

Each stack has  
10 cubes.



26 twenty-six

### 2 What time is it?

Draw a line from each sentence to the two matching clocks.

1 It's six o'clock.



2 It's nine o'clock.



3 It's two o'clock.

**I can count and read numbers to 100.**

😊 yes

😊 sometimes

😞 not yet

## Lesson 3 Find out more

### 1 Measuring with your body

Use your fingers, hands and arms to measure – like the ancient Egyptians did many years ago!



finger



hand



arm

1 How **high** is your chair?

\_\_\_\_\_ arms + \_\_\_\_\_ fingers wide



high

2 How **wide** is your chair?

\_\_\_\_\_ hands + \_\_\_\_\_ fingers

long

3 How **long** is your arm?

\_\_\_\_\_ hands + \_\_\_\_\_ fingers



long

4 How **long** is your pencil?

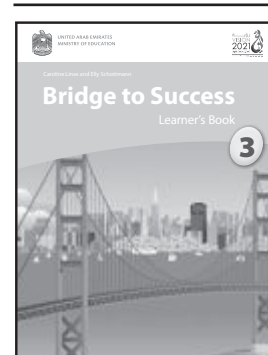
\_\_\_\_\_ hands + \_\_\_\_\_ fingers



wide

5 How **wide** is your book?

\_\_\_\_\_ hands + \_\_\_\_\_ fingers

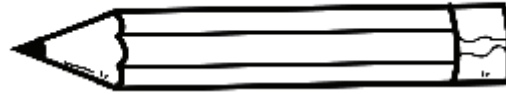


## Lesson 4 Time to practise

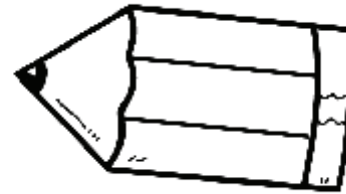
### 1 Measuring with a ruler

Use a centimetre ruler to measure the pencils.

A



B



- 1 How **long** is pencil A? \_\_\_\_\_ centimetres
- 2 How **wide** is pencil A? \_\_\_\_\_ centimetres
- 3 How **long** is pencil B? \_\_\_\_\_ centimetres
- 4 How **wide** is pencil B? \_\_\_\_\_ centimetres

### 2 Estimate, then measure

**Estimate** means **look and say what you think**. **Cm** means **centimetre**.

- 1 Estimate how **wide** the phone is.

I think the phone is about \_\_\_\_\_ cm wide.

- 2 Estimate how **long** the phone is. \_\_\_\_\_

I think the phone is about \_\_\_\_\_ cm high.

- 3 Now measure the phone.

The phone is \_\_\_\_\_ cm wide.

The phone is \_\_\_\_\_ cm long.



**I can measure and say how long something is.**

😊 yes

😊 sometimes

😞 not yet

## Lesson 5 Time to practise

### 1 A maths poem

Read Faisal's poem about his family. Then write how old each person is.

#### My family

Maria is five and Badria is three,  
Badir is nine, that's three times Badria.  
In four more years I'll be eleven,  
That's much better than being seven.  
My grandpa's sixty, I am told,  
How many years till I'm that old?



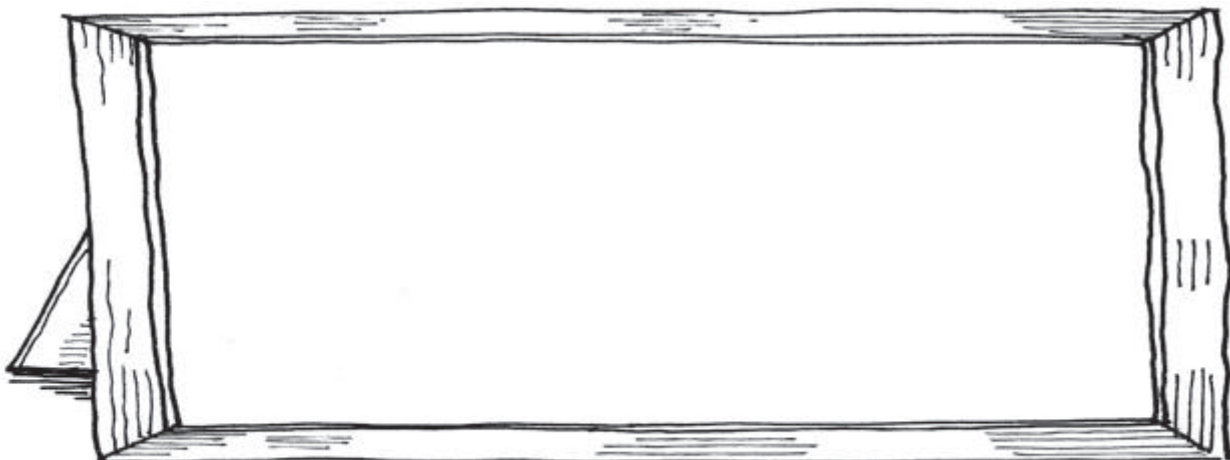
Maria 5    Badria           Badir           Grandpa       

### ★ Challenge

- 1 Faisal says, 'In four more years I'll be eleven'. How old is Faisal now?
- 2 Faisal says, 'My grandpa's sixty, I am told, How many years till I'm that old?' Do the maths! Answer the question.

### 2 Draw Faisal's family

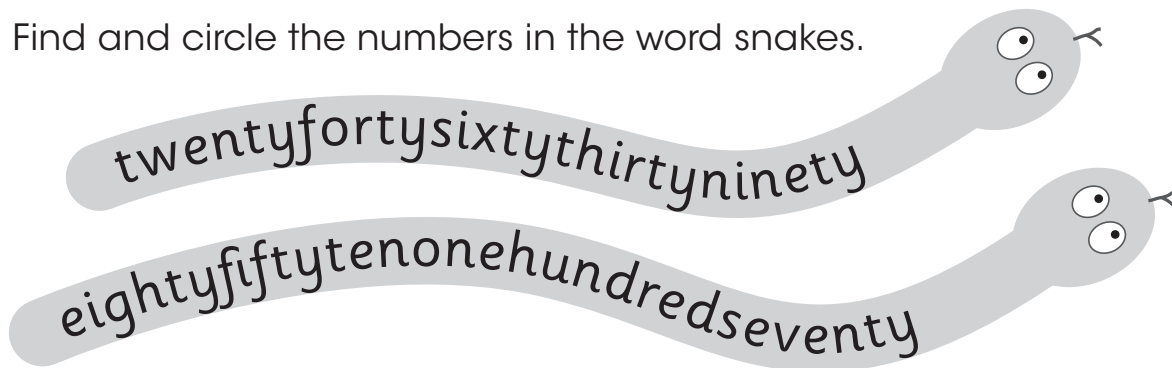
Draw the people in the poem. Write their ages.



## Lesson 6 My learning

### 1 Word snakes

Find and circle the numbers in the word snakes.



Write the words next to the matching numbers.

10 \_\_\_\_\_

60 \_\_\_\_\_

20 \_\_\_\_\_

70 \_\_\_\_\_

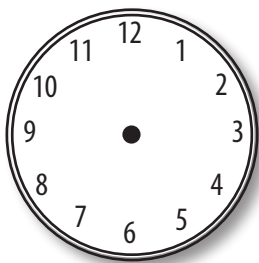
30 \_\_\_\_\_

80 \_\_\_\_\_

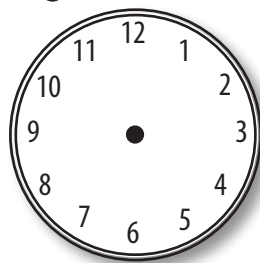
### 2 Show the time

Draw hands on the clock faces to show the times.

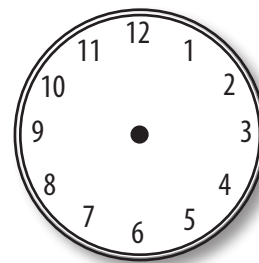
a two o'clock



b eight o'clock



c eleven o'clock



**I can recognise and understand numbers in tens to 100.**

😊 yes      😐 sometimes      ☹️ not yet

**I can tell the time using o'clock.**

😊 yes      😐 sometimes      ☹️ not yet

## Lesson 7 Words and sounds

### 1 Words that sound the same

Draw a circle around the number words.

Then draw a line between each pair of words that sound the same.

**one**      eight      for      **two**  
**four**      too      **won**      ate

### 2 Tongue twisters

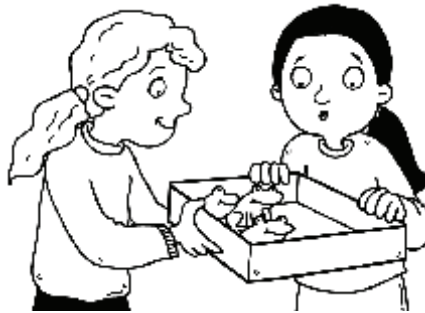
Write the correct words on the lines.

What is missing from each drawing? Draw it!

Say each tongue twister three times quickly!

**for four**

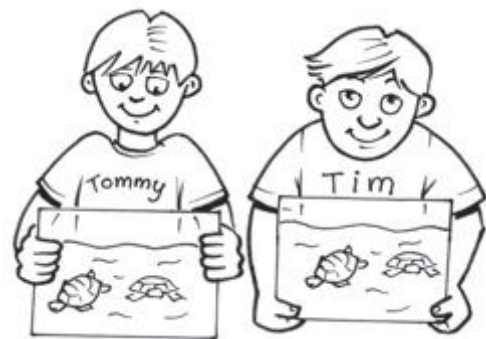
These \_\_\_\_\_ frogs are  
\_\_\_\_\_ Fran's friend.



**too two**

Tommy has two turtles.

Tim has \_\_\_\_\_ turtles \_\_\_\_\_.



**I can recognise words that sound the same,**  
**like** one / won **and** two / too.

😊 yes

😐 sometimes

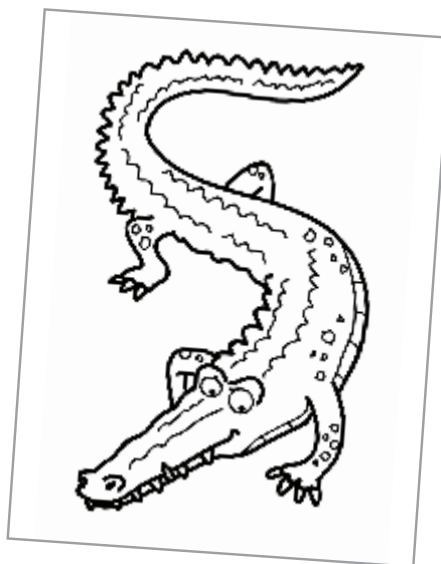
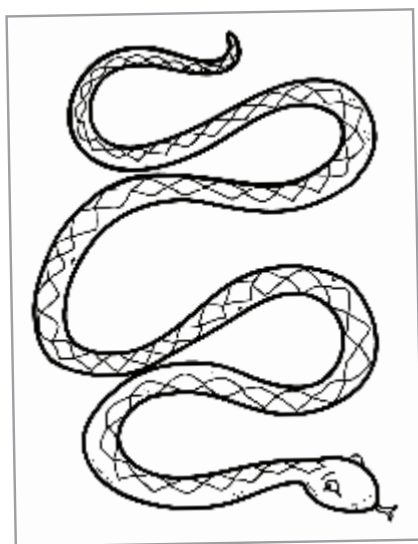
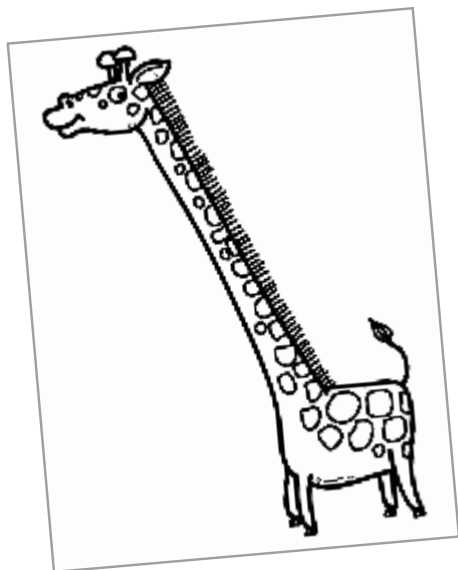
😞 not yet

## Lesson 8 Use of English

### 1 What a ... !

Write your own sentences about these animals.

Use the word boxes to help you.



#### Word box

giraffe  
monkey  
snake  
alligator

#### Word box

tall  
greedy  
long  
scary

What a \_\_\_\_\_ !

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## Lesson 9 Use of English

### 1 Counting foods

Put a tick (✓) next to the foods that are countable. Put a cross (X) next to the foods that are uncountable.

☐

bread

☐

orange juice

☐

grapes

☐

milk

☐

eggs

☐

apples

### 2 Look and write

Write the names of the food. Use **some** or a number.

1



some orange juice

4



2



18 grapes

5



3



6



### 3 What did you eat in the morning?

Write your answer.

1 What did you **eat** this morning?

I ate \_\_\_\_\_.

2 What did you **drink** this morning?

I drank \_\_\_\_\_.

**I can say and write what I did this morning.**

😊 yes

😐 sometimes

😞 not yet

## Lesson 10 Read and respond

### 1 Birbal and the king

Answer the questions. Use a past tense verb from the *Word box*. Circle the best answer.

#### Word box

drew	said
felt	thought

1 What did Birbal **draw**?

He drew a **picture / line**.

2 What did Birbal **say** to the king?

He \_\_\_\_\_, 'My line is longer than your line. So your line is **shorter / longer**'.

3 What did the king **think** about Birbal's answer?

He \_\_\_\_\_ Birbal was very **clever / scared**.

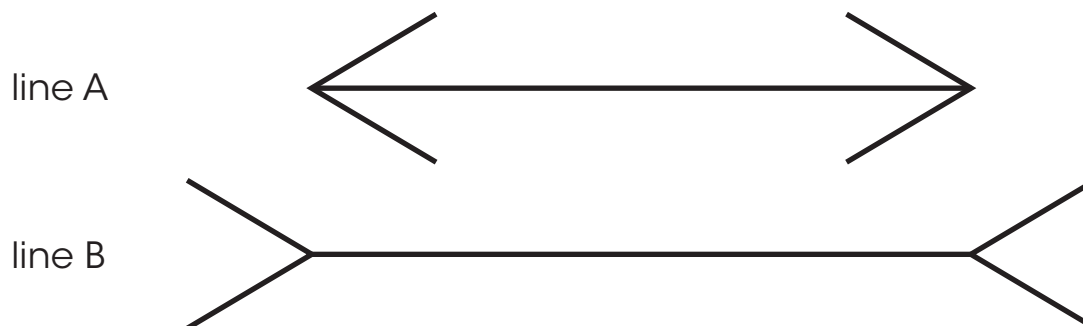
4 Did the king **feel** cross?

No, he \_\_\_\_\_ happy. The king **laughed / cried**.



### 2 Look again!

Which line do you think is longer, line A or line B? \_\_\_\_\_







Use a ruler to measure line A and line B. What do you find?





\_\_\_\_\_

## Lesson 11 Use of English

### 1 Longer and shorter

The children are measuring their hands. Which hand is longer or shorter?  
Write the words to compare the hands. For example,

Alia   longer Mona   shorter

a Reem   b Sara  

### 2 Comparing things

Look at the pictures and write sentences to compare the children.  
Use the words in the *Word box*. Remember to change the spelling!

1 Alia's hand is bigger

2 Mona's hand is \_\_\_\_\_.

3 Waleed is \_\_\_\_\_.

4 Jamal is \_\_\_\_\_!



Alia



Mona

#### Word box

happy big  
noisy small



Ali



Waleed



Saif



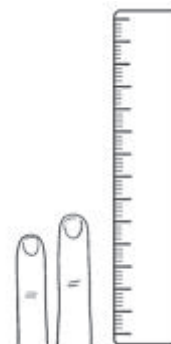
Jamal

### 3 Higher and lower

Take a ruler and measure two of your fingers.  
Write the numbers in centimetres.  
Which number is higher? Which is lower?

4 cm = lower

5cm = higher



## Lesson 12 My learning

### 1 What does it mean?

Draw lines to match the homophones to their meanings.

one	The number of hands you have.
won	The number of legs on a dog.
two	Past tense of eat.
too	The number of noses on your face.
four	The number of legs on spider.
for	When there is extra or more.
eight	A linking word to say who will get something.
ate	You came first in a race.

### 2 Tarek went to the supermarket

Read Tarek's shopping list. Write about what he bought at the supermarket. Use **a**, **an** or **some** when necessary.

Tarek went to the supermarket and he bought  
six eggs, some milk ...

---

---

---

#### My shopping list

eggs ~~(6)~~  
milk  
juice  
bread  
apples (5)  
oranges (1)  
mangos (2)  
butter

**I can recognise words that sound the same.**

😊 yes      😐 sometimes      ☹ not yet

**I can say if food items are countable or non-countable.**

😊 yes      😐 sometimes      ☹ not yet

## Lesson 13 Time to practise

### 1 How tall?

Write the measurements in the table in order from shortest to tallest. Write the children's names underneath the measurements.

1m 66cm

2m 14cm

1m 89cm

1m 52cm

shortest			tallest

### 2 Comparing sunflowers

Write sentences to compare the children's sunflowers. Use the *Word box* to help you.

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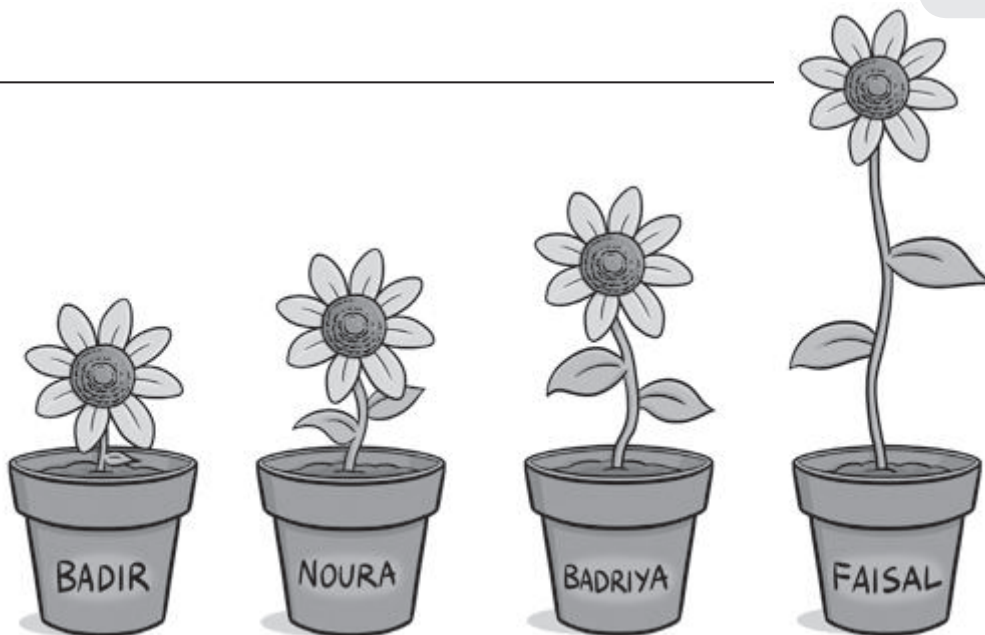
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#### Word box

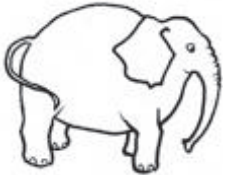


tallest  
shortest  
tall  
short  
taller  
shorter



## Lesson 14 Read and respond

### 1 The animals that tried

Fill in the chart to show what has happened in the story so far.

	Animal	Why did they think they would win?	How far did they count?
			
			
			

#### Animals

chimpanzee elephant water ox

#### Reasons

strong quick big

#### Counting

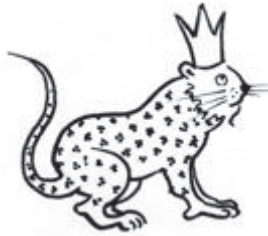
1, 2, 3, 4, 5

1, 2, 3, 4, 5, 6

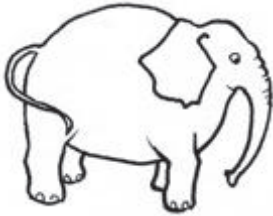
1, 2, 3, 4, 5, 6, 7, 8

## Lesson 15 Read and respond

### 1 Which character?



King  
Leopard



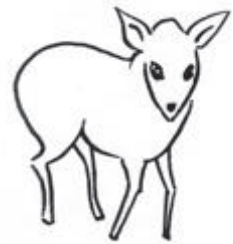
Elephant



Water Ox



Chimpanzee

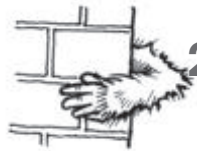


Little  
Antelope

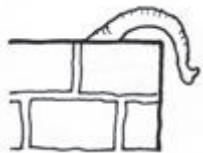
Read the clue. Write the name of the character.



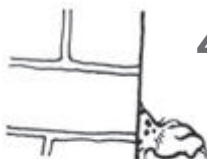
- 1 This animal has two horns. It was the **second** animal to throw the spear. \_\_\_\_\_



- 2 This animal can walk on two legs. It was the **third** animal to throw the spear. \_\_\_\_\_



- 3 This animal is big, heavy and grey. It was the **first** animal to throw the spear. \_\_\_\_\_



- 4 This animal is yellow with black spots. This animal said, 'It's time to choose a new king.'  
\_\_\_\_\_



- 5 This animal is small, quiet and clever. It won the contest and became the new king.  
\_\_\_\_\_

## Lesson 16 Read and respond

### 1 Missing words

Write the missing words. Use words from the *Word box*.

There \_\_\_\_\_ <sup>(1)</sup> a contest in the forest.

All the animals \_\_\_\_\_ <sup>(2)</sup>.

The king \_\_\_\_\_ <sup>(3)</sup>, 'Thank you for coming.

You \_\_\_\_\_ <sup>(4)</sup> throw this spear and quickly count to ten.

You must say "ten" before the spear hits the ground.

The winner of the contest will be the \_\_\_\_\_ <sup>(5)</sup> king.'

The elephant was the \_\_\_\_\_ <sup>(6)</sup> to try.

'I'm \_\_\_\_\_ <sup>(7)</sup> big,' he said. 'I think I can do it.'

#### Word box

came	said
first	very
must	was
new	

### ★ Challenge

Do you think Little Antelope will be a good king? Why or why not?

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**I can read, discuss and act out a story.**

😊 yes      😊 sometimes      😞 not yet

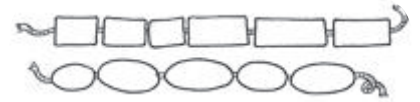


## Lesson 17 My learning

### 1 Counting patterns

Counting in twos is a counting pattern. Counting in tens is another counting pattern. Write the missing numbers in each pattern.

two four six \_\_\_\_\_ twelve



ten twenty \_\_\_\_\_ forty \_\_\_\_\_



These ones are more difficult! Can you do them?

twelve ten eight \_\_\_\_\_ two

one hundred ninety eighty \_\_\_\_\_ fifty

### 2 Describe the characters

Use words from the *Word box* to describe the characters.

King Leopard is the \_\_\_\_\_

Elephant is the \_\_\_\_\_

Water Ox is the \_\_\_\_\_

Chimpanzee is the \_\_\_\_\_

Little Antelope is the \_\_\_\_\_

#### Word box

biggest  
strongest  
smallest  
oldest  
quickest

**I can count in twos and tens.**

☺ yes      ☹ sometimes      ☹ not yet

**I can compare things using -er and -est words.**

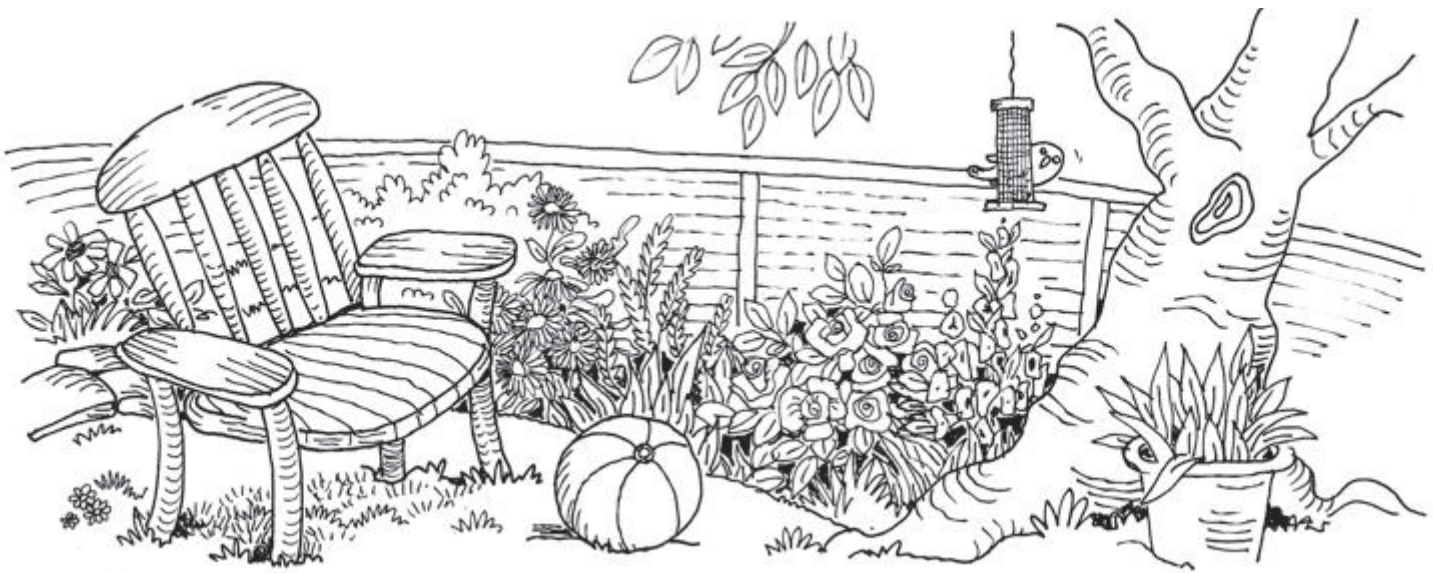
☺ yes      ☹ sometimes      ☹ not yet

# Bugs: Fact and fiction

## Lesson 1 Think about it

### 1 Where is the spider? Where are the ants?

Draw a spider, some ants, a butterfly and some bees in the picture.



Write about your picture. Use **on**, **under** or **near**.

For example: The spider is **on** the chair.

1 The spider \_\_\_\_\_.

2 The ants \_\_\_\_\_.

3 The butterfly \_\_\_\_\_.

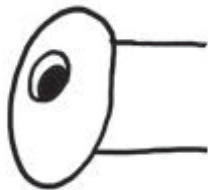
4 The bees \_\_\_\_\_.

## Lesson 2 New words

### 1 How to draw a cricket

Read and follow the instructions.

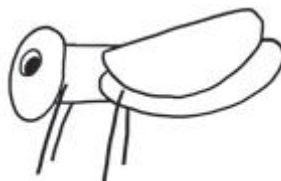
- 1 In the box below, draw a head, an eye, and the front of the body.



- 2 Draw the back of the body and a wing.



- 3 Draw four small front legs.



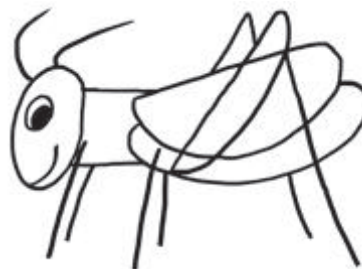
- 4 Draw two strong back legs.



- 5 Draw two long antennae and a smile.



- 6 Add labels to your cricket: antennae, wing, front leg, back leg.



antennae wing

front legs back legs

**I can name and describe bugs.**

😊 yes

😐 sometimes

😞 not yet

## Lesson 3 Find out more

### 1 Learn about crickets

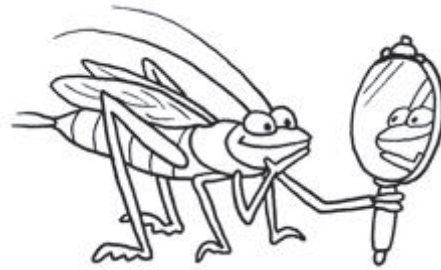
Look at the three **headings** in the text about crickets.

There is a sentence missing under each heading. Find each missing sentence at the bottom of the page. Write it in the space.

#### Crickets

##### What does a cricket look like?

A cricket has six legs, two wings and two antennae.



##### How do crickets move?

Crickets have wings, but most crickets do not fly.



##### How do crickets communicate?

Crickets 'sing' by rubbing their wings together. Crickets have different songs with different meanings.



#### Missing sentences:

Other crickets understand their songs.

Crickets are different colours and sizes.

Crickets jump. Their back legs are very strong.

## Lesson 4 Find out more

### 1 How are spiders and ants the same?

Write three sentences that are true for both spiders and insects.

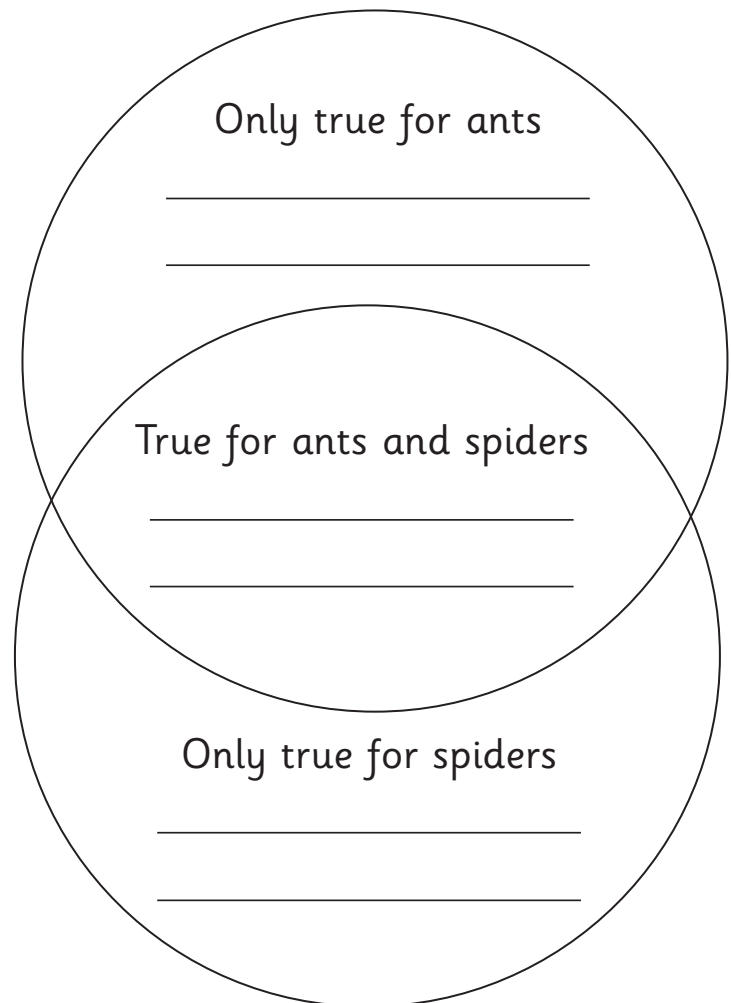
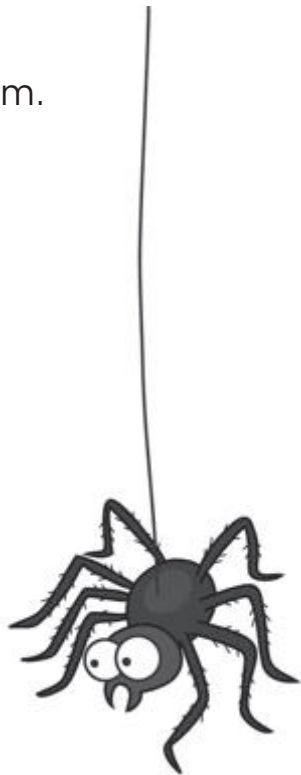
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### 2 Venn diagram

Write one fact from  
Activity 1 in  
each section  
of the Venn diagram.



**I can say how spiders and insects are similar and different.**

😊 yes

😊 sometimes

😞 not yet

# Lesson 5 Time to practise

## 1 Butterfly life cycle

Fill in the gaps to complete the butterfly life cycle.  
Use the *Word box* to help you.

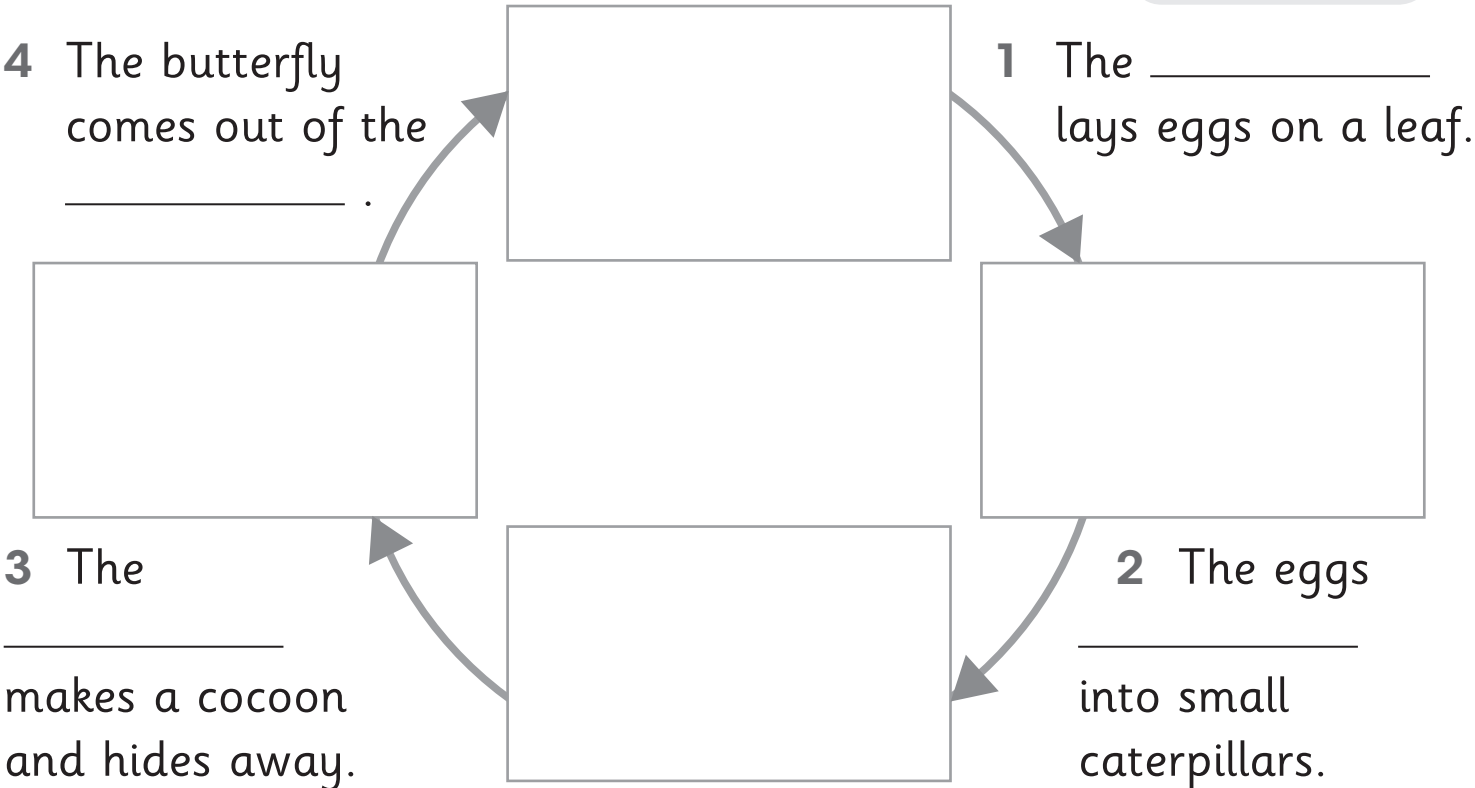
Word box

butterfly

cocoon

caterpillar

hatch



## 2 True or false?

Tick each statement to show if it is true or false.

	true	false
1 Butterflies have six legs.		
2 Butterflies lay small eggs on leaves.		
3 Caterpillars are always hairy and plain.		
4 Caterpillars do not like to eat.		
5 Butterflies have large wings.		
6 Butterflies have two antennae.		



## Lesson 6 My learning

### 1 Where is it?

Look at the picture. Can you see where the bug pictures are hidden?

Complete the sentences to show where the bug pictures are hidden.

The \_\_\_\_\_ picture is under the table.

The \_\_\_\_\_ picture is near the window.

The \_\_\_\_\_ picture is on the bookshelf.

The \_\_\_\_\_ picture is inside the cupboard.



### Word box

ant spider butterfly cricket

### 2 Describe it

Choose a bug. Finish the sentences to describe it. Use the *Word box* to help you. Read your sentences to a friend. Can they guess which bug it is?

### Word box

legs eyes  
antennae wings

It has \_\_\_\_\_ . It has \_\_\_\_\_ .

It has \_\_\_\_\_ . It lives \_\_\_\_\_ .

### I can describe insects and spiders.

😊 yes      😐 sometimes      ☹ not yet

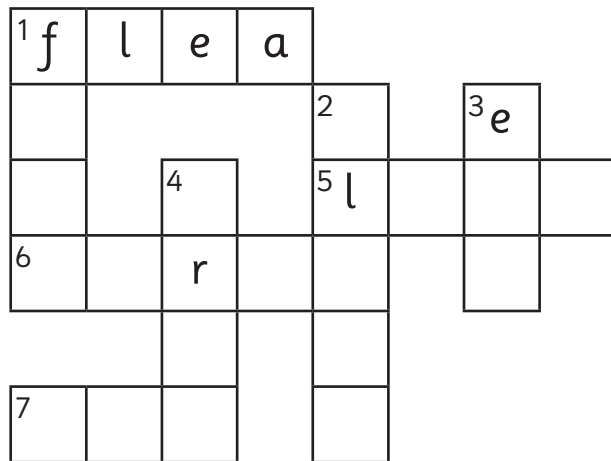
### I can say where things are.

😊 yes      😐 sometimes      ☹ not yet

## Lesson 7 Words and sounds

### 1 Crossword puzzle


Look at the clues. Write the words.



### Across →

- 1   
 5   
 6 **3**  
 7 

### Down ↓

- 1   
 2   
 3   
 4 

### ★ Challenge

Write some rhyming poems.

The words in the *Word box* will help you.

**1, 2, 3** I can see a \_\_\_\_\_.

**1, 2, 3** There's a bug on \_\_\_\_\_.

**1, 2, 3** There's a bug in \_\_\_\_\_.

### Word box

bee  
 flea  
 knee  
 me  
 tea  
 tree





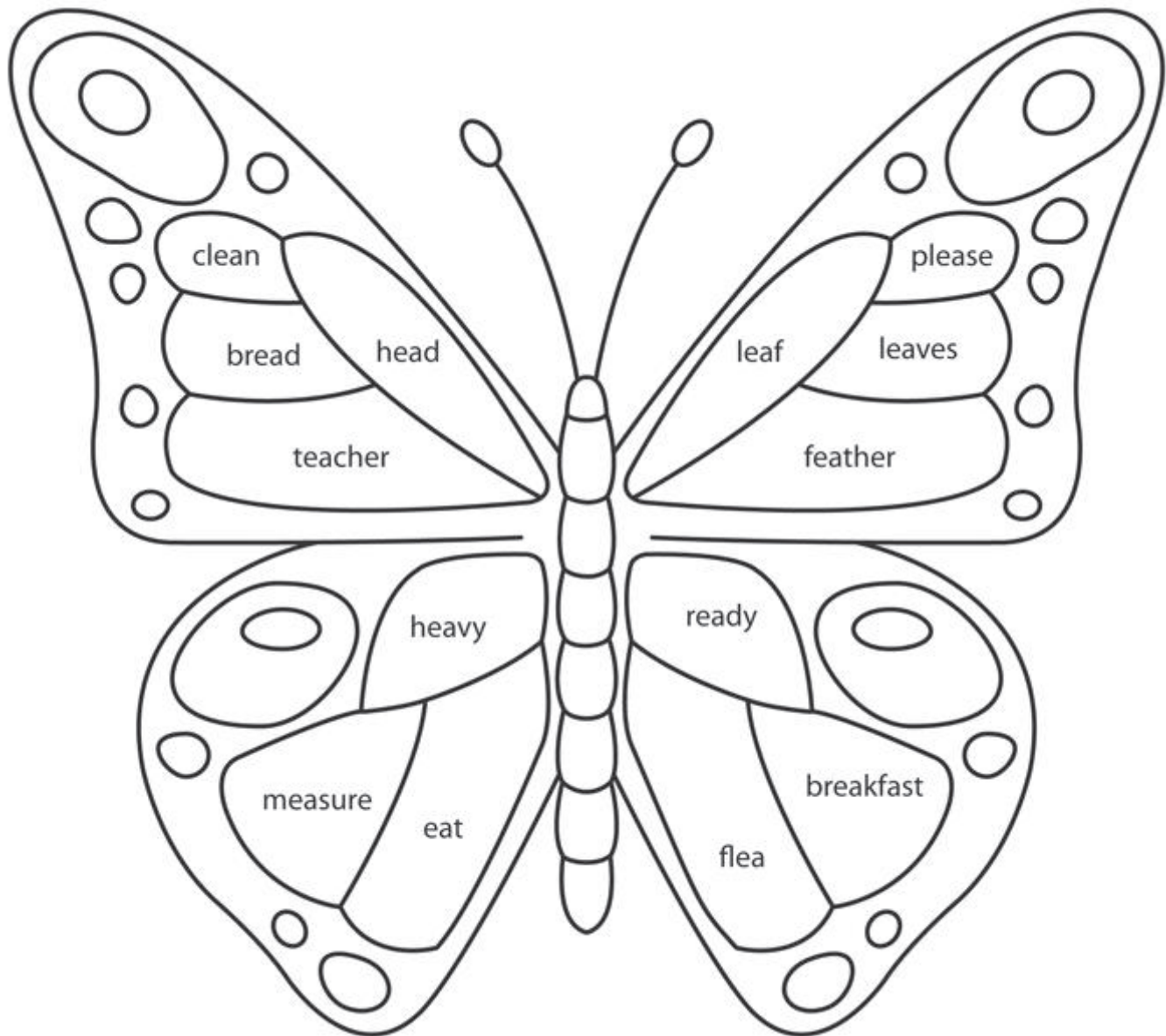
## Lesson 8 Use of English

### 1 Colour the butterfly

Look at the words on the butterfly's wings. Each word has the letters **ea**.

If the letters **ea** make a long **e** sound – like in **bee** – colour the space **green**.

If the letters **ea** make a short **e** sound – like in **bed** – colour the space **red**.



**I can read and write words with the long e sound.**

😊 yes


😊 sometimes

😞 not yet

## Lesson 9 Use of English

### 1 Facts about bugs

Make the sentences true about each bug.

1  Spiders eat **flowers** / **insects**.

2  Crickets haven't got **eyes** / **ears**.

3  A butterfly hasn't got **legs** / **a mouth**.

4  A bee makes **honey** / **silk**.

5  Ants live in **big** / **small** homes.

### 2 My favourite bug

Write about your favourite bug. Draw a picture.

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## Lesson 10 Read and respond

### 1 What's the question?

Look at the questions and answers about bugs. Part of each question is missing – the ants are carrying the missing words. Write the correct words in the spaces.

What do ... ?

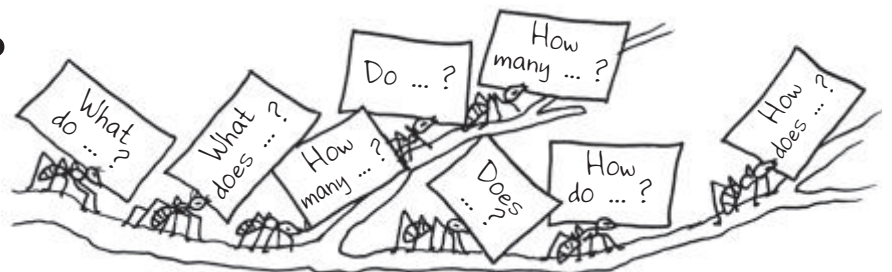
What does ... ?

How many — do ... ?

How many — does ... ?

How do ... ?

How does ... ?



What do crickets eat?

Crickets eat leaves, fruit and tiny insects.



<sup>1</sup> \_\_\_\_\_ a cricket 'sing'?

A cricket 'sings' by rubbing its wings together.



<sup>2</sup> \_\_\_\_\_ wings <sup>3</sup> \_\_\_\_\_ a bee have? A bee has four wings.



<sup>4</sup> \_\_\_\_\_ wings <sup>5</sup> \_\_\_\_\_ flies have? Flies have two wings.



<sup>6</sup> \_\_\_\_\_ a butterfly do at night?

At night, a butterfly sleeps under a leaf or branch.



<sup>7</sup> \_\_\_\_\_ insects smell?

Insects don't have noses. They use their antennae and feet to smell things.

## Lesson 11 Writing

### 1 Making cards

Use the *Word boxes* to help you build your questions.

#### Language tip



Only one?  
Use **Does**.

**Does a butterfly jump?**



Two or more?  
Use **Do**.

**Do ants bite?**

#### Question starters

Does ... ?

What does ... ?

How does ... ?

How many ... ?

Do ... ?

What do ... ?

How do ... ?

#### Bugs

spiders

butterflies

silkworms

ants

bees

crickets

Plan your four questions and answers here:

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#### Bug body parts

legs

wings

antennae

body

eyes

#### bug actions

bite

fly

jump

make a noise

lay eggs

climb

**I can write questions and answer them.**

☺ yes

☹ sometimes

☹ not yet

## Lesson 12 My learning

### 1 Word search

#### Word box

knee she tea bee  
eat me flea leaf

Find the words with a long **e** sound in the word search. The words go across (→) and down (↓).

f	z	b	t	a	h	s
o	t	e	a	b	m	h
j	c	e	k	n	e	e
s	f	g	l	q	a	i
d	l	e	a	f	t	x
m	e	k	y	c	b	n
p	a	r	u	a	w	e

### 2 What's the question?

Fill in the question words to complete these questions. Use the *Word box* to help you.

- \_\_\_\_\_ eyes does a spider have?
- \_\_\_\_\_ crickets hear?
- \_\_\_\_\_ a bee help people?
- \_\_\_\_\_ a butterfly have a mouth?
- \_\_\_\_\_ a silkworm do to help people?
- \_\_\_\_\_ butterflies have two antennae?

#### Word box

Does  
What does  
How do  
How does  
How many  
Do

**I can write questions and answer them.**

☺ yes      ☹ sometimes      ☹ not yet

**I can identify words with a long *e* sound.**

☺ yes      ☹ sometimes      ☹ not yet

## Lesson 13 Read and respond

### 1 Match the sentence halves

Draw lines to match the sentence halves.

- |                                   |                     |
|-----------------------------------|---------------------|
| 1 Little Ant and her mother lived | to go home          |
| 2 Little Ant went                 | a beetle and a worm |
| 3 Little Ant played with          | under the ground    |
| 4 The weather was                 | outside             |
| 5 Little Ant wanted               | cold                |

### 2 What happened?

Write 1, 2, 3 and 4 to show which thing happened first, second and third in the story.

Little Ant called to a mouse.

‘Mouse, Mouse! I need help. Please lift up the leaf.  
It’s cold and I have to go home.’

☐

Little Ant called to a dog.

‘Dog, Dog! I need help. Please lift up the leaf.  
It’s cold and I have to go home.’

☐

‘Leaf, please get off me,’ said Little Ant.

‘I have to go home.’

But the leaf didn’t move.

☐

Little Ant called to a cat.

‘Cat, Cat! I need help. Please lift up the leaf.

It’s cold and I have to go home.’

☐

## Lesson 14 Read and respond

### 1 Little Ant's problem

Think about the story of Little Ant. Read the questions. Write your answers.

1 What fell on Little Ant? \_\_\_\_\_

2 Little Ant asked a mouse, a cat and a dog for help.

Did they help Little Ant? \_\_\_\_\_

### 2 The solution

Cousin Flea helped Little Ant! Finish the sentences.

Write the past tense of the verb in brackets on the line.

1 Cousin Flea \_\_\_\_\_ the dog. (bite)

2 The dog \_\_\_\_\_ the cat. (scare)

3 The cat \_\_\_\_\_ the mouse. (chase)

4 The mouse \_\_\_\_\_ the leaf. (lift)

5 Little Ant \_\_\_\_\_ home to her mother. (run)



## Lesson 15 Read and respond

### 1 My story

Plan your own story about an animal that gets stuck.

Think about the Little Ant story to help you.

Use this story map to help you.

Draw pictures and write words or sentences.

<p>Who is your character?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Who do they ask for help?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What falls on them?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Who helps them in the end?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Tell your ideas to a partner.

**I can read, discuss and act out a story.**

😊 yes

😊 sometimes

😞 not yet



## Lesson 16 Listening

### 1 Complete it

Complete the dialogue by filling in the missing words.

**Reem:** Noura, please can you \_\_\_\_\_ me bake some cookies?  
(**help / show**)

**Noura:** Yes, I \_\_\_\_\_ but I must finish my homework first.  
(**can't / can**)

**Reem:** Ok, \_\_\_\_\_ you. I'll get the things we need.  
(**please / thank**)

**Teacher:** Let's tidy the classroom! Ali, please can you \_\_\_\_\_  
the pens in the box? (**help / put**)

**Ali:** Yes, of course. Hammad, \_\_\_\_\_ you help me? (**can / is**)

**Hammad:** Yes, sure.

**Ali:** \_\_\_\_\_ can you get the box? I'll start picking up the pens.  
(**Thank you / please**)

### 2 Can you help me?

Write your own dialogue asking for help.

Use the *Word box* to help you.

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#### Word box

help  
can  
please  
thank you  
of course  
sure  
I'm sorry  
I can't

## Lesson 17 My learning

### 1 Character anagrams

Can you remember all the characters from the Little Ant story?  
Unjumble them and write them down.

1 usemo \_ \_ \_ \_ \_

2 atc \_ \_ \_

3 ogd \_ \_ \_

4 itteL Atn  
\_ \_ \_ \_ \_  
\_ \_ \_

5 t'sAn erthmo

\_ \_ \_ \_ \_  
\_ \_ \_ \_ \_

6 tlebee \_ \_ \_ \_ \_

7 ormw \_ \_ \_ \_

8 eafl \_ \_ \_ \_

### 2 Match the verbs

Draw lines to match the verbs to their past simple form.

bite

lift up

shiver

scare

blow

chase

blew

shivered

lifted up

chased

scared

bit

**I can read, discuss and act out a story.**

😊 yes      😊 sometimes      😞 not yet

**I can match past and present tense verbs.**

😊 yes      😊 sometimes      😞 not yet

## Lesson 18 Use of English

### 1 A bug and a boy

Choose a bug. Fill in the table to compare the bug and a boy.

Draw how they look.

**A bug**

**A boy**



How many legs?

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How many arms?

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How many eyes?

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Do they have wings?

---

---

Do they have antennae?

---

---

Where do they live?

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---

What do they eat?

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What can they do?

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What can't they do?

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# Unit 7

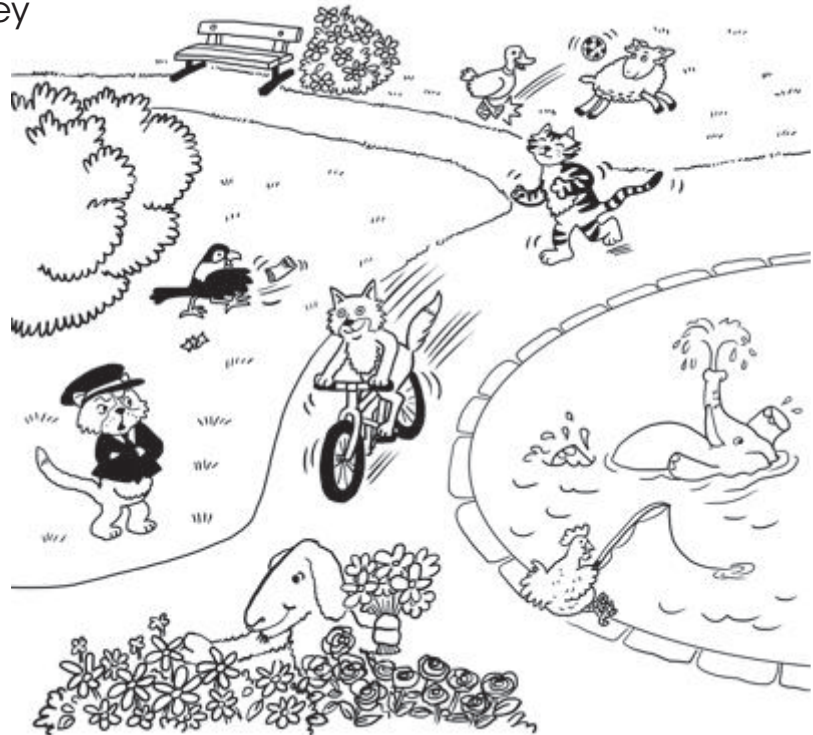
## Our green earth

### Lesson 1 Think about it

#### 1 No, no, no!

The animals are being bad. Circle the animals who are breaking rules.  
Draw a line to the rule that they are breaking

- 1 No cycling.
- 2 Don't drop litter!
- 3 No swimming.
- 4 No fishing.
- 5 No running.
- 6 Don't pick flowers!
- 7 No ball games.



#### ★ Challenge

Make a sign for your classroom.  
Write a rule.



## Lesson 2 New words

### 1 Word puzzle

Find and circle the words in the puzzle.

Some words go from left to right, like this: **S A N D W I C H**

Some words go from top to bottom, like this:

**S  
I  
G  
N**

R	N	X	S	G	C	T	Y
U	O	B	I	N	Y	E	F
L	G	Q	G	A	C	F	I
E	R	U	N	B	L	H	S
S	A	N	D	W	I	C	H
P	S	D	J	S	N	K	I
K	S	Z	V	R	G	X	N
L	I	T	T	E	R	W	G



**I can talk about rules.**

☺ yes

☺ sometimes

☹ not yet

## Lesson 3 Find out more

### 1 Wood from trees

Trees give us wood. How do people use wood?

We use wood to make \_\_\_\_\_ .

We use wood to make \_\_\_\_\_ .

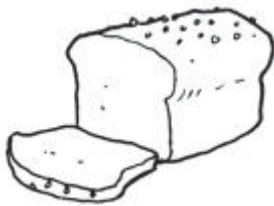
We use wood \_\_\_\_\_ .

### 2 Food from trees

Circle four foods that come from trees.



apple



bread



pear



potatoes



orange juice



nuts

### ★ Challenge

Write one new fact you learned about trees.

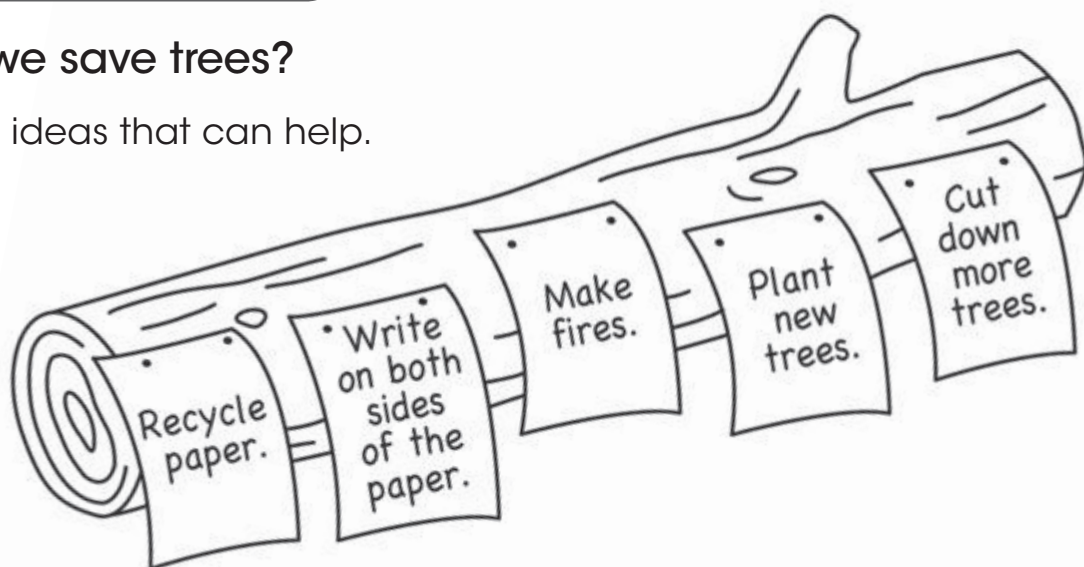
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## Lesson 4 Find out more

### 1 How can we save trees?

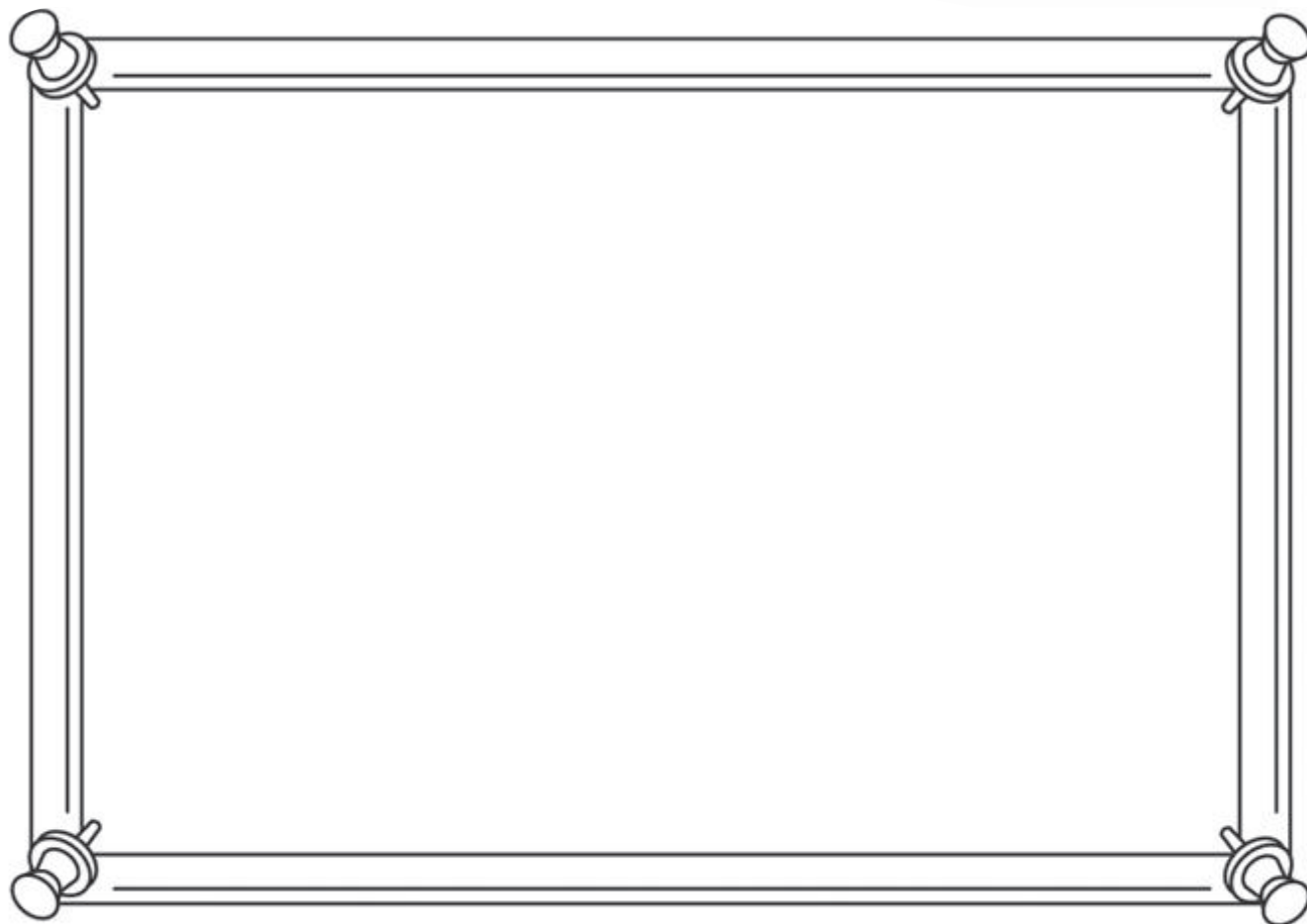
Circle three ideas that can help.



### 2 My promise

What will you do to save tree?

Make a poster about your promise.



## Lesson 5 Time to practise

### 1 Write

Work with a partner. Write three ways your school can reduce the amount of paper they use.



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**I can talk about trees and why they are important.**

😊 yes

😊 sometimes

😞 not yet



## Lesson 6 My learning

### 1 Rules at school

What rules do you have at school? Complete the sentences.

At school we can \_\_\_\_\_ .

At school we can \_\_\_\_\_ .

At school we mustn't \_\_\_\_\_ .

At school we mustn't \_\_\_\_\_ .

### 2 Tree vocabulary and facts

Fill in the labels. Use the *Word box* to help you.

#### Word box

leaves	branches
roots	nest
bird	soil
grass	wood

What are trees used for?

Write three facts.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Lesson 7 Words and sounds

### 1 Find the long o sounds

Read the story. Circle all the words with the long o sound.

#### The clever crow

An old crow is looking for water to drink.

He sees a hole in the ground.

At the bottom of the hole, there is some water!

The crow can't reach the water.

The crow thinks and thinks.

'I know what to do!' he says.

There are lots of little stones on the ground.

The crow throws a stone in the hole.

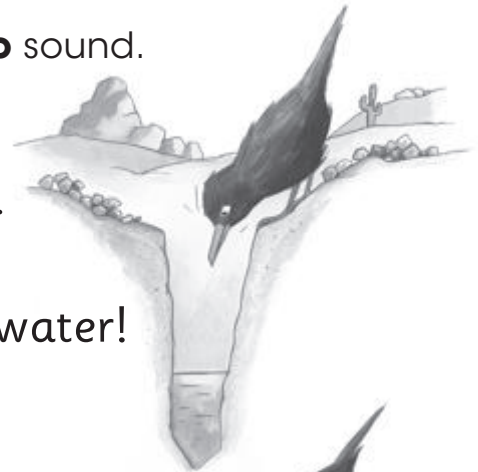
He throws lots of stones in the hole.

Slowly, the hole fills with stones.

The water in the hole gets higher and higher.

Finally, the crow can reach the water.

He drinks and drinks.



### ★ Challenge

Make a sentence with these words.

crow

The

very

clever.

old

was

## Lesson 8 Words and sounds

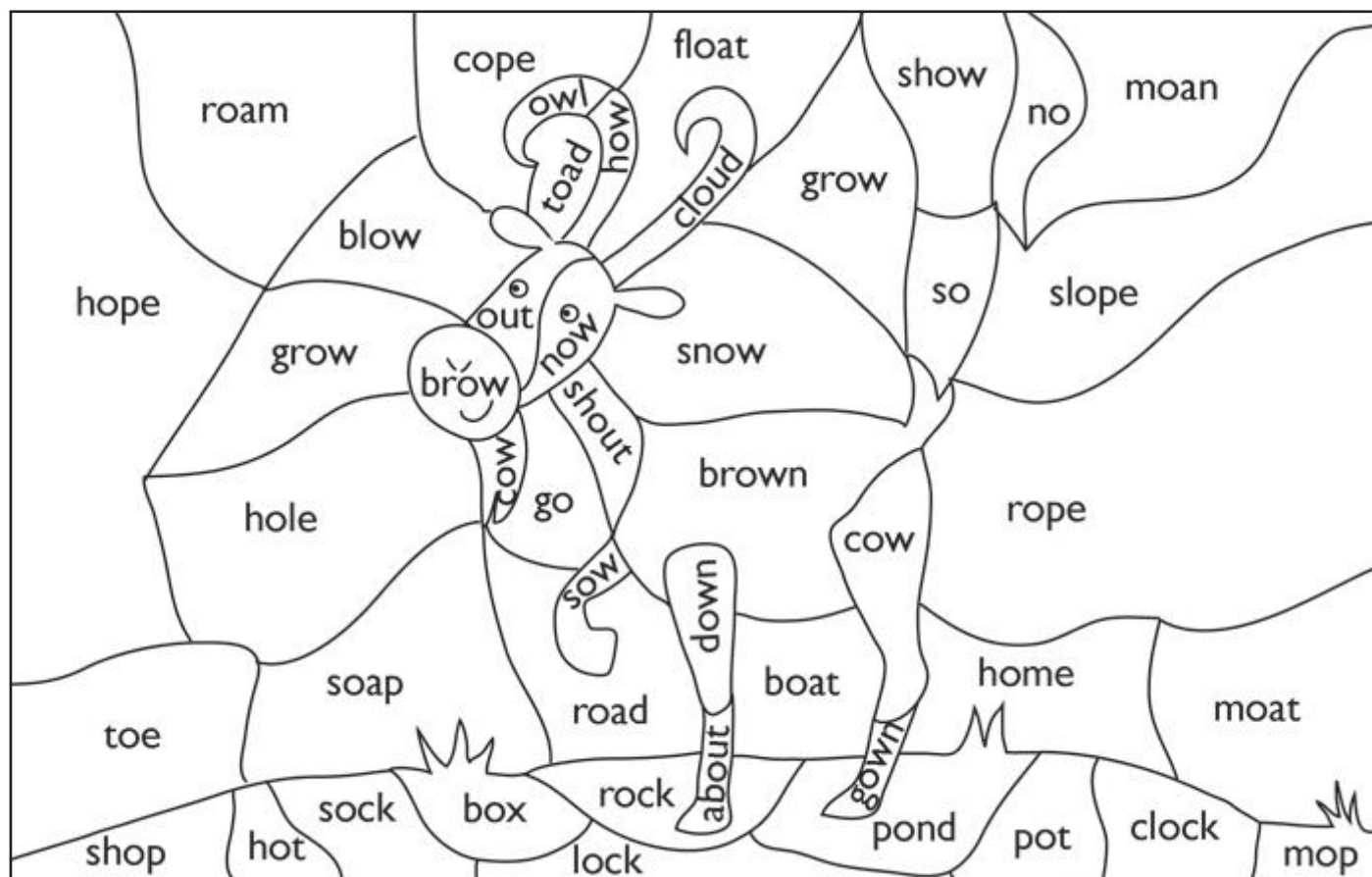
### 1 Mystery picture

Read each word in a shape.

If the word has the **long o** sound, colour the shape **blue**.

If the word has the **short o** sound, colour the shape **green**.

If the word has the **ow** sound in **how**, colour the shape **brown**.



The mystery picture is a brown \_\_\_\_\_ .

**I can read words with the long o sound and the spelling ow.**

😊 yes

😐 sometimes

😞 not yet

## Lesson 9 Use of English

### 1 Buying plants

Read the conversations. Write the missing words.

Use words from each *Word box*.

#### Word box

what these this or which

#### Conversation 1

**Boy:** What's this?

**Dad:** \_\_\_\_\_ is a bean plant.

**Boy:** \_\_\_\_\_ are these?

**Dad:** \_\_\_\_\_ are carrot plants.

\_\_\_\_\_ do you like better, beans \_\_\_\_\_ carrots?



#### Conversation 2

**Boy:** Look at that tree in the square pot!

**Dad:** Yes. \_\_\_\_\_ is a lemon tree.

**Boy:** \_\_\_\_\_ are those trees in the round pots?

**Dad:** \_\_\_\_\_ are orange trees.



#### Word box

what that those

## Lesson 10 Writing

### 1 What must you do?

Look at the picture. Put the words in the correct order.  
Write the sentence.

#### Writing tip

Don't forget  
– a sentence  
begins with a  
capital letter  
and ends with  
a full stop.

1



hole.      a      dig

You must \_\_\_\_\_

2



the plant      in      put      the hole.

You must \_\_\_\_\_

3



the hole      You      fill      with soil.  
must

\_\_\_\_\_

4



must      You      the plant.      water

\_\_\_\_\_



## Lesson 11 Speaking

### 1 Buying fruit

Number the dialogue to put in the correct order. The first one has been done for you.

\_\_\_ Fruit seller: Anything else? I have these great bananas.

\_\_\_ Woman: Yes please I would like some of those nice pears.

\_\_\_ Woman: Yes, those bananas do look great, I'll have some.

1 Fruit seller: Would you like to buy some fruit?

### 2 Fruit

Draw lines to match the words to the correct fruits.

1 bananas

2 oranges

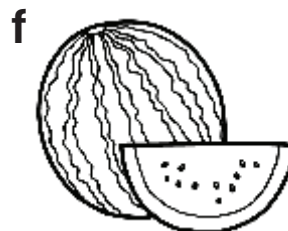
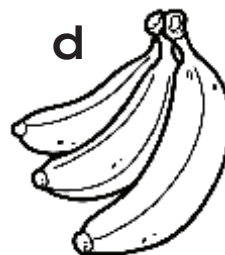
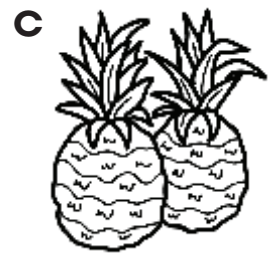
3 watermelons

4 mangoes

5 pineapple

6 pears

7 lychees



**I can go shopping for plants and fruit.**

☺ yes

☺ sometimes

☹ not yet

# Lesson 12 My learning

## 1 Word sort challenge

Can you sort all of the words from the *Word box* into the three boxes?

Word box

hope

shop

about

own

show

mop

shout

blow

hot

down

float

no

clock

now

grow

sock

sow

snow

rope

pot

out

hole

box

go

cloud

brown

pond

toe

lock

cow

grow

home

boat

soap

rock

brow

so

moat

grown

Words with a long <b>o</b> sound	Words with a short <b>o</b> sound	Words with an <b>ow</b> sound like how

I can use words with o and ow sound

I can use this, that, these and those

😊 yes

😐 sometimes

☹ not yet

## Lesson 13 Read and respond

### 1 Map study

Wangari was born in **Kenya**. She went to school in the **United States** and then **Germany**. Then she came back to Kenya.

Write the names on this map. Draw arrows to show the route Wangari travelled.





## Lesson 14 Read and respond

### 1 Planting a little tree

Put the letters in the correct order. Write the numbers on the picture.

**1** r e e t      t \_\_\_\_\_

**2** o i l s      s \_\_\_\_\_

**3** e l h o      h \_\_\_\_\_

**4** r e t a w      w \_\_\_\_\_

### 2 Wangari Maathai Quiz

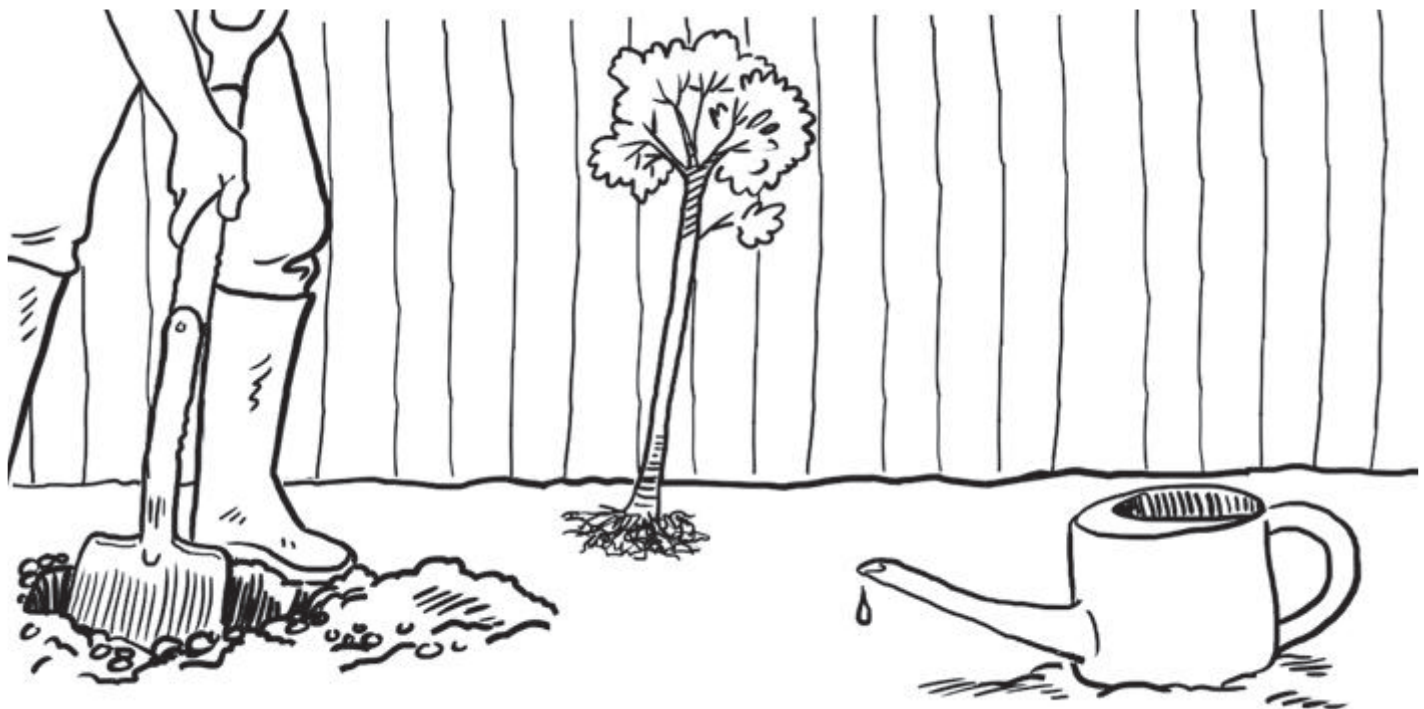
Answer these questions about Wangari Maathai.

**1** Where was Wangari born?

\_\_\_\_\_ .

**2** Why did Wangari leave Kenya?

\_\_\_\_\_ .



## Lesson 15 Time to practise

### 1 What happened first? What happened next?

Work with your partner to put these sentences in order.



\_\_\_ Wangari planted the seeds and watered them.



1 Wangari took seeds from the trees.



\_\_\_ The trees grew big. Fruit grew on the trees.



\_\_\_ Wangari gave the little trees to women and children in her village.



\_\_\_ Together they planted many rows of trees.

**I can read and discuss a biography.**

☺ yes

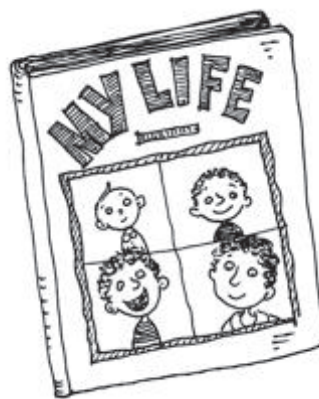
☺ sometimes

☹ not yet

## Lesson 16 Think about it

### 1 Your autobiography

An autobiography is the story of your life.  
Write your autobiography.



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Draw a picture of how you will look when you are grown up!



## Lesson 17 My learning

### 1 Write about your hero

1 My hero is ... \_\_\_\_\_

2 Circle a word to describe your hero

kind brave clever funny friendly

3 He / she is my hero because ... \_\_\_\_\_

Use these words to help you care make know help do

4 This is a picture of my hero being great:

The image shows two rectangular boxes with rounded corners and a double-line border. Each box has a small pencil icon in the top-left corner. The left box is empty. The right box contains ten horizontal lines for writing.

**I can talk about someone's life.**

😊 yes

😊 sometimes

😞 not yet

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