

# Unit

## 5 I Am Kuwaiti



### Learning Outcomes

#### Listening and Viewing:

- Identify specific information about places and colours in short, familiar spoken texts related to Kuwait.
- Distinguish between correct and incorrect information based on an audio recording.
- Sequence pictures after listening to a short story about Kuwait's landmarks.
- Interpret spoken prepositions of place to locate people or objects.
- Show interest and respect while listening to peers share information about Kuwait.
- Express enjoyment and pride while listening to texts about places in Kuwait and its culture.

#### Speaking and Representing:

- Apply Wh-question forms appropriately when asking about people and objects.
- Participate in short role-plays to ask and answer Wh-questions appropriately.
- Apply preposition of place accurately when explaining the positions of items.
- Use gestures or props to demonstrate prepositions of place during pair or group talk speaking tasks.
- Collaborate politely with peers while describing classroom.
- Demonstrate pride when speaking about Kuwaiti identity and culture.

# Unit

## 5 I Am Kuwaiti



### Learning Outcomes

#### Reading and Viewing:

- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Decode short sentences accurately using taught phonic patterns.
- Recognise familiar words related to national identity.
- Interpret simple sentences to identify main ideas of a short text.
- Locate specific information in a short reading passage.
- Show curiosity and motivation to read about familiar topics.
- Demonstrate motivation and persistence while decoding phonics words.

#### Writing and Representing:

- Identify quantities from 11 to 15 using visual representations.
- Count objects accurately and calculate simple totals using visual addition.
- Apply controlled hand movements and sustained attention in tracing, colouring, and copying activities.
- Demonstrate number–quantity understanding according to given numbers.
- Demonstrate clarity and accuracy in handwriting when completing short written tasks.
- Show willingness to participate positively in tracing, colouring, and writing activities.
- Demonstrate confidence and enjoyment when completing guided writing and colouring tasks.

# 5



## I Am Kuwaiti

### Lesson 1

### listening

I will Learn:

children, dhow, flag, garden, country, behind



### Before you listen



Where do you like to go in Kuwait?



### Listen to the recording and tick ✓ or X

I love Kuwait.



1. Mr. Ali and the children are going to the garden.

2. The dhow is an old Kuwaiti boat.



### Listen again, then reorder the story



## Lesson 2

### Grammar

I will Learn:

grey

What, Who, Where .... ?

### Ask and answer



What colour is the cat?



It is gray.

Where is the cat?



It is on the floor.



### Speaking

### Look and say



Who is she?



Look around the classroom, then ask using what, who or where.

### Lesson 3

#### Phonics

#### Word family

I will Learn:

corn, can, ran

  Let's blend and read



**c** **an**



**r** **an**

  Read, complete, then choose

The

The **man**



The **man** has



The **man** has a red **can**



The **man** has a red **can** and a **pan**.



The **man** cooks with his **pan**.



1. The man has a red Van and can.



2. The man cooks with his Pan and fan.



 Read and complete the pattern



## Lesson 4

### Reading

I will Learn:

beach, wave, between



Before you read, let's practise reading the magic words



Read and tick ✓ or ✗

Fahad and Reem are at the beach. They sit between two trees. They see a brown dhow there. The flag is on the dhow. They wave and say, "Kuwait is my country!"

1. Fahad and Reem sit between the trees.



2. The dhow is brown.



Read again, circle, then complete

1. Kuwait's flag is on the

\_\_\_\_\_ dhow \_\_\_\_\_



# Lesson 5

## Writing

I will Learn:

11, 12, 13, 14, 15



Count and colour

1 1 1 1 1  
2 1 2 1 2  
3 1 3 1 3  
4 1 4 1 4

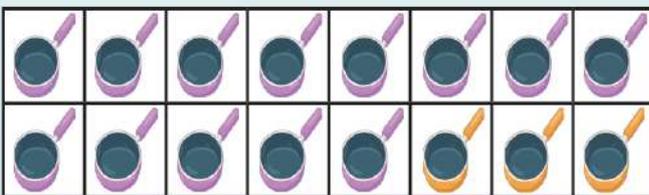


Trace and copy

1 1 1 1 1  
2 1 2 1 2  
3 1 3 1 3  
4 1 4 1 4

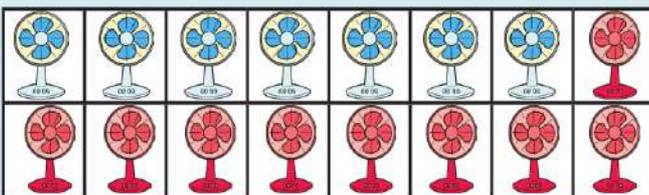


Count and write



$$9 + 3 = 11$$

I can see eleven pans.



$$7 + 9 = 16$$

I can see Sixteen fans.

# Lesson 6

## Listening

I will Learn:

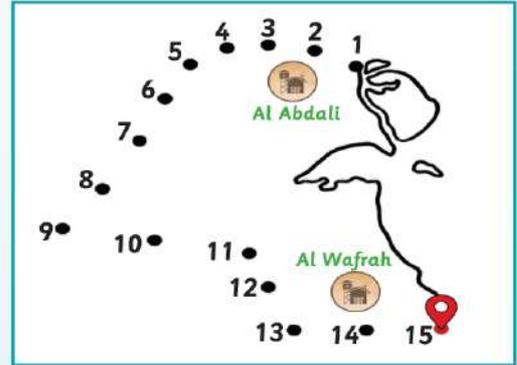
farm, map, big, watermelon, barn



Before you listen



Connect the dots to complete Kuwait's map.



Listen to the recording and tick ✓ or ✗



Be curious! Ask questions about Kuwait.



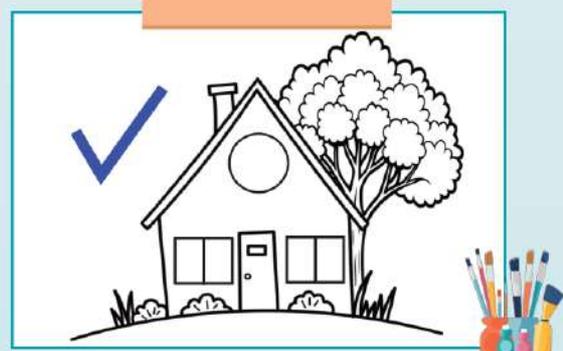
1. Reem and Fahad's farm is in Al-Wafrah.



2. The horse is in the barn.



Listen again, then colour where is the apple tree



# Lesson 8

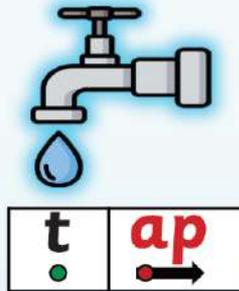
## Phonics

### Word family

I will Learn:

tap, clap

  Let's blend and read



  Read, complete, then choose

I  
I have  
I have a **cap**  
I have a **cap** and a **map**  
I can **clap** and take a **nap**.



1. Noura has a \_\_\_\_\_ **Cap** \_\_\_\_\_ .



2. She can \_\_\_\_\_ **Clap** \_\_\_\_\_ .



 Circle the odd one out



## Lesson 9

### Reading

I will Learn:

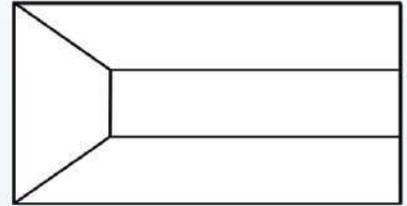
put, gate, show



Before you read



Colour the Kuwaiti flag.



Read and choose the correct answer from a, b or c



Reem has 12 flags in red, green, white, and black to show her love for her country Kuwait. She puts them in front of the school. One flag is behind the gate. Two flags are between the doors.

1. Reem has .....

a. gates

b. doors

c. flags

2. Reem puts one flag ..... the gate.

a. behind

b. between

c. in front of



Read again, then answer the following question

1. How many flags does Reem have ?

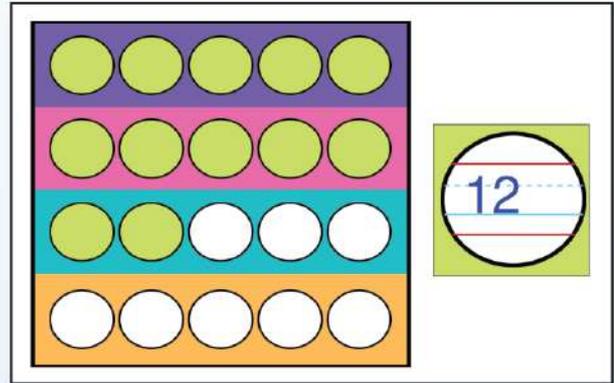
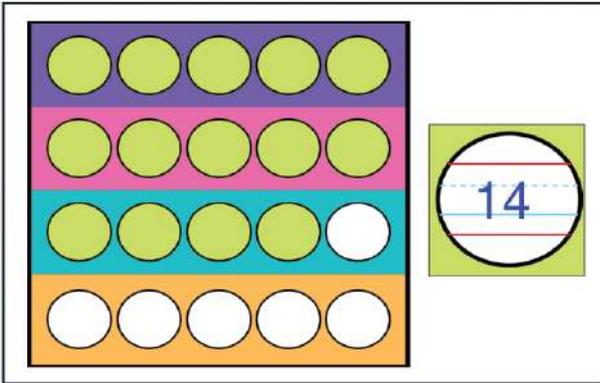
Reem has 12 flags.

## Lesson 10

### Writing



Count and write



Group rhyming words

tap      van      nap      can



Write the missing words to complete the sentences

1. It is a gray cat.



2. This is a map.



3. I can see a red can.



# Fun with Writing Activities



Trace and copy



1  
2 grey flag corn  
3  
4

1  
2  
3  
4

1  
2 ran wave map  
3  
4

1  
2  
3  
4

1  
2 at the my  
3  
4



1  
2  
3  
4

1  
2 behind the boat  
3  
4



1  
2  
3  
4



Trace and complete

1  
2 It is a big farm.  
3  
4

1  
2 It is  
3  
4

1  
2 This is a tap.  
3  
4



1  
2 This is  
3  
4

## Progress Test

### Reading

#### A) Circle the odd one out

1.	can	hit	van
2.	cap	clap	net
3.	sit	mat	cat

#### B) Match sentences to pictures

1. The garden has a gate.		
2. I like corn.		
3. Reem can clap.		
4. The apple is behind the box.		

#### C) Read and tick ✓ or X

Hamad has a green cap. He plays with his cat. The cat naps on the mat. Hamad loves his cat.



1. Hamad's cat is white and orange.



2. Hamad has a blue cap.



## Progress Test

### Writing

#### A) Copy the following

at the garden

on the map

I love Kuwait.

#### B) Write the missing word to complete the sentences

1. The dhow is in the sea.



2. This is Kuwait's flag.



3. There is a horse in the barn.



4. I open the tap.





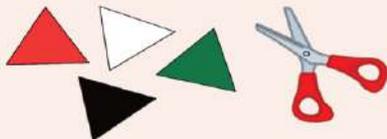
## Our School Flag Corner



1) Work with your friends.



2) Bring a box from home.



3) Make small flags.



4) Put the flags on your box.



5) Write short sentences.



6) Show your work.



## Minimum Words to be Taught

No	word	part of speech	lesson
1	children	noun	1
2	dhow	noun	1
3	flag	noun	1
4	garden	noun	1
5	country	noun	1
6	behind	preposition	1
7	grey	adjective	2
8	corn	noun	3
9	can	noun	3
10	run/ran	verb	3
11	beach	noun	4
12	wave	verb	4
13	between	preposition	4
14	farm	noun	6
15	map	noun	6
16	big	adjective	6
17	watermelon	noun	6
18	barn	noun	6
19	next to	preposition	7
20	in front of	preposition	7
21	tap	noun	8
22	clap	verb	8
23	put	verb	9
24	gate	noun	9
25	show	verb	9

**“Who? What? Where?” song**

Who is your friend? Who is your friend?  
 My friend is Hamad, my friend is Reem.  
 Who is your teacher? Who is your teacher?  
 She is Miss Amal, she is so kind!

What do you see? What do you see?  
 I see a flag, red, black, white, and green.  
 Where do you live? Where do you live?  
 I live in Kuwait, it's home to me!

**“Where is it ?” The Question Words song**

Where, oh where, where can it be?  
 Look around and you will see!  
 On, in, under, behind, between,  
 Next to and in front of me!

Where is the cat? It's on the mat,  
 Where is the hat? It's under the box where I sat!  
 Where is the book? It's in the bag,  
 Where is the ball? Behind the flag!

Where is the desk? It's between two chairs,  
 Where is the boy? Next to the barn there!  
 Where is the flag? In front of the school,  
 Waving high — Kuwait is cool!



# Unit

## 6 Yummy Food



### Learning Outcomes

#### Listening and Viewing:

- Identify key vocabulary related to food, picnics and polite requests in short spoken texts.
- Distinguish between correct and incorrect information based on an audio recording.
- Recognise specific details related to food, picnics and polite requests in short spoken texts.
- Demonstrate enjoyment and interest while listening to food-related stories.
- Show willingness to participate attentively during listening activities.

#### Speaking and Representing:

- Construct simple sentences using the modal verb 'can' for polite requests.
- Participate in pair dialogues using 'Can I have... please?' and 'Yes, here you are.'
- Pronounce target food words clearly and use correct intonation for questions.
- Apply present simple tense correctly when expressing food preferences.
- Use quantifiers and countable nouns accurately in short oral exchanges.
- Cooperate with peers in group speaking tasks, showing respect and turn-taking.
- Demonstrate politeness and confidence while making or responding to requests.
- Produce spoken descriptions of picnic food while coordinating speech with appropriate gestures or visual cues.

# Unit

## 6 Yummy Food



### Learning Outcomes

#### Reading and Viewing:

- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Decode short sentences accurately using taught phonic patterns.
- Read short sentences related to food preferences with correct stress and rhythm.
- Interpret simple sentences to identify main ideas about food.
- Identify sentences that correspond to the given pictures.
- Show curiosity and motivation to read about familiar topics.
- Demonstrate motivation and persistence while decoding phonics words.

#### Writing and Representing:

- Identify quantities up to 20 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Identify initial letters of familiar words to form meaningful words.
- Write familiar words legibly, using correct letter formation.
- Demonstrate accurate counting and recording of quantities for numbers up to 20.
- Demonstrate confidence and willingness to participate in guided writing activities.
- Show care and persistence while completing counting, tracing, and colouring tasks.

# 6



## Yummy Food

### Lesson 1

#### listening

I will Learn:

picnic, food, sandwich,  
basket, yummy



#### Before you listen



Where can you go for a picnic?



#### Listen to the recording and tick ✓ or X



1. Mum puts the oranges in the basket.

2. Hamad wants to play with a ball.



#### Listen again, then circle the item missing from the basket

We share; we care.



## Lesson 2

### Grammar

I will Learn:

juice, chocolate, cheese, milk  
Can I have ..., please?



### Ask and answer



Can I have **an** orange juice, please?

Yes, here you are.



Can I have **a** cheese sandwich, please?

Sorry, we don't have.



Can I have        **an apple**       , please?

Yes,        **you can**       .



### Speaking



### Look and say using the shopping list



Can I have milk, please?



In pairs, ask and answer using classroom items.  
Can I have ..... please?

### Lesson 3

### Phonics

### Word family

I will Learn:

kit, pit, fit

  Let's blend and read



k it



f it

  Read, complete, then choose

I sit.

I sit in the pit.

I sit in the big pit with my kit.

I sit in the big pit with my kit. I fit in it.



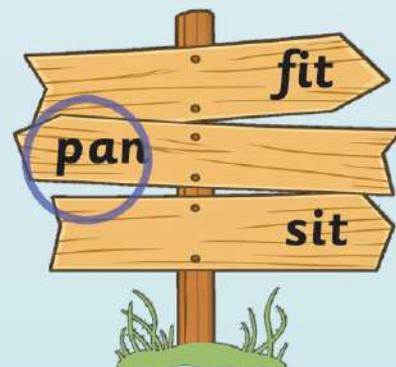
1. The girl has a yellow Kit.



2. The girl sits in a Pit.



 Circle the odd one out



Lesson 4

Reading

I will Learn:

buy, eat, peanut, sweet, salty, like



Before you read, let's practise reading the magic words



Read and choose the correct answer from a, b or c

Fahad and Reem want to buy some peanuts, apples and lemons. Reem likes apples. Fahad likes peanuts. Apples are sweet, but peanuts are salty. Peanuts and apples are yummy.



1. Reem likes .....



2. Apples and peanuts are .....



Read and guess



I look like number 8



My colour is brown like



I am salty. I am a Peanut



# Lesson 5

## Writing

I will Learn:

16, 17, 18, 19, 20



Count and colour

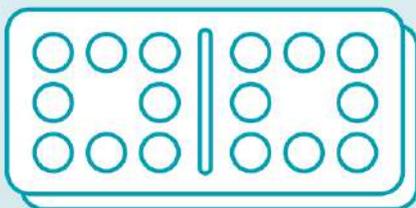
16 17 18 19 20



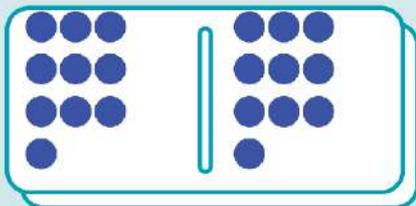
Trace and copy



Count, write, and draw



I can see 16 circles.



There are 20 circles.

Lesson 6

Listening

I will Learn:

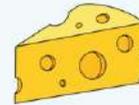
hungry, pizza, burger



Before you listen



Choose what you like to eat.



Listen to the recording and tick ✓ or X



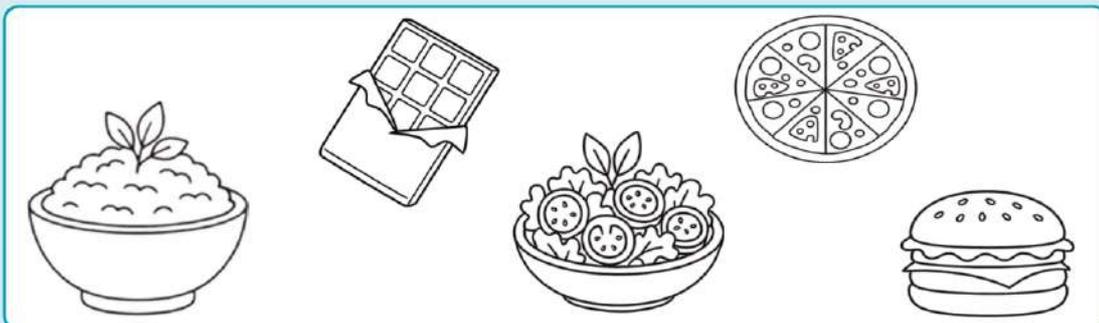
1. Hamad likes pizza.

2. Fahad doesn't like chocolate.



Listen again, then colour

What does Hamad like to eat?



Lesson 7

Grammar

I will Learn:

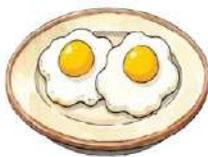
carrot

What **do** you like to ... ? I like...

What **does** he/she like to eat? He/She likes



Ask and answer, then complete



What do you **like** to eat?

I **like** to eat cheese sandwich.  
I **don't like** to eat eggs.



What does she **like** to do?

She **likes** to paint.  
She **doesn't like** to swim.



What \_\_\_\_\_ **does** \_\_\_\_\_ he like to eat?

He \_\_\_\_\_ **Likes** \_\_\_\_\_ pizza.



Speaking



Look and say



I **like** apples.

I **don't like** chocolate.



In pairs, ask and answer using what do you like to .....?  
what does he/she like to .....?

# Lesson 8

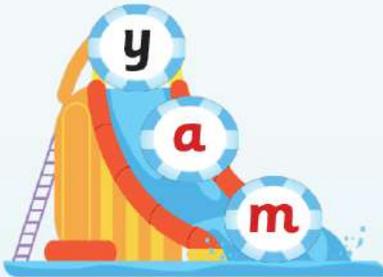
## Phonics

### Word family

I will Learn:

tam , yam

  Let's blend and read



t am



j am

  Read, complete, then choose

I am  
 I am Kam.  
 I am Kam. I have jam.  
 I am Kam. I have jam and a yam.  
 I am Kam. I have jam, a yam and a tam hat.  
 I am Kam. I have jam, a yam and a tam hat for Pam.



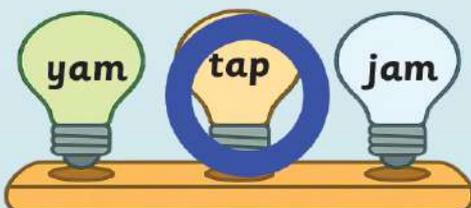
1. The Tam is for Pam.



2. Kam has a jam.



 Circle the odd one out



## Lesson 9

### Reading

I will Learn:

ice cream, cold, slowly



Before you read



Circle your favourite ice cream.



Read and tick ✓ or ✗

Reem goes to the ice cream van. She wants to buy an ice cream. She buys a yummy chocolate ice cream to eat. It is sweet and cold. She eats her ice cream slowly.



1. Reem buys a chocolate ice cream.



2. Reem doesn't eat her ice cream.



Read again, then complete

1. Reem eats her ice cream Slowly.

2. The ice cream is sweet and Cold.



## Lesson 10

### Writing



Before you write

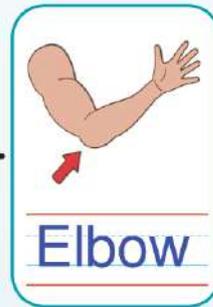
Write the initials to find the secret word.



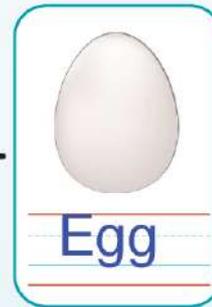
+



+



+



+



Sweet



Write the missing words to complete the sentences

1. He buys **f**ood



2. It is a **b**asket



3. I like **m**ilk



Write the words under the pictures



Ice cream



Picnic

# Fun with Writing Activities



Trace and copy



1  
2 and like this  
3  
4

1  
2  
3  
4

1  
2 eat buy fit  
3  
4



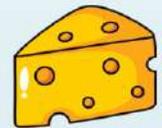
1  
2  
3  
4

1  
2 It's an orange juice.  
3  
4



1  
2  
3  
4

1  
2 I don't like cheese.  
3  
4



1  
2  
3  
4



Trace and complete

1  
2 This is a green apple.  
3  
4

1  
2 This is  
3  
4

1  
2 It is yummy burger.  
3  
4

1  
2 It is  
3  
4



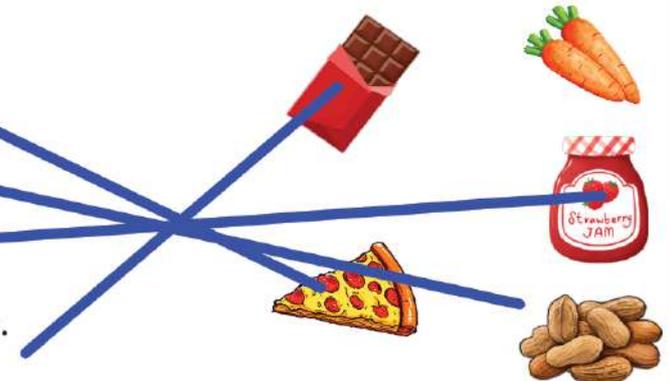
## Progress Test

### Reading

#### A) Circle the odd one out

1.	sit	pit	car
2.	fit	jam	tam
3.	tap	cap	kit

#### B) Match sentences to pictures

1. Pizza is yummy.	
2. I see peanuts	
3. He likes jam.	
4. They don't eat chocolate.	

#### C) Read and tick ✓ or X

Fatma goes to buy red apples and some cheese. She buys 10 apples. She puts them in a small bag. She eats an apple every day. Fatma likes apples.



1. Fatma buys 10 bags.



2. She likes red apples.



## Progress Test

### Writing

#### A) Copy the following

An ice cream

I buy food.

It is cold.

#### B) Write the missing word to complete the sentences

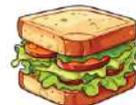
1. I like to eat cheese.



2. He likes milk.



3. I can see a sandwich.



4. It is a basket.



6

# Project 6



## A Picnic Basket



Make a picnic basket using pictures/ realia of food items, and present it to your class. Use “What do you like to eat?” “I like.../I don’t like...”.

## Minimum Words to be Taught

No	word	part of speech	lesson
1	picnic	noun	1
2	sandwich	noun	1
3	yummy	adjective	1
4	food	noun	1
5	basket	noun	1
6	juice	noun	2
7	chocolate	noun	2
8	cheese	noun	2
9	milk	noun	2
10	kit	noun	3
11	pit	noun	3
12	fit	verb	3
13	salty	adjective	4
14	like	verb	4
15	sweet	adjective	4
16	buy	verb	4
17	eat	verb	4
18	peanut	noun	4
19	hungry	adjective	6
20	pizza	noun	6
21	burger	noun	6
22	carrot	noun	7
23	tam	noun	8
24	yam	noun	8
25	slowly	adverb	9
26	cold	adjective	9
27	ice cream	noun	9

## 6

## Songs

**“Can you” song**

Can you put the bag down, please? Yes, I can!  
 Can you put the bag down, please? Yes, I can!  
 Can you pick the apples too?  
 Red and shiny — one, then two!  
 Can you put the bag down, please? Yes, I can!  
 Can I eat an apple now, please? Yes, you can!  
 Can I eat an apple now, please? Yes, you can!  
 I am hungry, that is true,  
 I will share my food with you!  
 Can I eat an apple now, please? Yes, you can!

**“What do you like to eat?” song**

What do you like to eat today?  
 Eat today, eat today? What do you like to eat today?  
 I like burgers, yay!  
 I like chocolate, sweet and fun, Sweet and fun, sweet and fun!  
 I don't like pizza — it's not for me,  
 I like burgers, yum!  
 What do you like to drink today? Drink today, drink today?  
 What do you like to drink today? I like milk, hooray!  
 I like juice, it's sweet and cold, sweet and cold, sweet and cold!  
 I like milk and juice, you see —  
 They're so good for me!



# Unit

## 7

# Move, Play, And Learn



### Learning Outcomes

#### Listening and Viewing:

- Identify specific details in short spoken texts about sports and activities.
- Distinguish between true and false statements after listening to a short recording.
- Recognise key vocabulary related to sports and activities in short spoken dialogues.
- Demonstrate attentive listening behaviour during listening tasks and peer discussions.
- Respond positively with enjoyment to familiar listening tasks.

#### Speaking and Representing:

- Produce imperatives accurately to give instructions.
- Perform TPR-based actions clearly when following oral commands.
- Construct Yes/No questions in the present continuous.
- Describe pictures orally using correct grammatical form.
- Participate actively in role-play/ dialogues that integrate grammar targets.
- Describe actions shown on the project's wheel using simple present or present continuous forms.
- Respond orally to the action selected by the project's wheel using short and clear sentences.

# Unit

## 7

# Move, Play, And Learn



### Learning Outcomes

#### Reading and Viewing:

- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Decode short sentences accurately using taught phonic patterns.
- Read short sentences related to play and sports with correct stress and rhythm.
- Interpret simple sentences to identify main ideas about daily activities.
- Identify sentences that correspond to the given pictures.
- Show curiosity and motivation to read about familiar topics.
- Demonstrate motivation and persistence while decoding phonics words.

#### Writing and Representing:

- Identify quantities up to 25 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Identify correct word forms when completing sentences.
- Construct sentences using the present continuous tense accurately.
- Write familiar words legibly, using correct letter formation.
- Demonstrate accurate counting and recording of quantities for numbers up to 25.
- Show care and persistence while completing counting, tracing, and colouring tasks.
- Demonstrate care and neatness when completing written work.

# 7



## Move, Play, And Learn

### Lesson 1

#### listening

I will Learn:

gym, play, football, sports, pool



#### Before you listen



Do you go to the gym?  
Who do you go with?



#### Listen to the recording and tick ✓ or X



1. Fahad goes to the gym with Hamad.

2. Hamad kicks the ball.



#### Listen again, complete, then circle

Hamad likes to \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Think, pair and share: What do you do at school?

## Lesson 2

### Grammar

I will Learn:

hop, stand up, dance

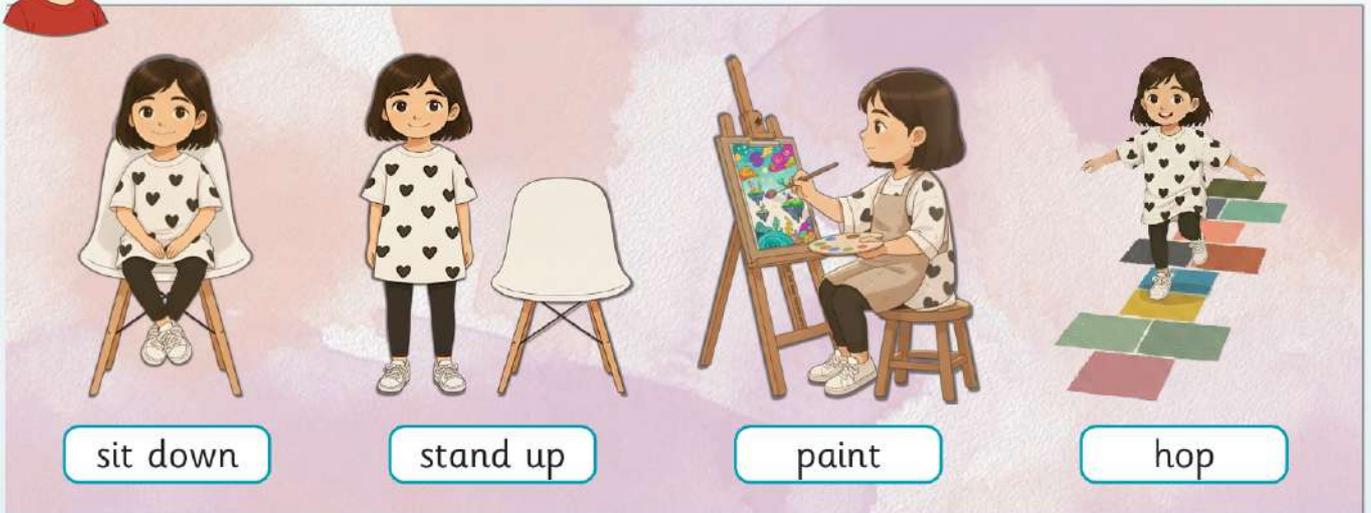
Stand up ..... / Sit down .....



Look and say



Sit down, please!



### Speaking



Say and respond

Let's play the "teacher says" game!



In pairs: What do you want your friend to do?

Lesson 3

Phonics

Word family

I will Learn:

mop, drop, stop, top

  Let's blend and read



  Read, complete, then choose

This

This mop 

This mop can 

This mop can stop  

This mop can stop and drop.   

This mop can hop to the top.   




1. This mop can stop and drop.  

2. This mop can hop to the top.  

 Circle the odd one out



Lesson 4

Reading

I will Learn:

take, photo



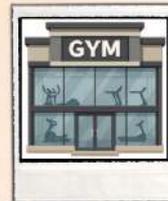
Before you read, let's practise reading the magic words



Read and choose the correct answer from a, b or c



Fridays are fun. I play with my kite in the garden. We take photos. We go to the gym to play sports and swim in the pool.



1. In the garden, I can play with my .....

a. pool

b. kite

c. gym

2. We can ..... photos.

a. take

b. swim

c. play



Decode, then write

P	H	O	T	O

Photo

# Lesson 5

## Writing

I will Learn:  
21, 22, 23, 24, 25



Count and colour



Trace and copy



Lets play Bingo



In groups, listen to the number and mark it with an X



BINGO	BINGO	BINGO	BINGO	BINGO
4 20 21 6 24	4 11 8 9 24	14 11 8 9 6	22 20 7 9 6	3 20 7 12 24
7 25 14 1 17	7 13 14 1 16	1 12 23 5 16	1 12 23 2 16	1 14 23 2 16
18 16 12 2 3	15 19 12 2 3	21 19 24 2 3	21 19 24 10 3	21 19 6 10 22
8 23 9 11 22	17 18 21 6 22	17 7 13 4 22	15 14 13 4 11	15 9 13 4 25
15 13 5 10 19	23 25 5 10 20	18 25 15 10 20	18 5 25 17 8	18 5 11 17 8



Lesson 6

Listening

I will Learn:

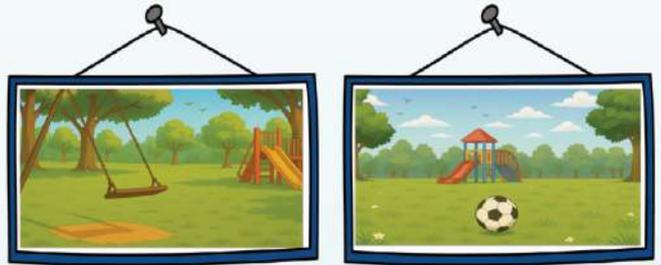
park, swing, down, fast



Before you listen



What can you do at the park?



Listen to the recording and tick ✓ or X



1. Reem and Noura are running.

2. Fahad is kicking the ball.



Listen again, then answer and match



What is he / she doing?

Wait for your turn.  
That's fair!



Lesson 7

Grammar

I will Learn:

write, sleep

Is he/she...ing? Yes, he/she is. / No, he/she isn't.

Are they...ing? Yes, they are. / No, they aren't.



Ask and answer



Is she swinging?  
Yes, she is.



Are they sleeping?  
No, they aren't.



Is he reading?  
No, He isn't.



Is she writing?

Yes, she is.

Speaking



Look and say

Are they sleeping?



In pairs ask and answer using: Are/Is.....?

Lesson 8

Phonics

Word family

I will Learn:

hot, pot, dot

Let's blend and read



p ot



d ot

Read, complete, then choose

The

The hot

The hot pot

The hot pot got

The hot pot got one

The hot pot got one red

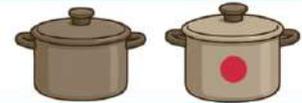
The hot pot got one red dot.



1. The pot is Hot.



2. The pot has one red dot.



Circle the odd one out

1. bat

hot

dot

2. sat

mat

pot

## Lesson 9

### Reading

I will Learn:

slide, throw



Before you read

Circle the things you can do in the garden?



Read and tick ✓ or ✗

Noura and Hamad play in the garden. Noura likes to swing and slide. Hamad throws a ball. Noura jumps to get it. They like playing in the garden.



1. Hamad's ball is blue.



2. Hamad and Noura like playing in the garden.



Read again, complete, then circle

Noura \_\_\_\_\_ **Jumps** \_\_\_\_\_ to

get the ball.



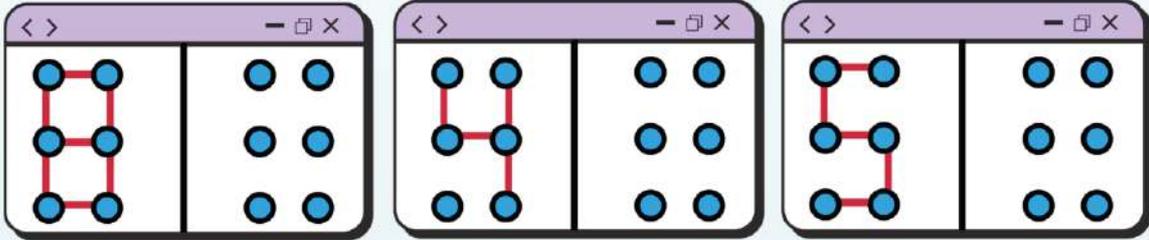
## Lesson 10

### Writing



Before you write

Follow the **dots** and copy the pattern.



Write the missing words to complete the sentences

1. They like to Swing.



2. The pot has got red dots.



Read, choose, then complete

read

**reading**



She is \_\_\_\_\_.

walk

**walking**



He is \_\_\_\_\_.

kick

**kicking**

They are \_\_\_\_\_ the ball.



# Fun with Writing Activities



Trace and copy



1  
2 can we go  
3  
4

1  
2  
3  
4

1  
2 gym dance pot  
3  
4



1  
2  
3  
4

1  
2 Run fast Hamad!  
3  
4



1  
2  
3  
4

1  
2 Look at Fahad!  
3  
4



1  
2  
3  
4



Trace and complete

1  
2 Go to the gym.  
3  
4

1  
2 Go to  
3  
4

1  
2 I can hop.  
3  
4

1  
2 I can  
3  
4



## Progress Test

### Reading

#### A) Circle the odd one out

1.	dot	hit	hot
2.	hop	top	tin
3.	stop	sit	drop

#### B) Match sentences to pictures

1. I go to school.		
2. We are swinging.		
3. Sit down Reem.		
4. This is a map.		

#### C) Read and tick ✓ or X

I go to school to learn and play. We learn to read the Quran. We have computers. We can play games. We draw in the art class and have fun.



1. We learn the Quran in the school.



2. We read in the art class.



## Progress Test

### Writing

#### A) Copy the following

At the gym

Kick the ball.

I am teaching.

#### B) Write the missing words to complete the sentences

1. They like to **d** \_\_\_\_\_.



2. The flag is on the **t** \_\_\_\_\_.



3. He is going to the **g** \_\_\_\_\_.



4. This is a **p** \_\_\_\_\_.



## 7

## Project 7



## “Let’s Move and Play Wheel!”

**Instructions:**

1. Get a paper plate.
2. Draw lines to make 6 parts.
3. Draw or stick pictures of actions (jump, swim, sleep, run, play, swing).
4. Colour each part with bright colours.
5. Make a small arrow from paper or cardboard.
6. Fix the arrow in the middle with a pin.
7. Spin the arrow and act out the action!



You can draw, stick pictures or use your own photos.



## Minimum Words to be Taught

No	word	part of speech	lesson
1	gym	noun	1
2	play	verb	1
3	football	noun	1
4	sports	noun	1
5	pool	noun	1
6	hop	verb	2
7	stand up	ph verb	2
8	dance	verb	2
9	mop	noun	3
10	drop	verb	3
11	stop	verb	3
12	top	noun	3
13	take	verb	4
14	photo	noun	4
15	park	noun	6
16	swing	noun / verb	6
17	down	adverb	6
18	fast	adverb	6
19	write	verb	7
20	sleep	verb	7
21	hot	adjective	8
22	pot	noun	8
23	dot	noun	8
24	slide	noun	9
25	throw	verb	9

**“Let’s Play a Game!” song**

Hop, hop, hop — stand up!  
 Hop, hop, hop — sit down!  
 Clap your hands and turn around,  
 Touch your nose and touch the ground!  
 Hop, hop, hop — stand up!  
 Let’s play a game right now!  
 Jump, jump, jump — don’t stop!  
 Spin, spin, spin — then hop!  
 Wave your hands and say hooray,  
 We can laugh and shout “okay!”  
 Jump, jump, jump — don’t stop!  
 Let’s play a game today!

**“Fun in the Park” song**

He is jumping in the park, jump, jump, jump!  
 She is swinging in the park, swing, swing, swing!  
 We are playing every day,  
 I am happy when I play,  
 They are laughing in the park all day!  
 He is running by the slide, run, run, run!  
 She is jumping side by side, jump, jump, jump!  
 We are swinging to the sky,  
 I can wave and say goodbye,  
 They are playing in the park—oh my! .



# Unit

## 8 Fun On The Farm



### Learning Outcomes

#### Listening and Viewing:

- Identify farm animals and familiar vocabulary in short spoken texts.
- Recognise vocabulary related to caring for animals and plants in spoken texts.
- Distinguish true and false statements based on information heard in a listening task.
- Demonstrate understanding by selecting the correct pictures or ticking boxes after listening.
- Show enjoyment and interest when listening to stories about farm animals.
- Express appreciation for teamwork and caring for animals through listening tasks.

#### Speaking and Representing:

- Differentiate between actions animals can do and actions they cannot do using simple oral prompts.
- Produce short spoken sentences to describe pictures.
- Recognise singular and plural nouns in visual contexts.
- Ask and answer questions using How many ... are there? in guided speaking tasks.
- Apply the correct structure (There is / There are) to describe quantity accurately.
- Participate in short role-plays using target grammar and vocabulary.
- Show confidence when speaking about personal preferences and farm animals.
- Demonstrate respect and enjoyment during peer-speaking and cooperative dialogues.

# Unit

## 8 Fun On The Farm



### Learning Outcomes

#### Reading and Viewing:

- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Decode short sentences accurately using taught phonic patterns.
- Read short sentences related farm and animals with correct stress and rhythm.
- Interpret simple sentences to identify main ideas about the farm.
- Identify sentences that correspond to the given pictures.
- Demonstrate motivation and persistence while decoding phonics words.
- Show curiosity and motivation to read about familiar topics.

#### Writing and Representing:

- Identify quantities up to 30 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Demonstrate accurate counting and recording of quantities for numbers up to 30.
- Write familiar words legibly, using correct letter formation.
- Show willingness to participate actively in guided writing tasks.
- Demonstrate care and accuracy when completing written work.
- Show pride and positive attitude when sharing written products.
- Show care and persistence while completing counting, tracing, and colouring tasks.



# Fun On The Farm

## Lesson 1

### listening

I will Learn:

farmer, sheep, pond, hen, lay



### Before you listen



Name the animals in the picture.



### Listen to the recording and tick ✓ or X

NEW POST



NEW POST

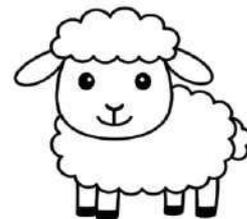
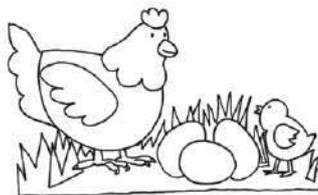
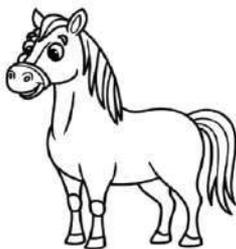


1. Noura likes farm animals.

2. The ducks are in the pond.



### Listen again, then colour the animal that you hear



## Lesson 2

### Grammar



### Ask and answer

### I will Learn:

rooster, monkey, drink, tree, fly, climb

Can a ...? Yes, it can. \ No, it can't.

Is it ...? Yes, it is. \ No, it isn't.



What can you see?

Can a monkey climb a tree?

Is it grey?



I can see a monkey.

Yes, it can.

No, it isn't.



I can see a

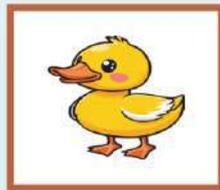
Frog

It can

Jump

It can not

Swim



### Speaking



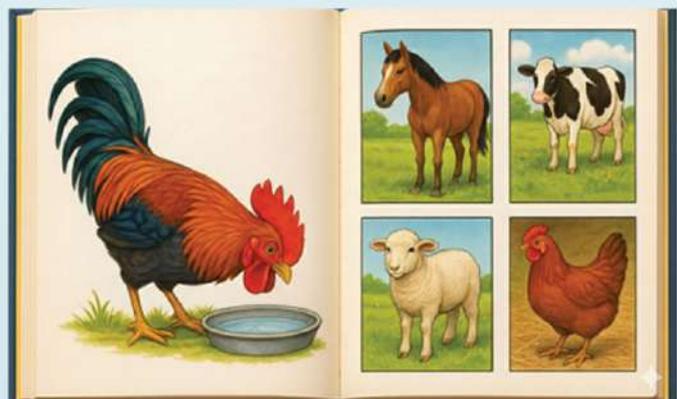
### Look and say



I **can** see a rooster.

It **can** drink water.

It **can't** fly.



What can/can't you do?

### Lesson 3

#### Phonics

#### Word family

I will Learn:

bug, rug, jug,

  Let's blend and read



**b** **ug**



**r** **ug**

  Read, complete, then choose

The

The **bug**



The **bug** is



The **bug** is on the **rug**



The **bug** is on the **rug** near the **mug**.



The **jug** is on the table next to the **rug** and **mug**.



1. The bug is on the rug.



2. The bug is next to the jug.



 Circle the odd one out



## Lesson 4

### Reading

I will Learn:

happily, picture, gift



Before you read, let's practise reading the magic words



has

see

me

say

for

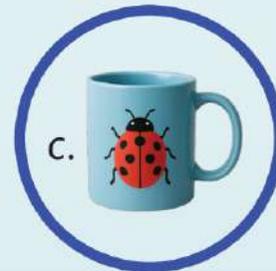


Read and choose the correct answer from a, b or c

My mother buys a gift for me. I open it happily. It is a big blue mug with a picture of a bug. The bug has black dots. I said, "Thank you, Mum".



1. My mother buys me a :



2. The bug has :



Read again, then complete

1. The      Bug      is on the      mug

# Lesson 5

## Writing

I will Learn:

26, 27, 28, 29, 30



### Count and colour

1 2 3 4 26

1 2 3 4 27

1 2 3 4 28

1 2 3 4 29

1 2 3 4 30



### Trace and copy

1 2 3 4 26 27 28 29 30

1 2 3 4



### Count and write



(25) (27) (29)

There are 27 fish.

We can add 3 fish

to have 30 Fish.

**Lesson 6**

**Listening**

I will Learn:

plant, water, take care,  
touch, feed



**Before you listen, read and search the word**

1- It gives milk .

2- It doesn't lay eggs.

3- It can climb trees.

r	o	o	s	t	e	r
s	c	o	w	h	e	e
p	m	o	n	k	e	y



**Listen to the recording and tick ✓ or ✗**

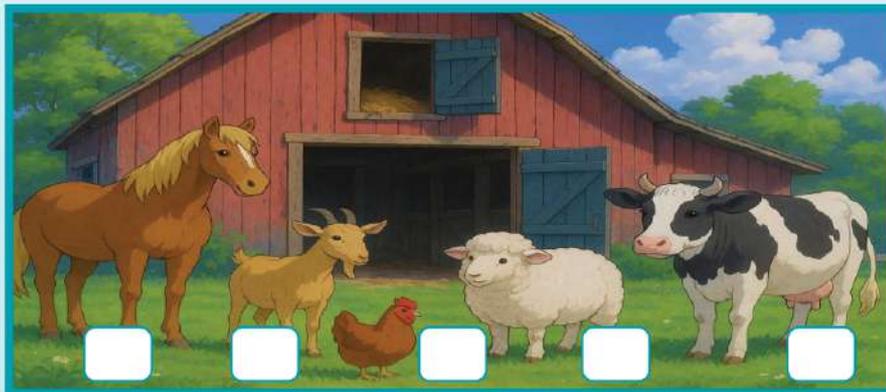


1. Hamad wants to clean the barn.

2. Noura can't plant flowers near the tree.



**Listen again, then tick the animals that you hear**



## Lesson 7

### Grammar

I will Learn:

rabbit, bird

How many ..... are there?

There is... \ There are...



Ask and answer, then complete



How many birds are there?

There are 3 birds.



How many ..... are there?

There is...  
There are...



There is

a cow

There are

2 rabbits

### Speaking



Look and say

There is a bird.



There is ...

There are ...



In pairs, talk about things you have in your bag using there is ... there are..

Lesson 8

Phonics

Word family

I will Learn:

fed

Let's blend and read



r ed



f ed

Read, complete, then choose

Ted

Ted the farmer

Ted the farmer fed

Ted the farmer fed the

Ted the farmer fed the red hen and

Ted the farmer fed the red hen and went to his bed.



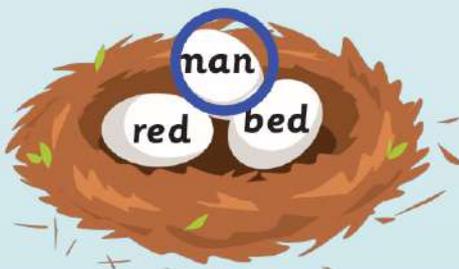
1. The farmer is Ted.



2. Ted fed the red hen.



Circle the odd one out



## Lesson 9

### Reading

I will Learn:

sunny



Before you read



What can you do on the farm ?



Read and tick ✓ or ✗

It's a sunny day. Sara and Haya go to the farm. At the farm, they see animals in front of the barn. Ducks swim the pond. Haya likes to feed the rabbits, and Sara likes to get eggs from the hens.



1. The animals are behind the barn.



2. On the farm, Haya can plant the tree.



Read again then tick the correct picture



## Lesson 10

### Writing



Before you write, choose the correct punctuation marks

1. it's a monkey 

2. mona can plant a tree 



Write the missing words to complete the sentences

1. I hold the bird .



2. The cat is on the rug .



3. The bug has black red dots.



Re-order the words to form sentences

1. are – 30 birds – There

There are 20 birds.

2. can – Horses – run

Horses can run.

# Fun with Writing Activities



Trace and copy



1  
2 has see me  
3  
4

1  
2  
3  
4

1  
2 rabbit bed sunny  
3  
4

1  
2  
3  
4

1  
2 How many trees are there?  
3  
4



1  
2  
3  
4

1  
2 There are 6 trees.  
3  
4

1  
2  
3  
4



Trace and complete

1  
2 This is a rooster.  
3  
4

1  
2 This is  
3  
4

1  
2 Roosters can't fly.  
3  
4

1  
2 Roosters can't  
3  
4



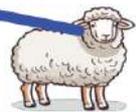
## Progress Test

### Reading

#### A) Circle the odd one out

1.	fed	red	hot
2.	lay	mug	rug
3.	hat	dot	mat

#### B) Match sentences to pictures

1. This is a farm.		
2. There is 1 sheep.		
3. The duck can swim.		
4. The horses run fast.		

#### C) Read and tick ✓ or X

My name is Ahmed. On our farm, there is a big barn. The farmer plants trees. My father waters them every day. There are animals. We take care of them.



1. The farmer waters trees.



2. Ahmed feeds animals.



## Progress Test

### Writing

#### A) Copy the following

This is our farm.

Hens lay eggs.

Cows give milk.

#### B) Write the missing words to complete the sentences

1. I have a gift.



2. The duck drinks from the pond.



3. The monkey can Climb the tree.



4. It is a Sunny day.



## Farm Poster



### Instructions:

1. Colour by numbers.
2. Choose your favourite animal.
3. Talk about it.

1		6	
2		7	
3		8	
4		9	
5		10	

## Minimum Words to be Taught

No	word	part of speech	lesson
1	farmer	noun	1
2	sheep	noun	1
3	pond	noun	1
4	hen/s	noun	1
5	lay	verb	1
6	rooster/s	noun	2
7	monkey/s	noun	2
8	tree/s	noun	2
9	drink	verb	2
10	climb	verb	2
11	fly	verb	2
12	bug	noun	3
13	rug	noun	3
14	jug	noun	3
15	happily	adverb	4
16	gift	noun	4
17	picture	noun	4
18	touch	verb	6
19	take care	phrase	6
20	plant	verb/noun	6
21	water	verb/noun	6
22	feed/fed	verb	8/6
23	rabbit/s	noun	7
24	bird/s	noun	7
25	sunny	adjective	9

# Songs

## “Fun on the Farm” song

On the farm I see a monkey, swinging in the tree.  
A rooster shouts cock – a –doodle – do! So loud for  
all to see.

The sheep says baa, the rabbit hops- They play  
around in fields and crops! On the farm its fun for  
me with friends so cute and happy



## “What can animal do” song

The monkey can jump — jump, jump, jump. The rabbit can  
hop – hop hop. The rooster can crow . The sheep can run run  
run too. All the animals say “ look at me” this is what I can  
do you see.

The rooster can crow — cock-a-doodle-doo!

The sheep can run — run, run too!

All the animals say, “Look at me!

This is what I can do, you see!”

Can the monkey swim? — No, it can’t! Can the rabbit sing?

— No, it can’t! Can the rooster fly? — Just a bit! Can the  
sheep dance? — Yes, a little bit! How many eggs can the hen  
give you?

One, two, three — and maybe two



# Credits and Acknowledgments



## **Design and Layout**

The overall design and layout of this book were created using Canva.

## **Fonts Used**

This book uses the following fonts: Primary Sassoon and Century Gothic.

## **Icons and Graphics**

Icons and graphic elements were created using ChatGPT tools and illustrations.

## **Images and Illustrations**

Most images and illustrations were generated with the assistance of ChatGPT and Gemini. Additional visuals were sourced from Canva and Google.

## **Songs and Lyrics**

The lyrics of the songs were generated with ChatGPT, and the songs were created using Sono.

## **Audio Material**

The scripts for the audio tracks were generated by ChatGPT, and the audio tracks were created using Eleven Labs.

## **Vocabulary Reference**

Minimum word usage and age-appropriate vocabulary were carefully selected and cross-checked for CEFR level alignment using the Oxford Learner's Dictionary website ([www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)) and the Cambridge Dictionary website ([www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)).

## **Review and Editing**

Content was reviewed and refined by ELT supervision, curriculum development specialists, and supported by AI tools.

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## **Special Thanks**

Special thanks to all contributors, educators, and developers who helped bring this book to life.