

# Let's count and measure

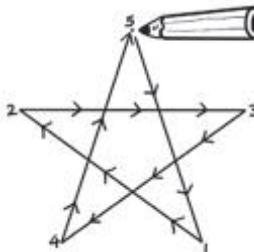
## Lesson 1 Read and listen

### 1 Read and draw

Read the instructions below.



How to  
draw  
a star




1 2 3 4 5 6 7 8 9 10

Start at the bottom of the chart.

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

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

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

## Lesson 2 New words

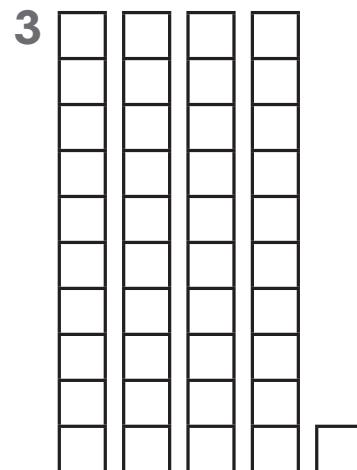
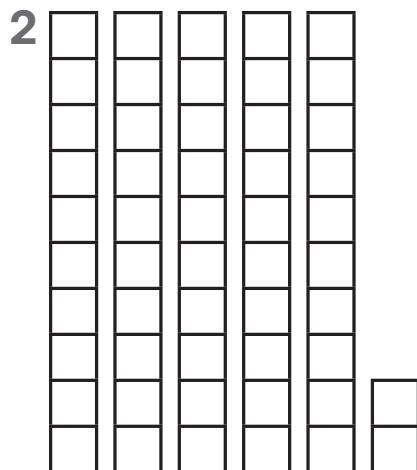
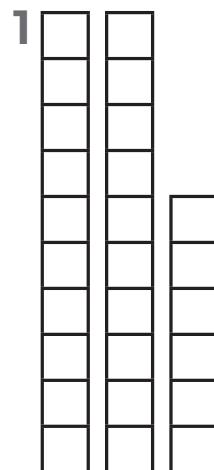
### 1 Count and write

How many cubes are there? Write the number.

Write the words.

Tip

Each stack has  
10 cubes.



26 twenty-six

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### 2 What time is it?

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

1 It's six o'clock.



e



2 It's nine o'clock.



d



f



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



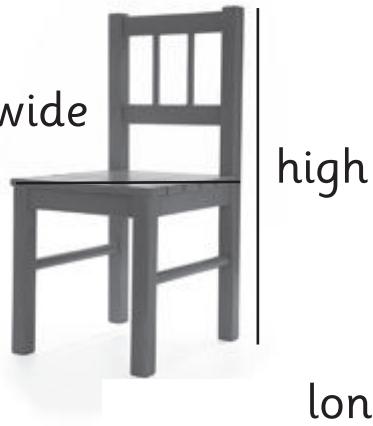
hand



arm

1 How **high** is your chair?

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



2 How **wide** is your chair?

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



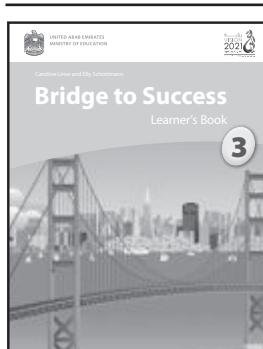
3 How **long** is your arm?

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



4 How **long** is your pencil?

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



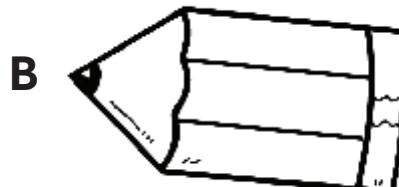
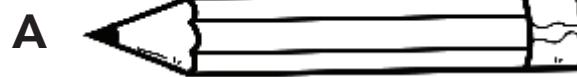
5 How **wide** is your book?

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

## Lesson 4 Time to practise

### 1 Measuring with a ruler

Use a centimetre ruler to measure the pencils.



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.

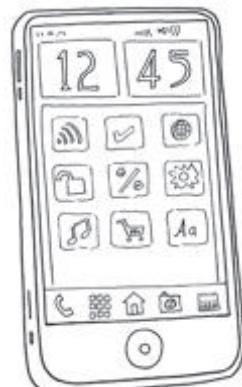
2 Estimate how **long** the phone is. \_\_\_\_\_

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 \_\_\_\_\_

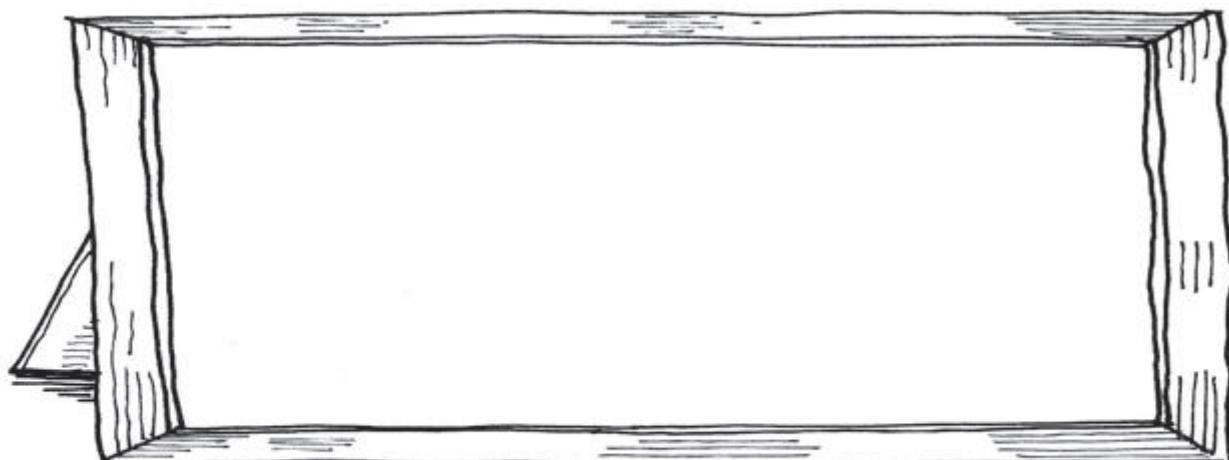
#### Challenge

- 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

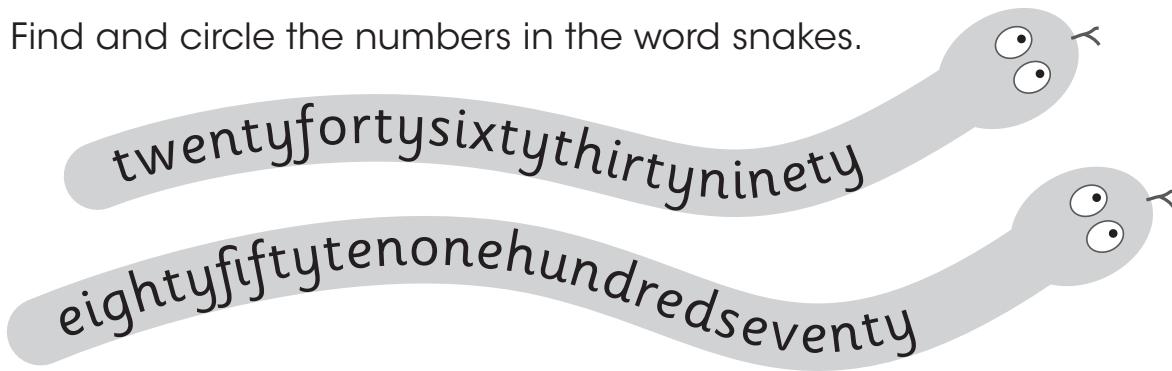
Draw the people in the poem. Write their ages.



## 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 \_\_\_\_\_

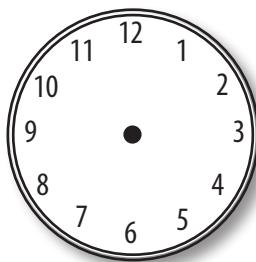
30 \_\_\_\_\_

80 \_\_\_\_\_

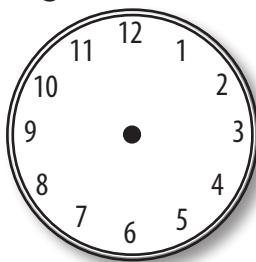
### 2 Show the time

Draw hands on the clock faces to show the times.

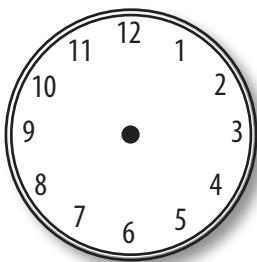
a two o'clock



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

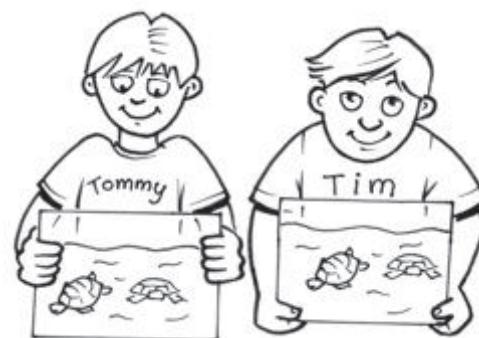
\_\_\_\_\_ Fran's friend.



**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

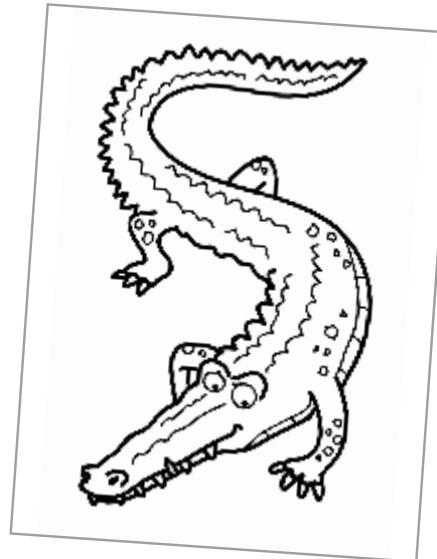
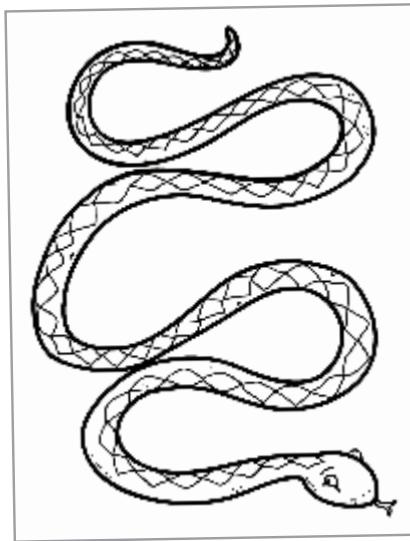
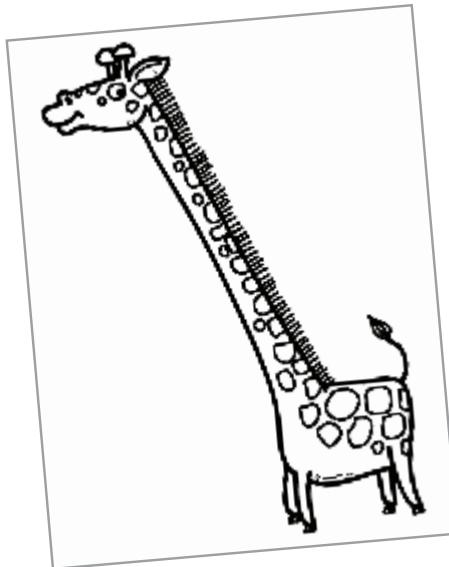
☹ not yet

## 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 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?

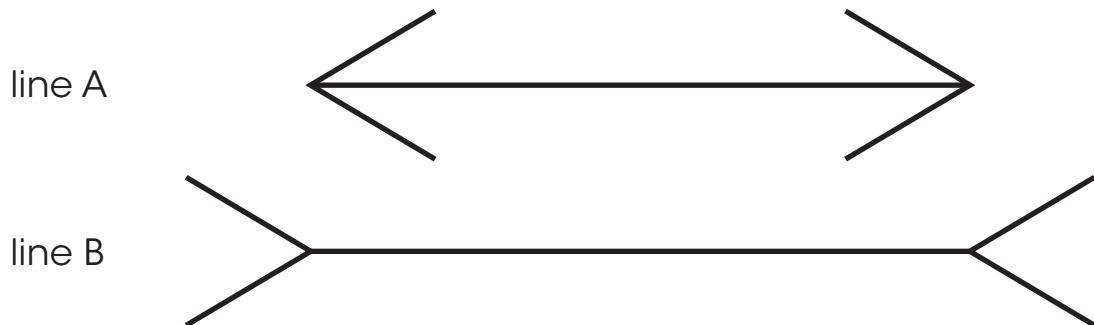
He \_\_\_\_\_ Birbal was very **clever / scared**.

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?

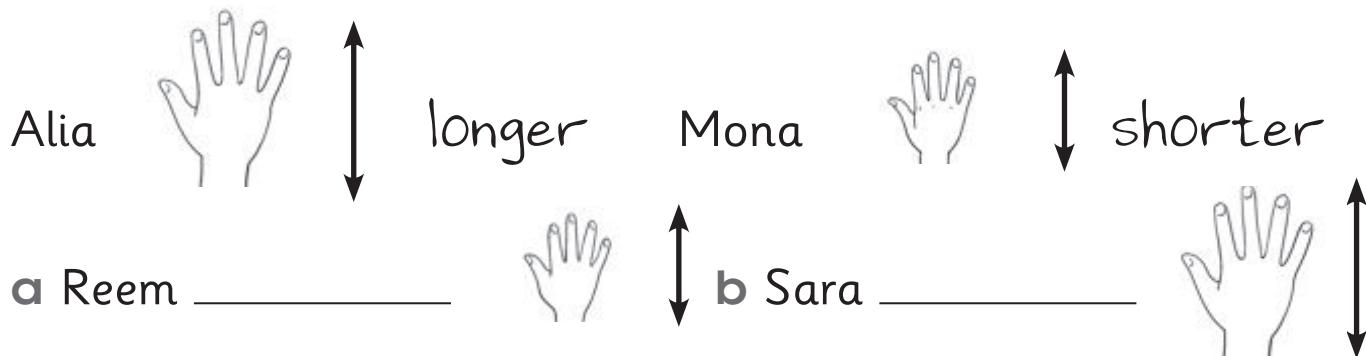


## Lesson 11 Use of English

### 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,



### 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 \_\_\_\_\_.

Alia

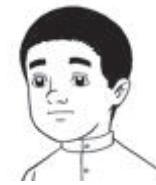
Mona

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



#### Word box

happy	big
noisy	small



Ali

Waleed

Saif

Jamal

### 3 Higher and lower

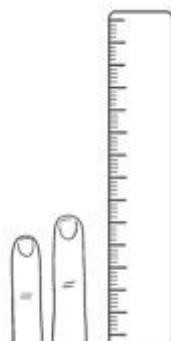
Take a ruler and measure two of your fingers.

Write the numbers in centimetres.

Which number is higher? Which is lower?

4 cm = lower

5 cm = 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 ...

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#### 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.

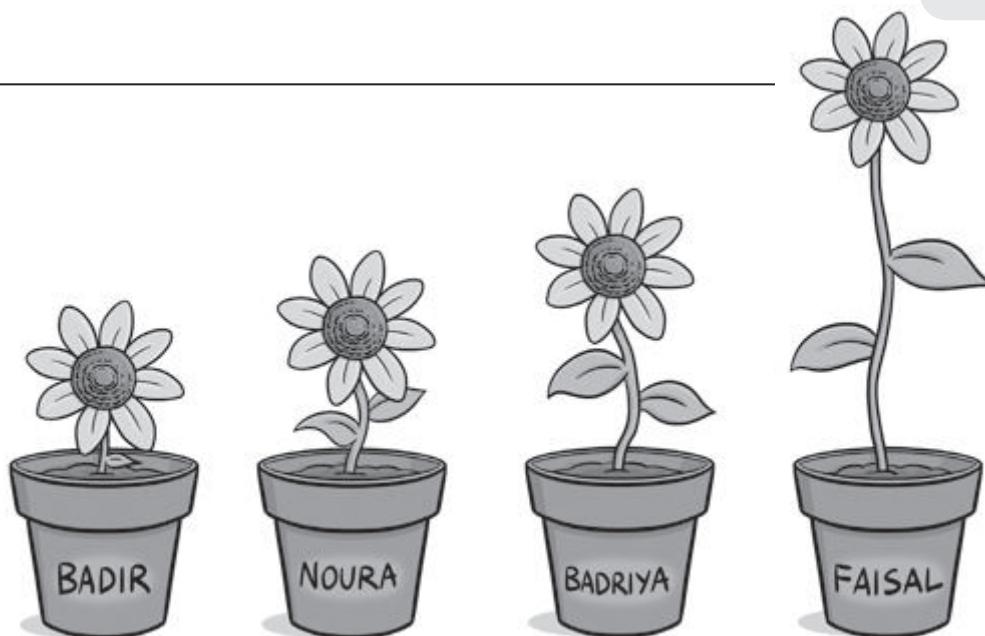
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#### Word box

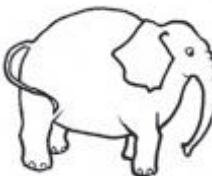
tallest  
shortest  
tall  
short  
taller  
shorter



## 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

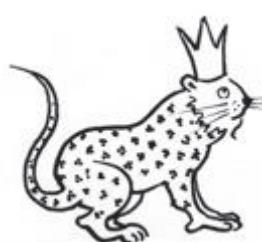
1, 2, 3, 4, 5

1, 2, 3, 4, 5, 6

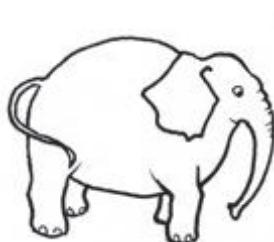
1, 2, 3, 4, 5, 6, 7, 8

## Lesson 15 Read and respond

### 1 Which character?



King  
Leopard



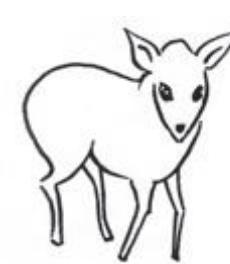
Elephant



Water Ox

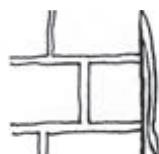


Chimpanzee

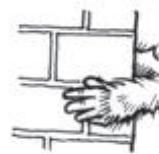


Little  
Antelope

Read the clue. Write the name of the character.



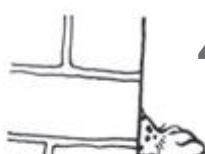
1 This animal has two horns. It was the **second** animal to throw the spear. \_\_\_\_\_



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

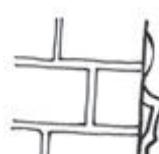


3 This animal is big, heavy and grey. It was the **first** animal to throw the spear. \_\_\_\_\_



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.

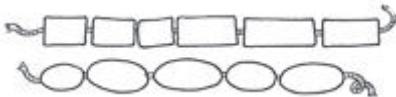
☺ yes      ☹ sometimes      ☹ not yet

## Lesson 17 My learning

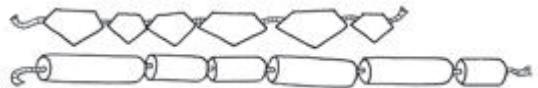
### 1 Counting patterns

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 \_\_\_\_\_

#### Word box

biggest  
strongest  
smallest  
oldest  
quickest

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

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

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

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

#### 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.

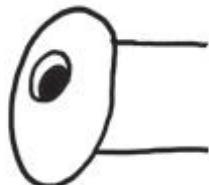
- 1 The spider \_\_\_\_\_.
- 2 The ants \_\_\_\_\_.
- 3 The butterfly \_\_\_\_\_.
- 4 The bees \_\_\_\_\_.

## Lesson 2 New words

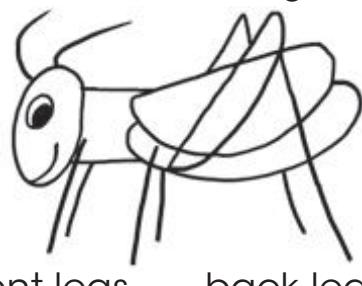
### 1 How to draw a cricket

Read and follow the instructions.

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



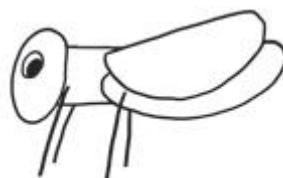
antennae wing



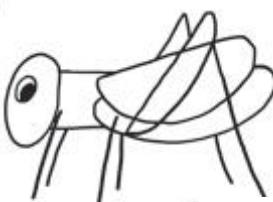
- 2 Draw the back of the body and a wing.



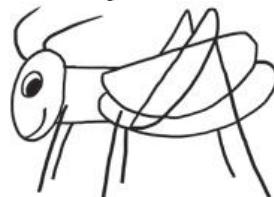
- 3 Draw four small front legs.



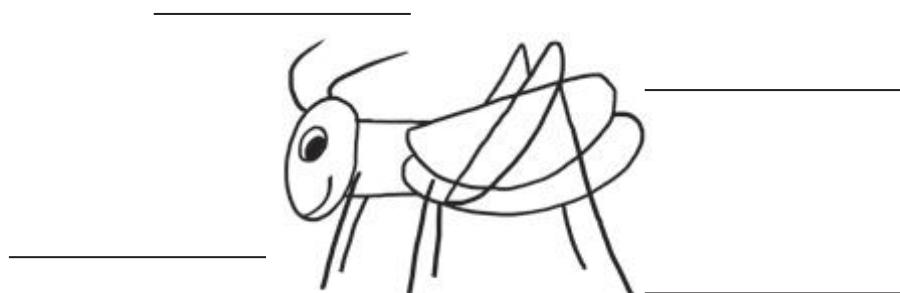
- 4 Draw two strong back legs.



- 5 Draw two long antennae and a smile.



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



I can name and describe bugs.

☺ yes

☺ sometimes

☹ not yet

## Lesson 3 Find out more

### 1 Learn about crickets

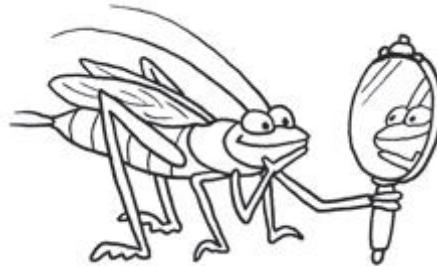
Look at the three **headings** in the text about crickets.

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

#### Crickets

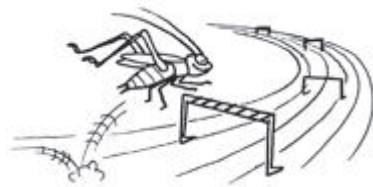
##### What does a cricket look like?

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.

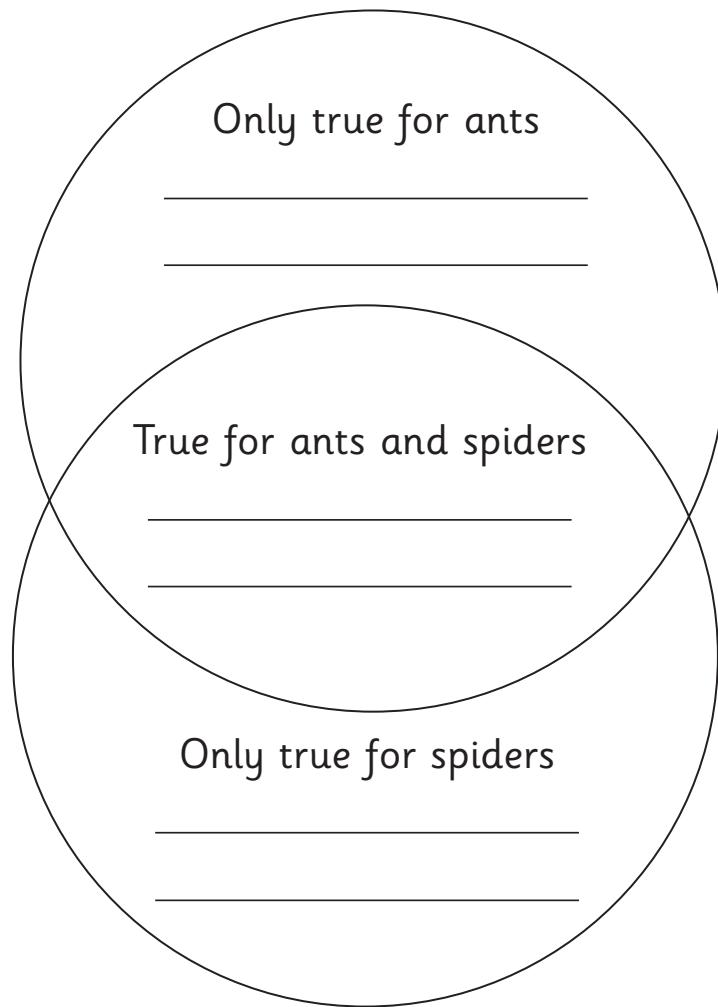
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### 2 Venn diagram

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

4 The butterfly  
comes out of the  
\_\_\_\_\_.

1 The \_\_\_\_\_  
lays eggs on a leaf.

3 The  
\_\_\_\_\_  
makes a cocoon  
and hides away.

2 The eggs  
\_\_\_\_\_  
into small  
caterpillars.

### 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.

### 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?

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

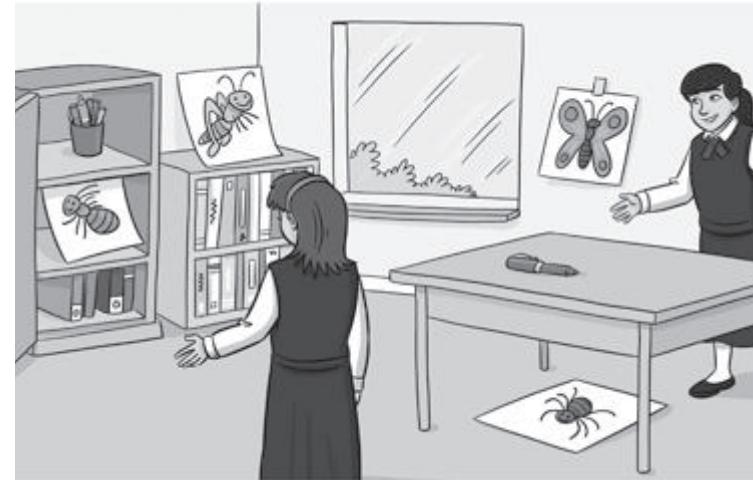
It has \_\_\_\_\_.

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

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

### Word box

legs      eyes  
antennae      wings



### I can describe insects and spiders.

☺ yes      ☹ sometimes      ☹ not yet

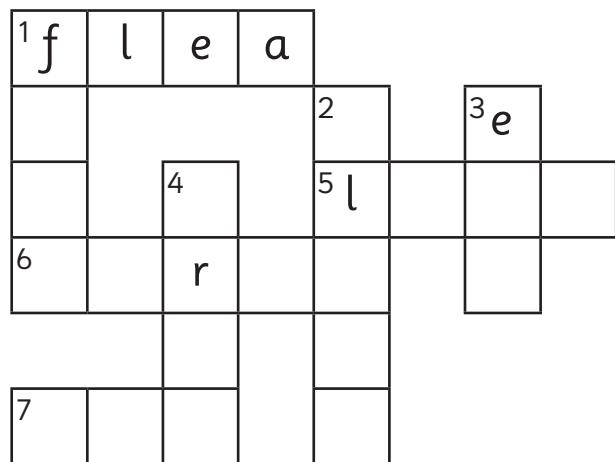
### I can say where things are.

☺ yes      ☹ sometimes      ☹ not yet

## Lesson 7 Words and sounds

### 1 Crossword puzzle

Look at the clues. Write the words.



Across →



Down ↓



### 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



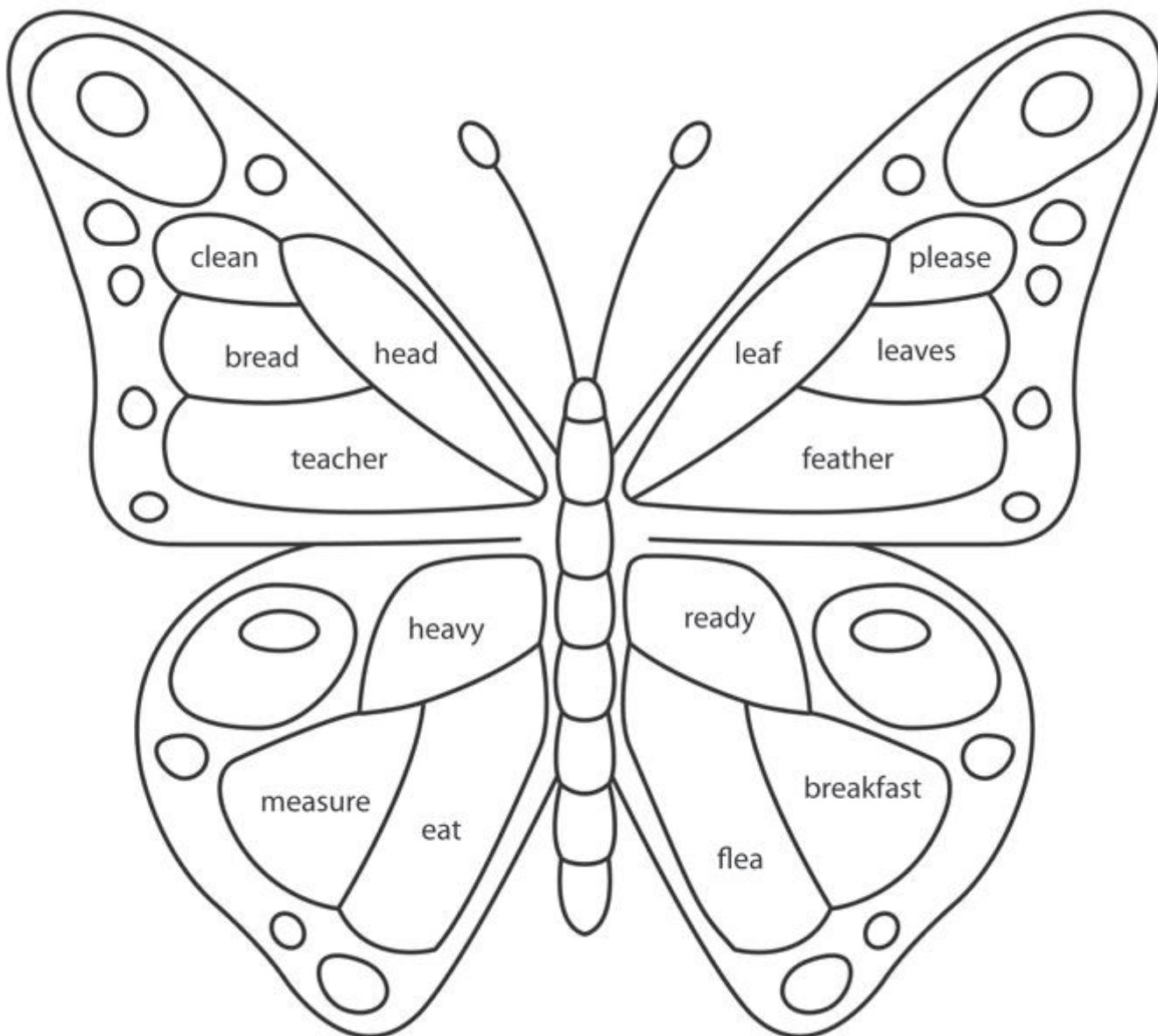
## Lesson 8 Use of English

### 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.

## 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 ... ?

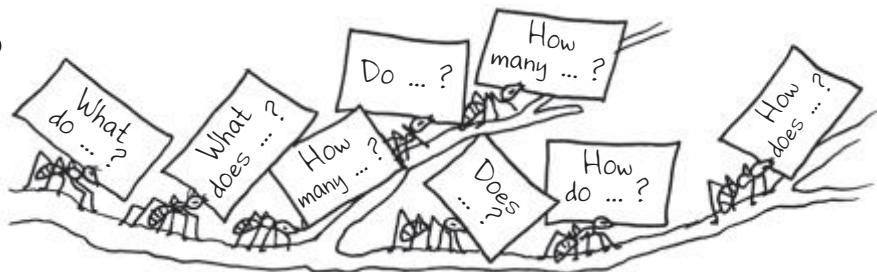
What does ... ?

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

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**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.

- 1 \_\_\_\_\_ eyes does a spider have?
- 2 \_\_\_\_\_ crickets hear?
- 3 \_\_\_\_\_ a bee help people?
- 4 \_\_\_\_\_ a butterfly have a mouth?
- 5 \_\_\_\_\_ a silkworm do to help people?
- 6 \_\_\_\_\_ 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.

smiley face icon 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, **can** 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 \_\_\_\_\_

5 t'sAn erthmo \_\_\_\_\_

2 atc \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 ogd \_\_\_\_\_

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

4 itteL Atn

7 ormw \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8 eafl \_\_\_\_\_

### 2 Match the verbs

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

bite

blew

lift up

shivered

shiver

lifted up

scare

chased

blow

scared

chase

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

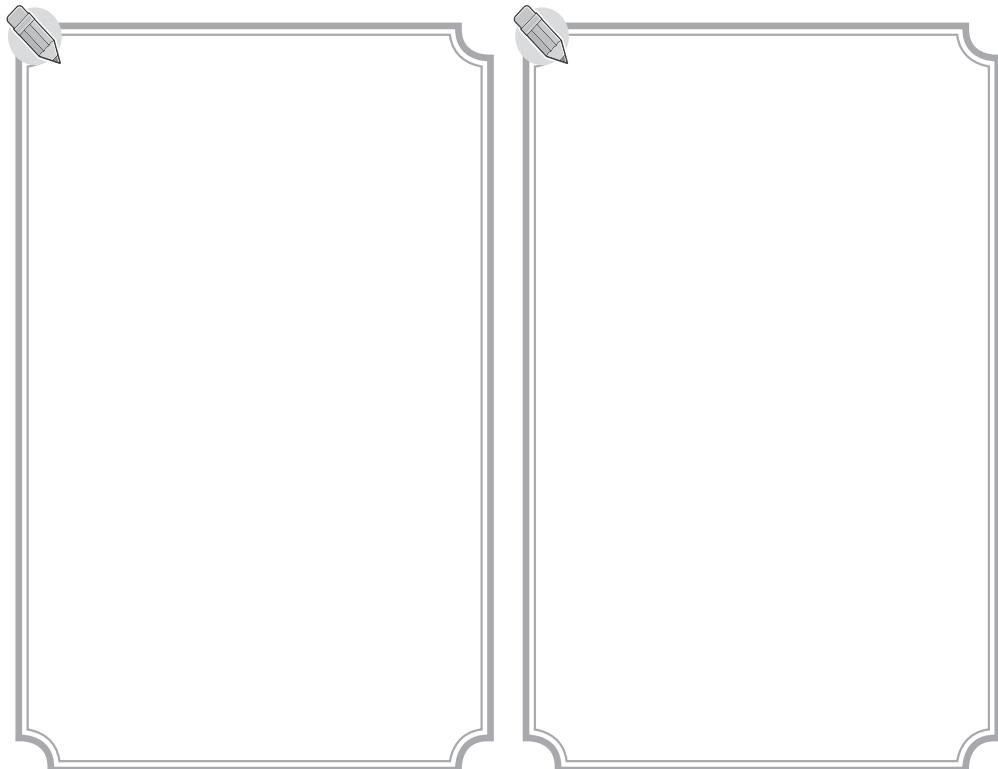
### 1 A bug and a boy

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? \_\_\_\_\_

How many arms? \_\_\_\_\_

How many eyes? \_\_\_\_\_

Do they have wings? \_\_\_\_\_

Do they have antennae? \_\_\_\_\_

Where do they live? \_\_\_\_\_

What do they eat? \_\_\_\_\_

What can they do? \_\_\_\_\_

What can't they do? \_\_\_\_\_

# 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:

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

S  
I  
G  
N



**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 \_\_\_\_\_.

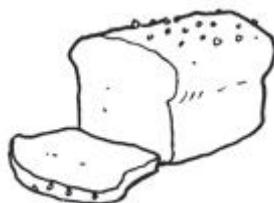
We use wood \_\_\_\_\_.

## 2 Food from trees

**Circle** four foods that come from trees.



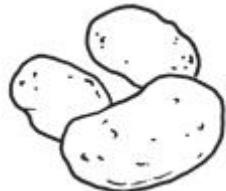
apple



bread



pear



potatoes



orange juice



nuts

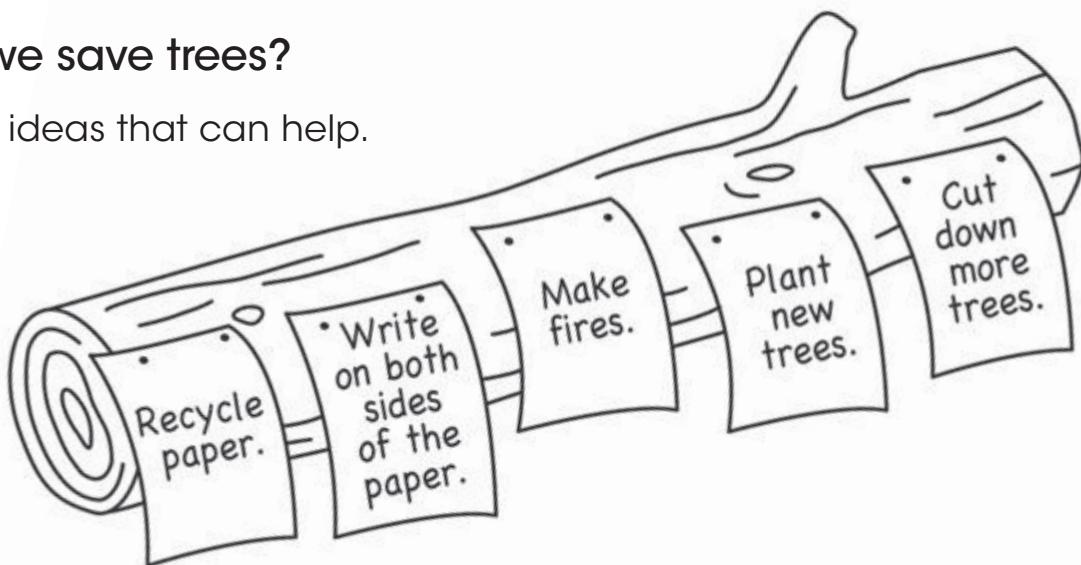
## Challenge

Write one new fact you learned about trees.

## Lesson 4 Find out more

### 1 How can we save trees?

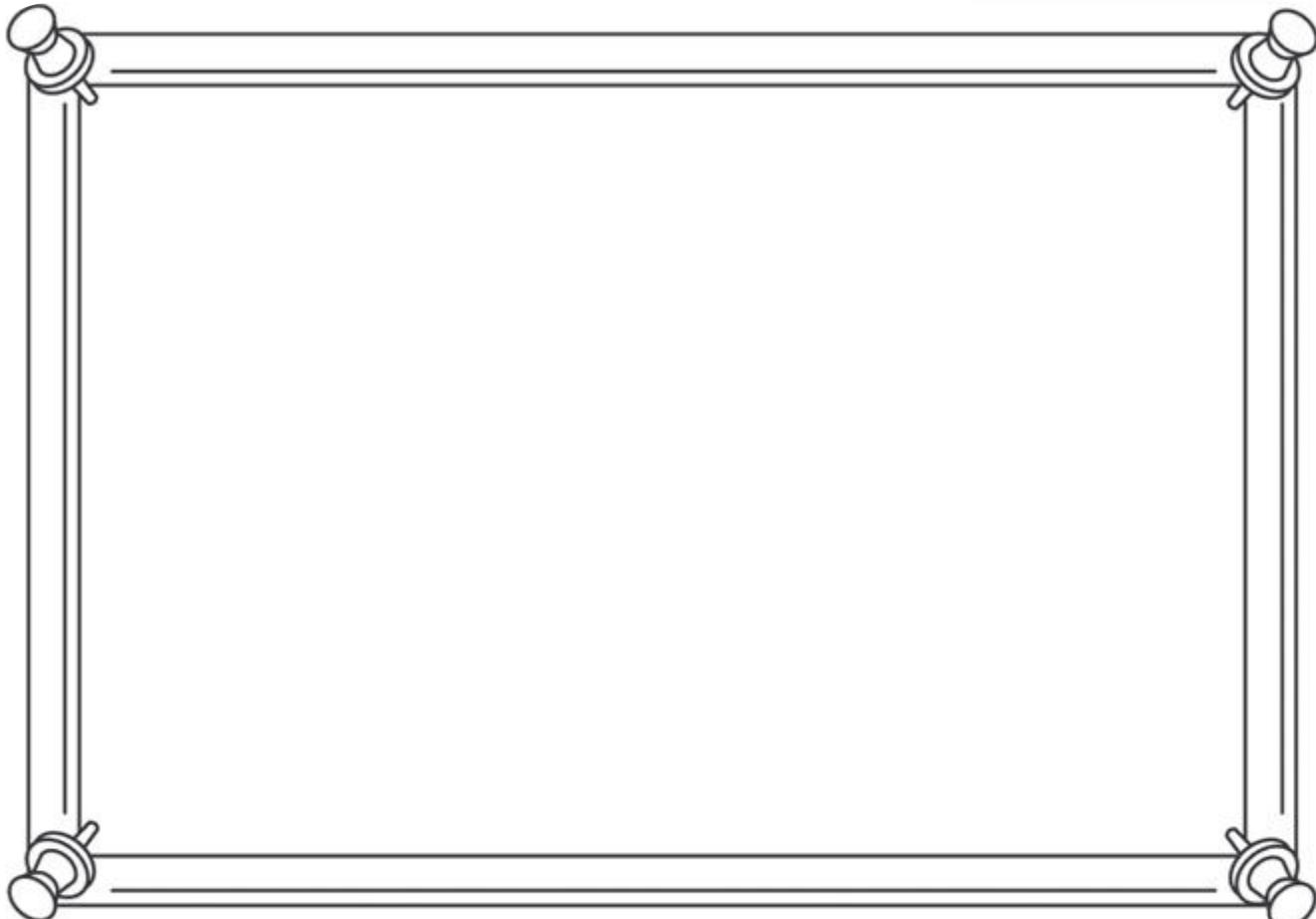
Circle three ideas that can help.



### 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

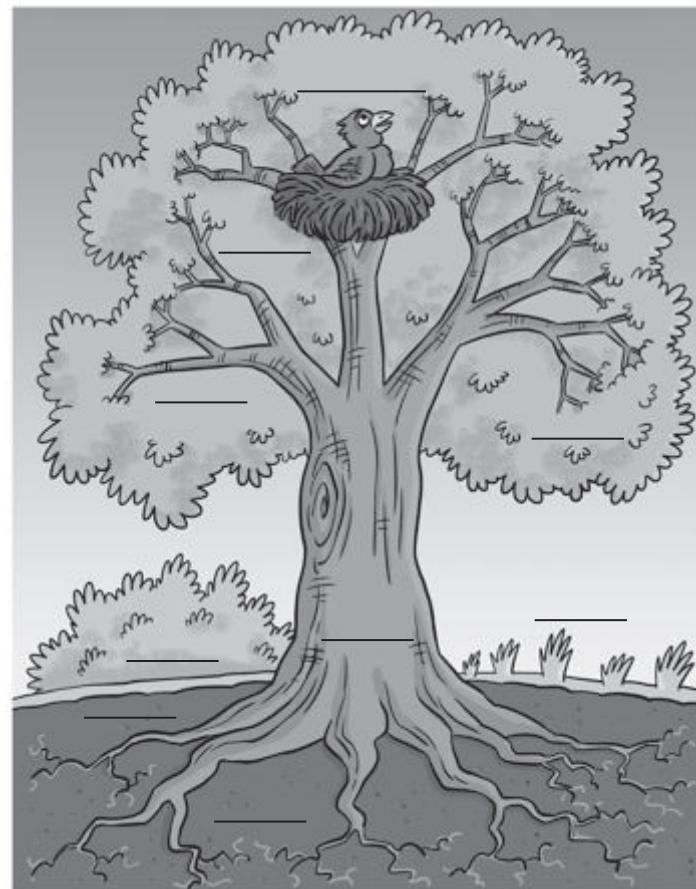
leaves	branches
roots	nest
bird	soil
grass	wood

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.

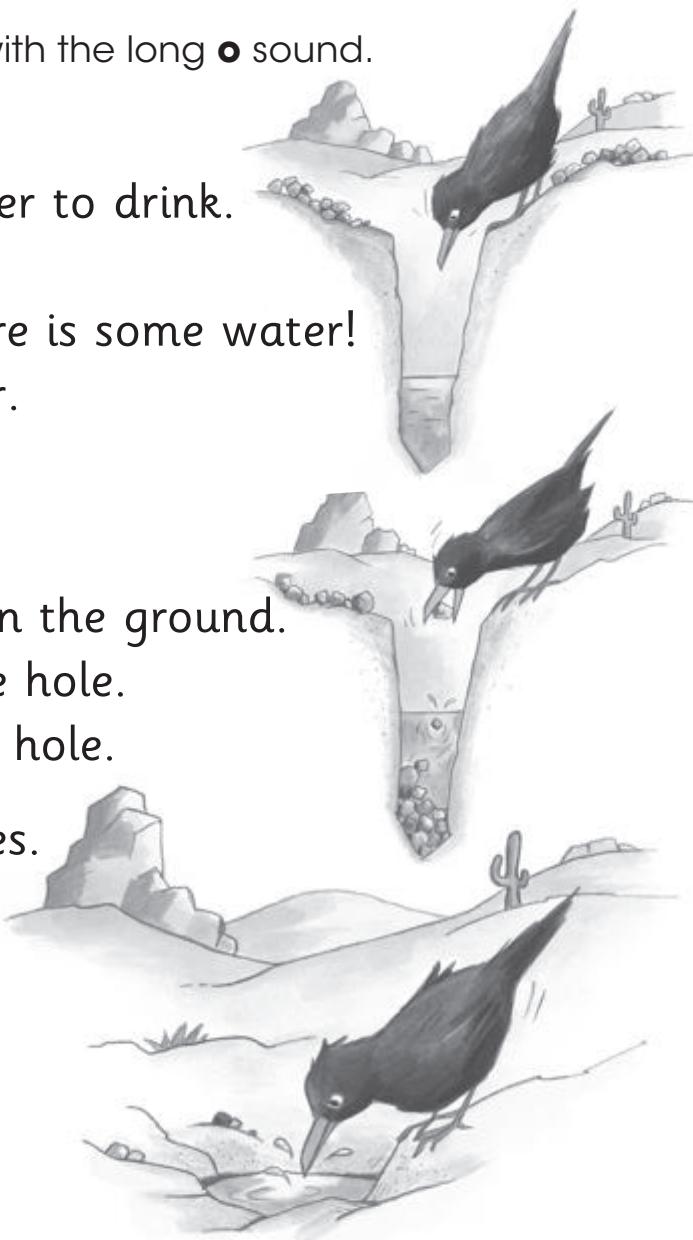
He throws lots of stones in the hole.

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

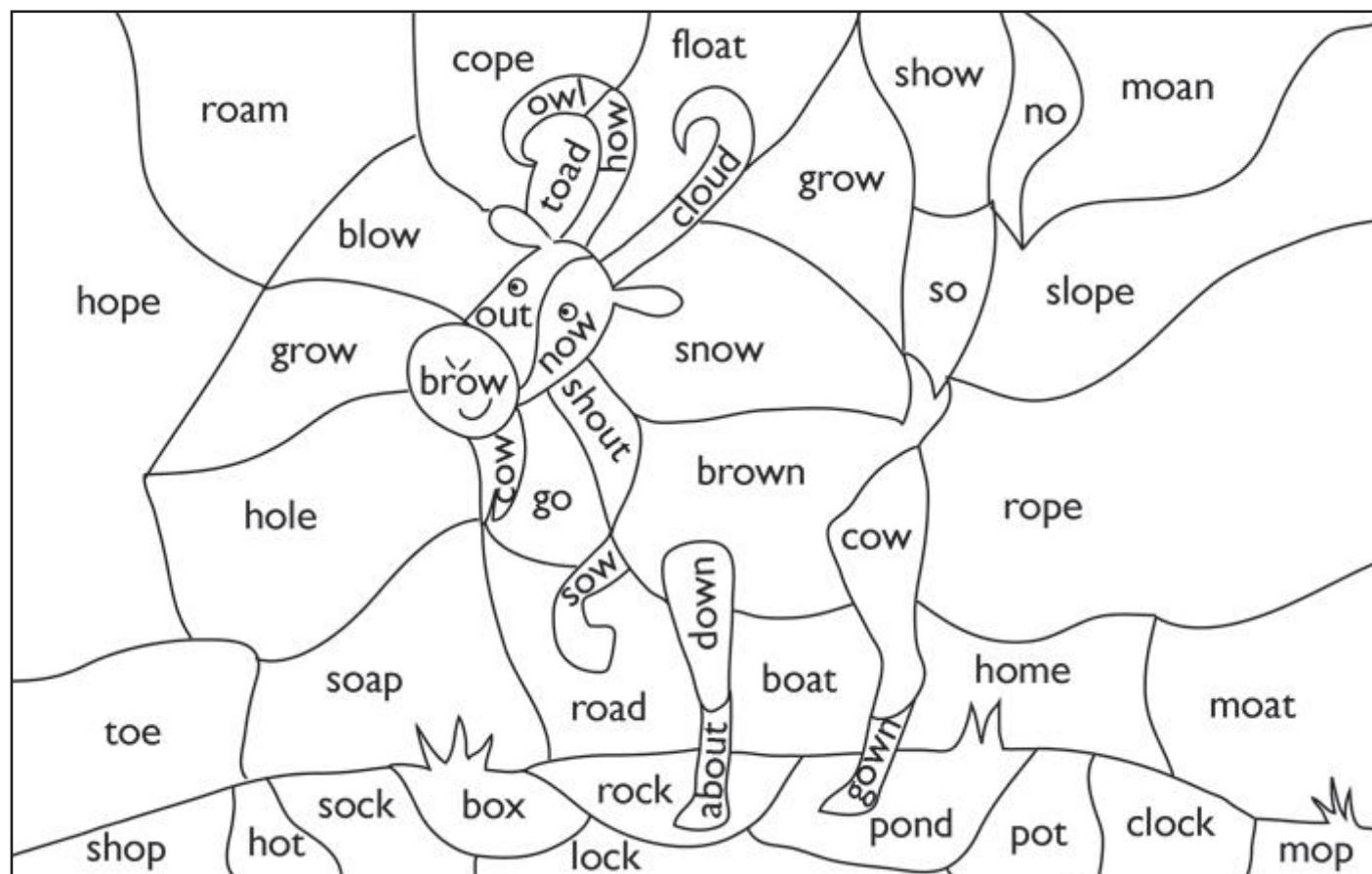
### 1 Mystery picture

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.

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

\_\_\_\_\_

### Writing tip

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

## 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.

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

### 2 Fruit

Draw lines to match the words to the correct fruits.

1 bananas



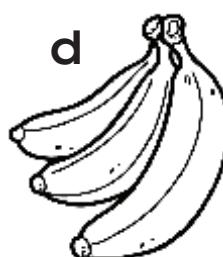
2 oranges



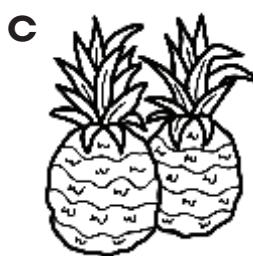
3 watermelons



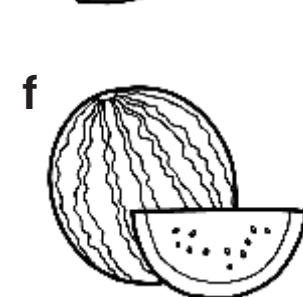
4 mangoes



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

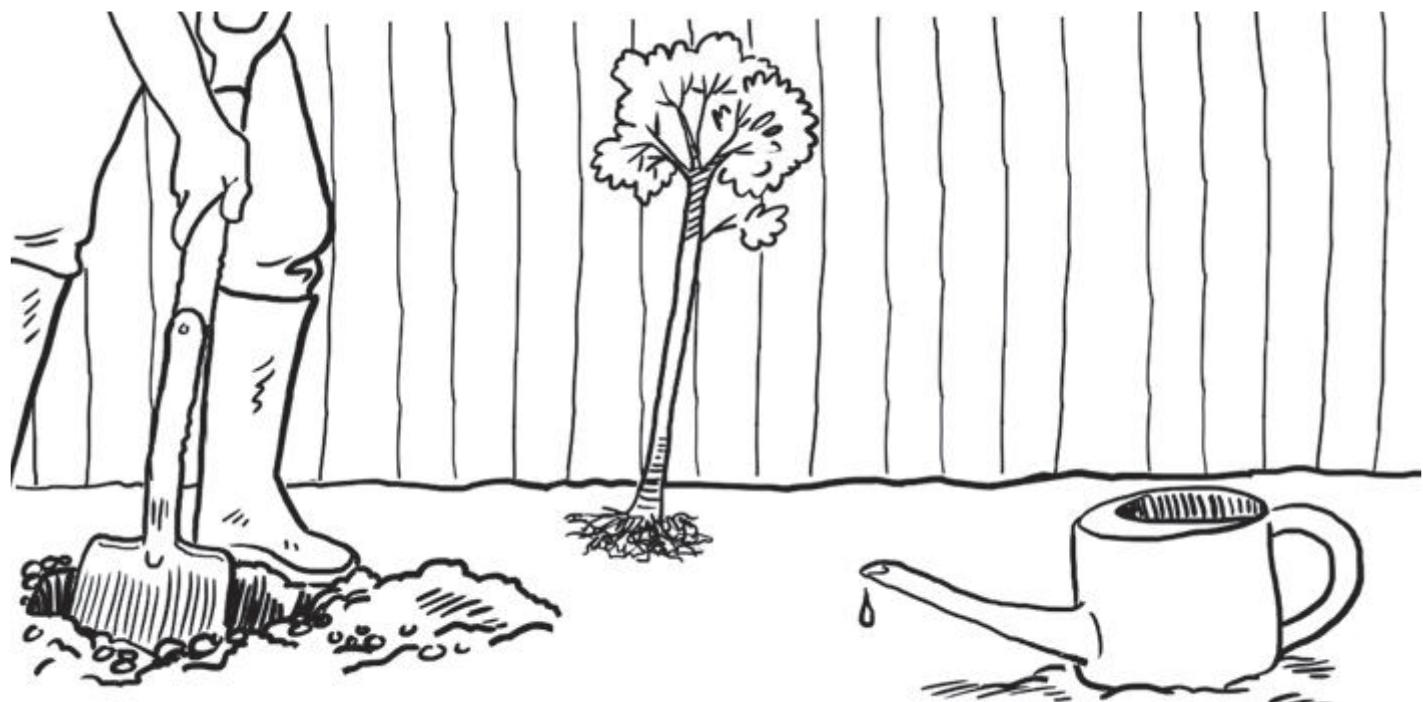
Answer these questions about Wangari Maathai.

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

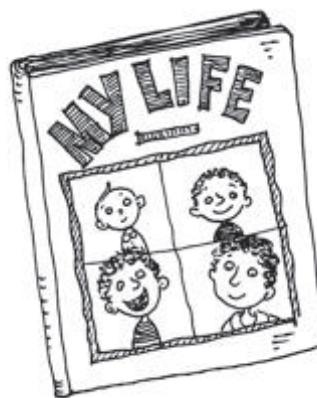
☹ not yet

## Lesson 16 Think about it

### 1 Your autobiography

An autobiography is the story of your life.

Write your autobiography.



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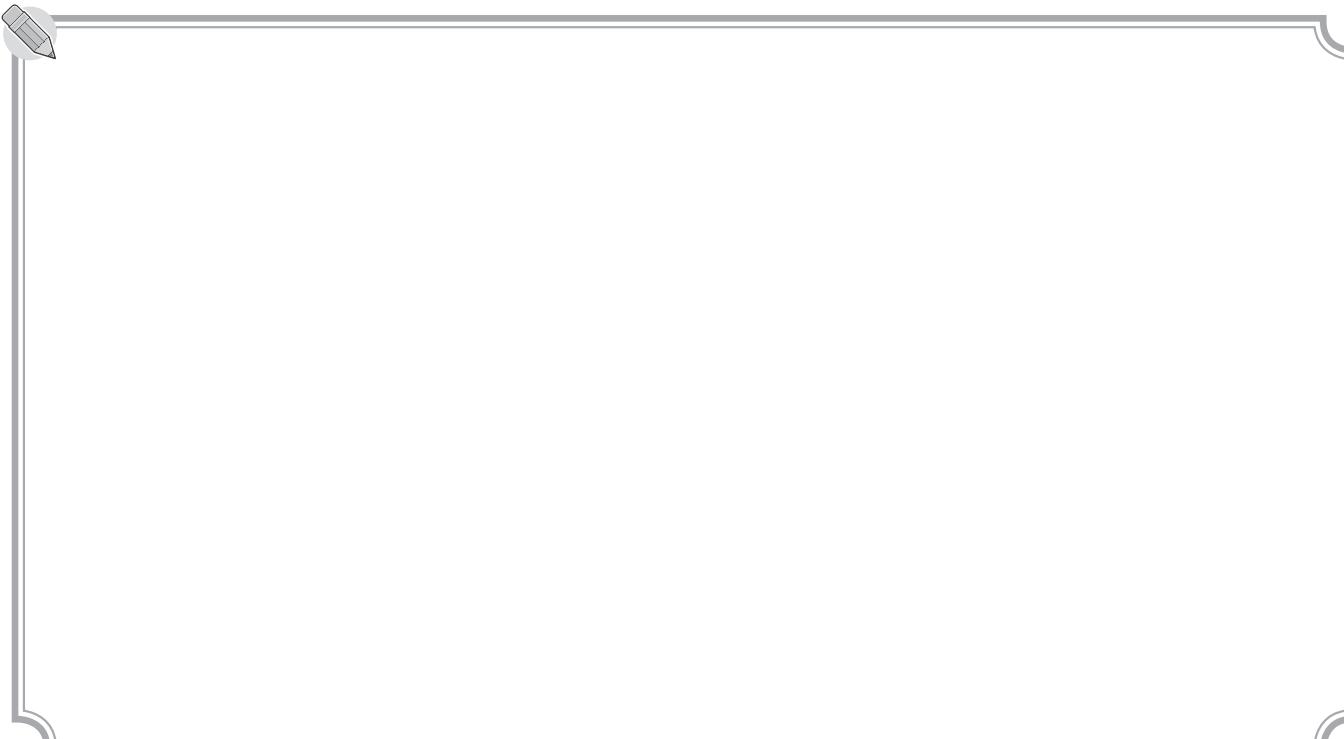
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Draw a picture of how you will look when you are grown up!



## Lesson 17 My learning

### 1 Write about your hero

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

2 **Circle** a word to describe your hero

kind

brave

clever

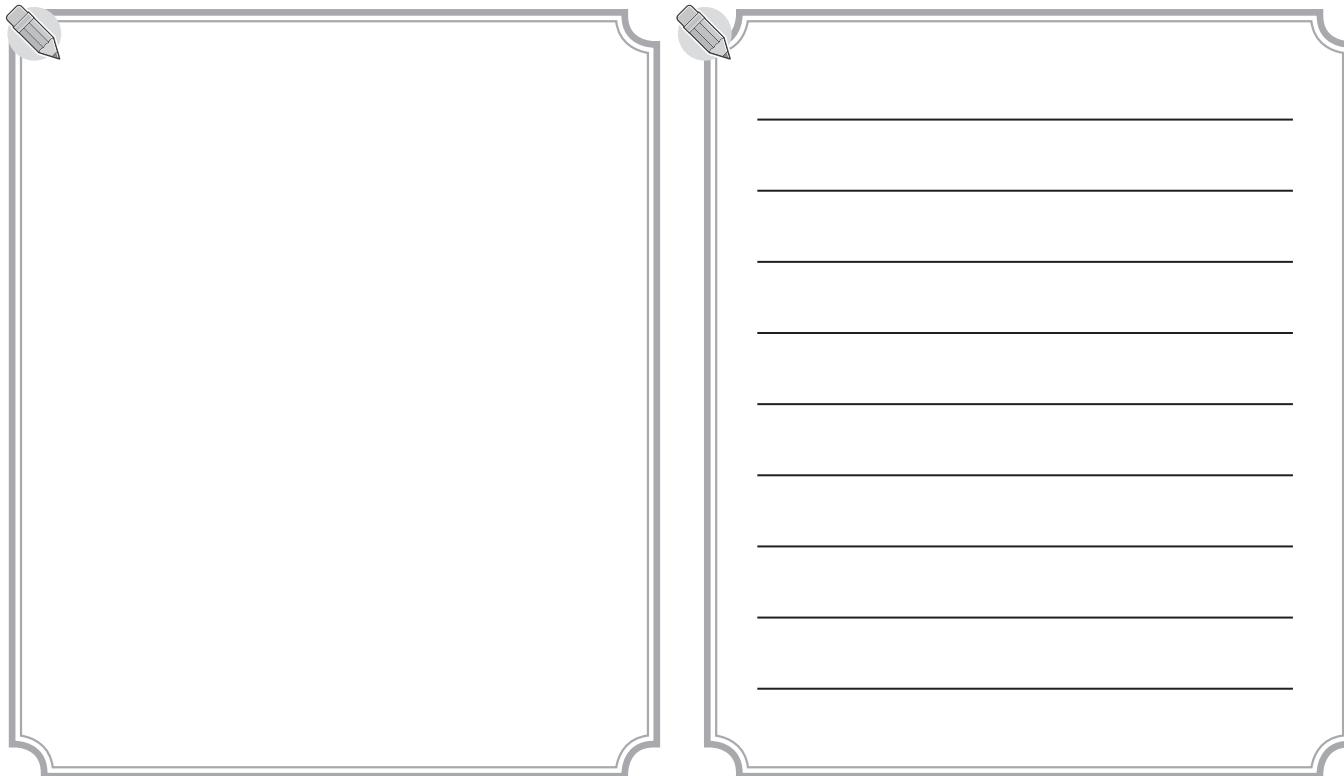
funny

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:



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

☺ yes

☺ sometimes

☹ not yet

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