



وزارة التربية

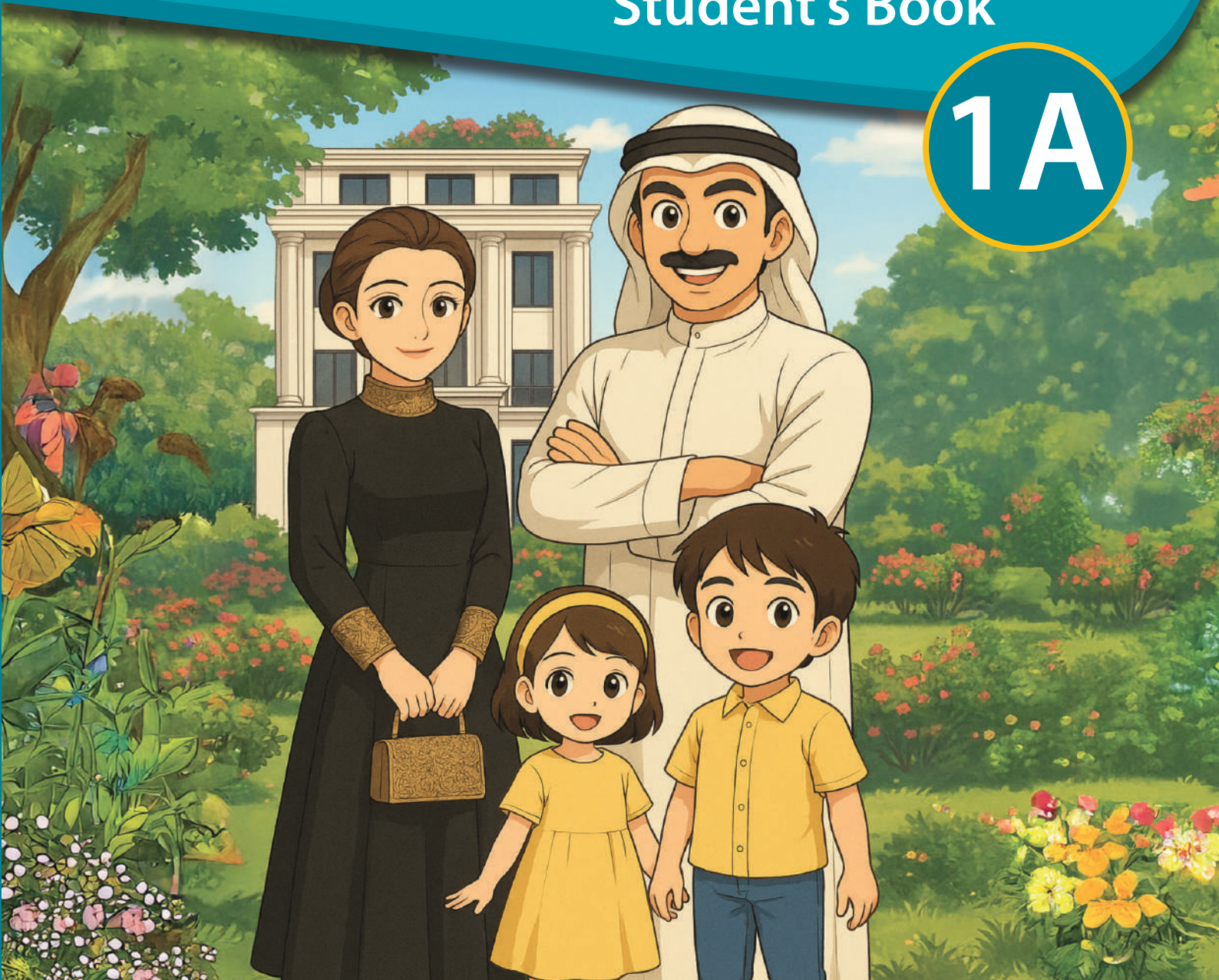
Ministry of Education

State of Kuwait | دولة الكويت

SKYLINE ENGLISH

Student's Book

1A



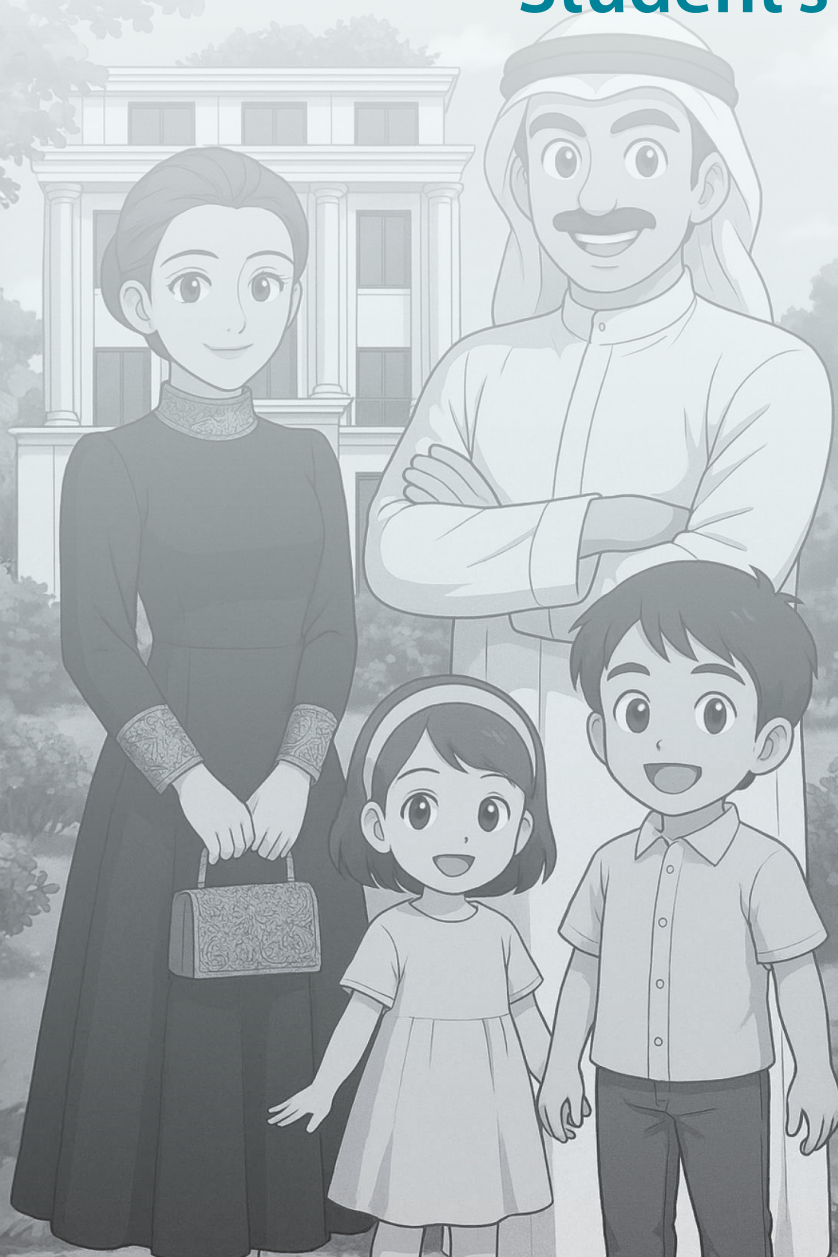


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PDF Book

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Amir Of The State Of Kuwait



سَمُو الشَّيْخِ صَبَّاحٍ كَهْدِ الْحَمَادِ السَّبَّاحِ
وَلِيِّ مَعْهُدِ دَوْلَةِ الْكُوَيْتِ

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The Second Learning Unit

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Introduction



Introduction to the Skyline English Series – Primary Stage (Kuwait)

About the Skyline English Series

The Skyline English Series is a comprehensive and progressive curriculum specifically designed for primary school learners in the State of Kuwait. Grounded in pedagogical excellence and aligned with both international language acquisition standards and national curriculum requirements. The series empowers young learners to develop essential language skills that support academic achievement, personal growth and global awareness. Each level of the Skyline Series is thoughtfully structured to support students' linguistic, cognitive and emotional development through meaningful, age-appropriate and culturally relevant content.

Vision and Purpose

The Skyline English Series envisions an educational environment where students are not only proficient in English but also equipped with the skills required for lifelong learning and responsible citizenship. The series seeks to cultivate a love for language learning while fostering moral values, collaboration and respect for diversity. With a focus on clear learning outcomes and interactive methodologies, Skyline promotes learner autonomy, creativity, and engagement.

Introduction



Alignment with Kuwait Vision 2035

Skyline English directly supports the national goals of Kuwait Vision 2035, particularly within the pillar of Human Capital Development. The series contributes to creating a generation of knowledgeable, skilled, and globally competent learners who can actively participate in Kuwait's socio-economic transformation. By promoting bilingual communication, analytical thinking, and digital literacy, the Skyline Series helps foster the development of a modern, knowledge-based society. Lessons are designed to foster national pride while preparing students to engage constructively in an interconnected world.

Integration of 21st Century Skills and Educational Values

The Skyline English Series incorporates key 21st-century learning indicators such as critical thinking, creativity, collaboration, communication and digital competence. The curriculum is also embedded with core educational values, including:

- Respect for others and cultural identity
- Integrity and ethical behavior
- Cooperation and teamwork
- Environmental and civic responsibility
- Perseverance and self-improvement

Each unit in the series is enriched with tasks that require active participation, problem-solving, reflection and real-life application of language skills.

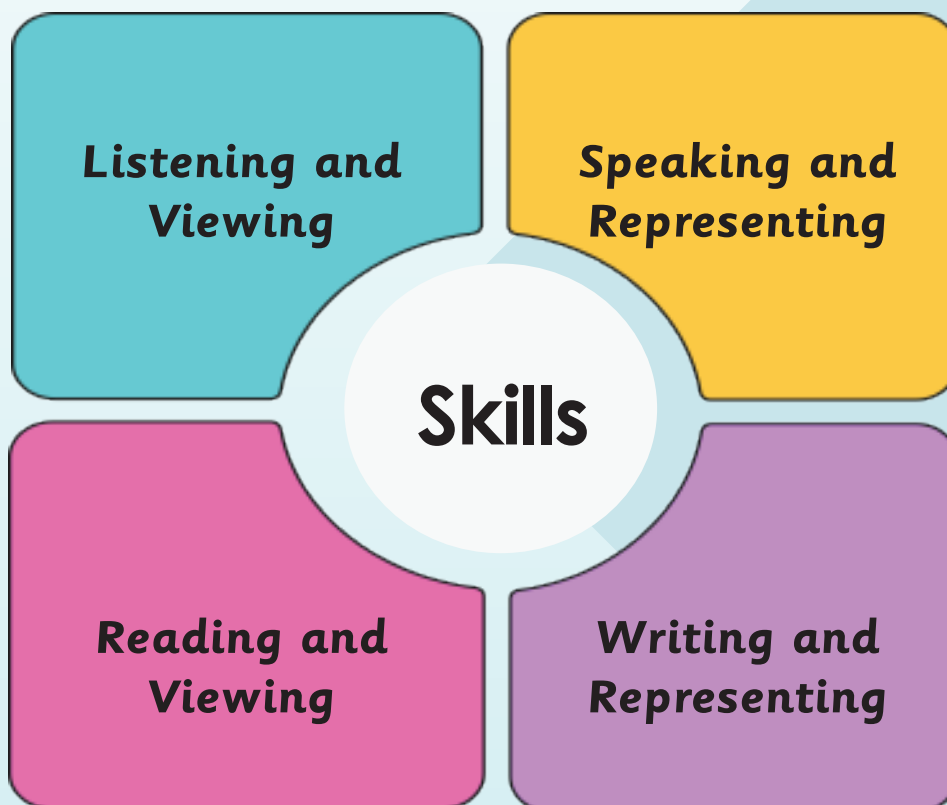
Introduction



A Curriculum for the Future

Skyline English serves as a bridge between moral values and forward-looking education by supporting Kuwait's National Education Framework and embracing global benchmarks. The series ensures that students are prepared for the demands of the future while remaining rooted in their identity. Through its engaging content, structured progression and inclusive design, Skyline nurtures a confident, articulated, and responsible generation of English learners.

Grade One Curriculum Standards





Icon Guide



1. listen



2. say/speak



3. read



4. write



5. ask & answer



6. circle/choose



7. look



8. match/connect



9. trace



10. trace & copy



11. blend



12. complete



13. solve



14. draw



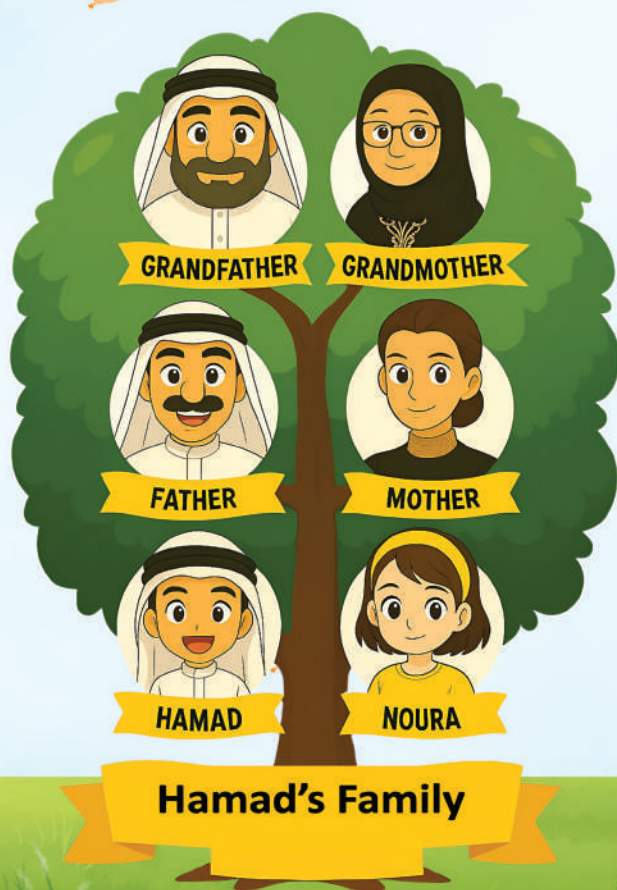
15. colour



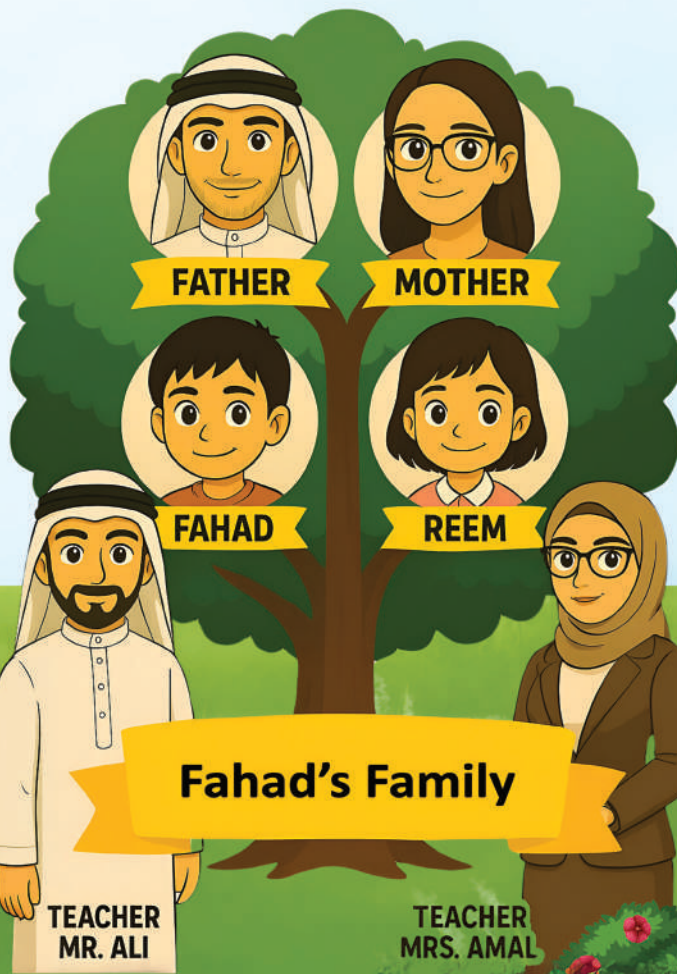
16. count



MEET OUR CHARACTERS



Hamad's Family



Fahad's Family

TEACHER
MR. ALI

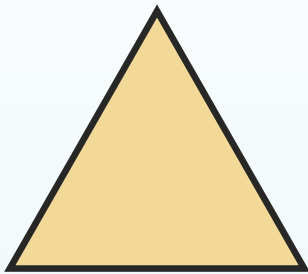
TEACHER
MRS. AMAL

All About Me

Let's get to know you better!

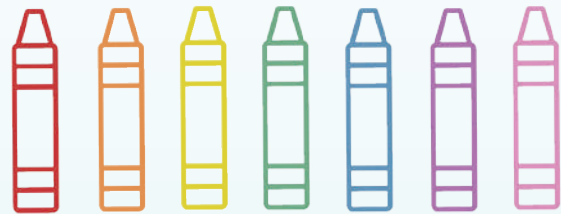


Name

A light blue rectangular box with a black outline, shaped like an arrow pointing to the right, intended for a child to write their name.

Age

I like this colour



An animal I like

A light blue rounded rectangular box with a black outline, intended for a child to draw their favorite animal.

A picture of me

A large, light blue rectangular box with a black outline, intended for a child to draw a picture of themselves.

Something I like
doing

A yellow banner-shaped box with a black outline, featuring a central rectangular area and two pointed ends, intended for a child to write something they like doing.

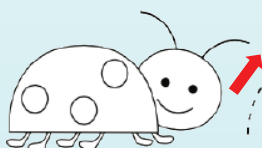
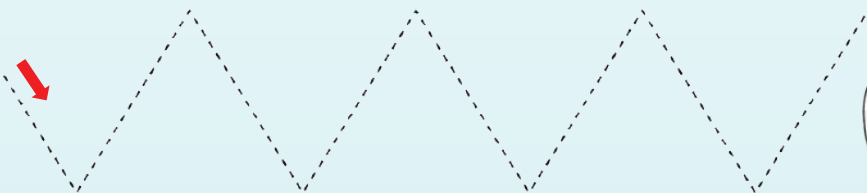
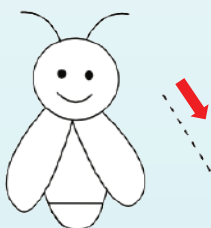
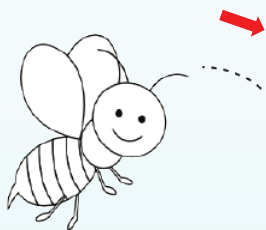
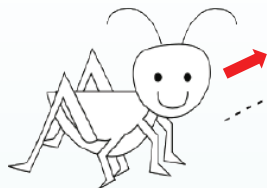


Orientation Activities

Days of the week: Sunday,
Monday, Tuesday, Wednesday
Thursday, Friday, Saturday



Trace and colour



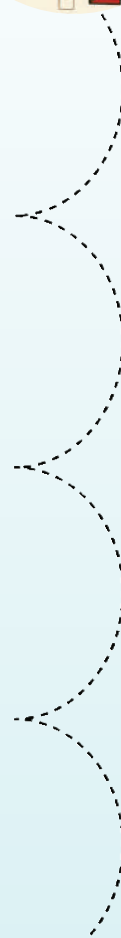
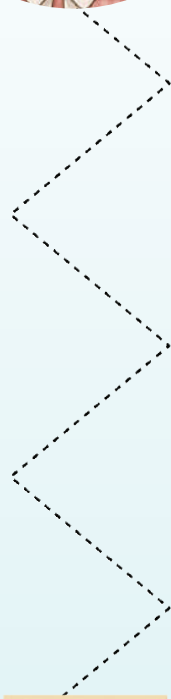
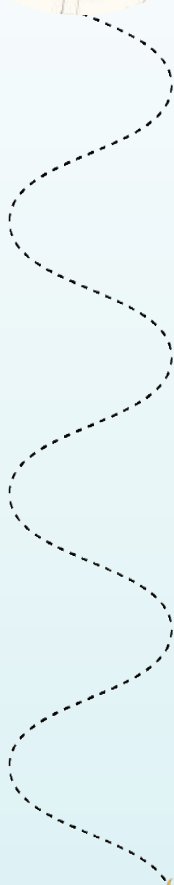
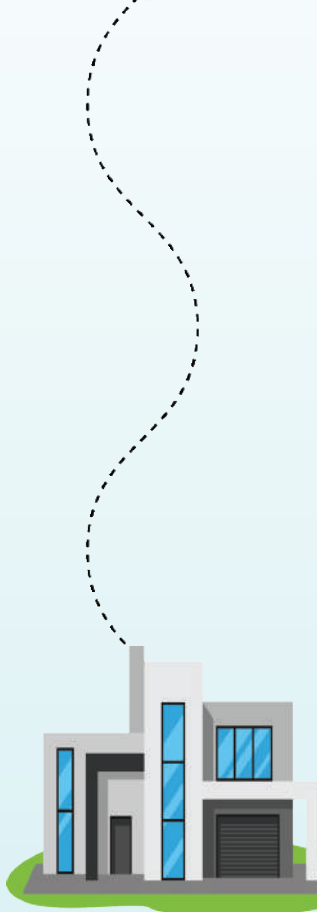


Orientation Activities



Trace

Days of the week: Sunday,
Monday, Tuesday, Wednesday
Thursday, Friday, Saturday



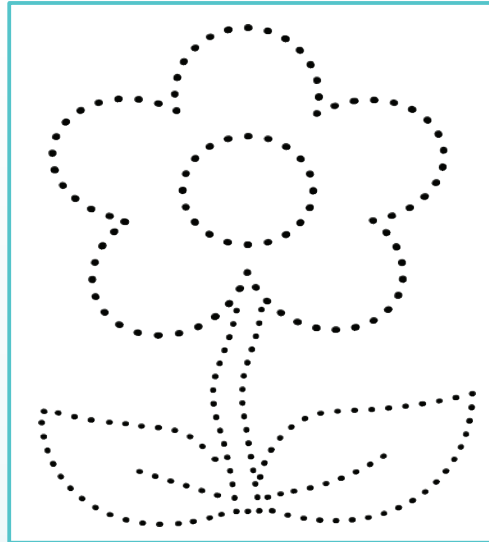


Orientation Activities

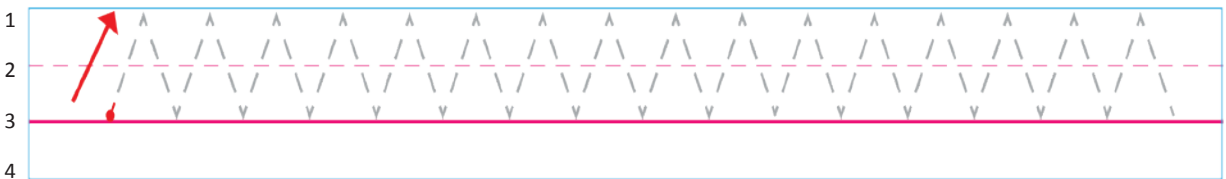
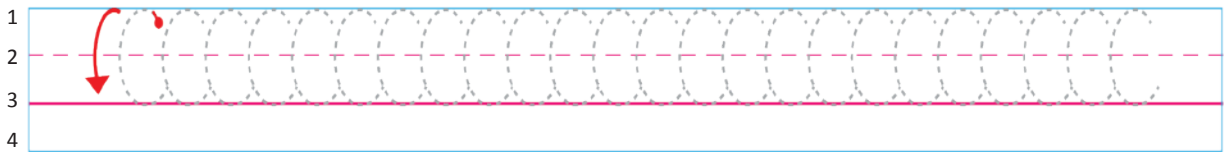
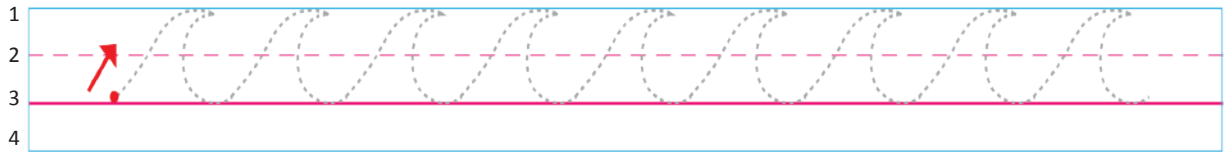


Trace and colour

Days of the week: Sunday,
Monday, Tuesday, Wednesday
Thursday, Friday, Saturday



Trace



Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit One All About Myself	- Greetings and responses - Introducing oneself and others - Asking for and giving information - Identifying body parts - Counting and using numbers 1 to 3 in context - Describing objects using basic colour words	- Possessive adjectives (My/ Your) - Present simple - Nouns (singular/ plural) - Indefinite articles (a/an) - Personal pronoun (I)	- Body Parts - Numbers - Colours - Target Sound words	(Aa) /æ/ (Cc) /k/ (Ee) /e/ (Hh) /h/ (Ll) /l/ (Tt) /t/	- Cleanliness - Confidence - Self-awareness - Respect	
					21st Century Skills - Communication - Self-expression - Listening	- Hello - What's that - Letter "L" song - Letter "T" song
Project	A Poster: "This is Me"					

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Two Meet My Family	- Identifying and naming family members - Asking and answering questions to give personal information - Talking about daily family routines - Counting and using numbers 4 to 6 in context - Describing objects using basic colours words	- Possessive adjectives (my, his, her) - Present simple - Nouns (singular/ plural)	- Family members - Numbers - Colours - Target Sound words	(Ff) /f/ (Mm) /m/ (Bb) /b/ (Oo) /oo/ (Uu) /u/ (Xx) /ks//eks/	- Respecting parents and relatives - Loyalty and citizenship - Responsibility	
					21st Century Skills - Collaboration - Empathy - Verbal Expression	- My Family - Daily routine - Letter "O" song - Letter "M" song
Project	Create A Family Tree					

Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Three My House	•Asking and answering questions about locations and positions •Describing objects to identify colours •Counting and using numbers 7-8 •Describe a house and its furniture	•Present simple •Prepositions of place (on, in, under) •Wh-questions (Where is...? What colour is/are...?) •Demonstratives (singular) (this, that)	•Household items •Numbers •Colours •Target Sound words	•(Dd) /d/ •(Gg) /g/ •(Ii) /ɪ/ •(Kk) /k/ •(Qq) /kw/ •(Ww) /w/ •(Yy) /j/	•Preserving public property • Cleanliness	•My House •Prepositions •Letter “K” song •Letter “W” song
	21 st Century Skills					
	•Analysis and Synthesis • Presentation					
Project	• Build A House Using A Shoebox					

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Four My School	• Responding politely to requests • Talking about actions • Describing colours / actions	• Present continuous • Modal verb can for polite requests • Present simple	• School Items • Actions • Colours • Numbers • Target Sound words	• s/s/ • r /r/ • J/dʒ/ • p/p/ • n/n/ • v/v/ • z /z/	• Respecting teachers • Collaboration • Friendship	• Let’s count • Magic words • Letter “S” song • Letter “R” song
	21 st Century Skills					
	Project	• Create Your Own School Bag Using Coloured Papers				



Do your homework and
keep your book neat.



Weekly Follow-up Sheet

No.	Date	Student's Book			Notebook & Homework		
		Excellent Effort	Almost There	Needs Work	Excellent Effort	Almost There	Needs Work
1		☐	☐	☐	☐	☐	☐
2		☐	☐	☐	☐	☐	☐
3		☐	☐	☐	☐	☐	☐
4		☐	☐	☐	☐	☐	☐
5		☐	☐	☐	☐	☐	☐
6		☐	☐	☐	☐	☐	☐
7		☐	☐	☐	☐	☐	☐
8		☐	☐	☐	☐	☐	☐
9		☐	☐	☐	☐	☐	☐
10		☐	☐	☐	☐	☐	☐
11		☐	☐	☐	☐	☐	☐
12		☐	☐	☐	☐	☐	☐
13		☐	☐	☐	☐	☐	☐
14		☐	☐	☐	☐	☐	☐

① All About Myself



Learning Outcomes

Listening and Viewing:

- Respond accurately to simple oral instructions during classroom activities. 1/6
- Demonstrate respectful listening by maintaining eye contact and sitting attentively during listening tasks.
- Use simple verbal responses (e.g., “yes”, “okay”) to show understanding during teacher instructions.
- Identify key words from spoken phrases about self-introduction and body parts using visual support.
- Show interest and respect while listening to peers by responding appropriately.
- Express enjoyment while listening to short texts about self-introduction and body parts.

Speaking and Representing:

- Use possessive adjectives (my, your) to produce short meaningful sentences about themselves or others during classroom speaking activities.
- Use memorised phrases to introduce oneself and classmates using names and simple sentences in short oral tasks.
- Participate in short classroom conversations respectfully, by taking turns and listening appropriately in guided speaking activity.
- Express confidence while speaking in front of classmates.
- Show enthusiasm and willingness by sharing personal information during speaking tasks.
- Use Wh-question forms appropriately when asking questions.
- Use simple words and phrases to name and describe family members, applying basic grammatical rules.



Learning Outcomes

Reading and Viewing:

- Recognise and match letter names with their corresponding sounds for the letters Aa, Cc, Hh, Ee, Ll, and Tt.
- Apply phonemic awareness and phonics skills to decode simple CVC words.
- Apply phonics rules to read new words that follow the same pattern.
- Decode new words correctly by using phonics patterns.
- Demonstrate motivation and persistence while decoding phonics words.

Writing and Representing:

- Demonstrate legible handwriting and proper penmanship when copying and writing letters, numbers, and high-frequency words.
- Apply phonics knowledge to spell words correctly using letter sounds, sound blends, and decoding strategies.
- Construct grammatically correct words, phrases, and simple sentences using:
 - Nouns (singular/plural)
 - Indefinite articles (a, an)
 - Personal pronoun (I)
 - Present simple tense (e.g., "I have a cat")
- Identify quantities from 1 to 3 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.



Lesson 1

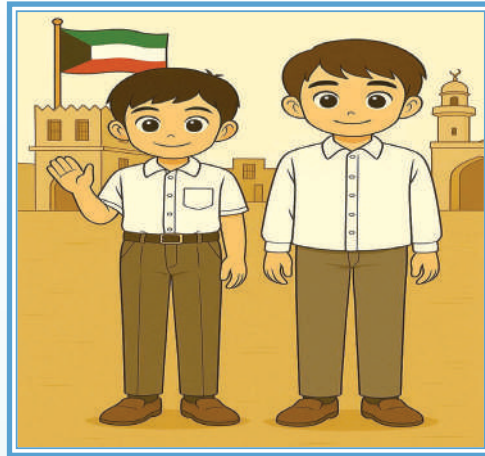
Listening

I will learn:

Hi, balloon, Hello, Muslim, blue, black

What is/What's **your** ...?I am/I'm ..., **My** name **is**

Listen to the recording, then role-play



Grammar



Ask and answer



Hello, **My** name is Hamad.
What's **your** name?



Hello, **My** name is Fahad.
I'm a Muslim

Speaking



Look and say



My balloon is blue.
Your balloon is black.



Lesson 2

Phonics

I will learn:

ant, apple, arm, angry



Let's learn and colour



ant



arm



angry



Trace and copy

1	2	3	4	A	A	A	A	A
1	2	3	4	A				
1	2	3	4	a	a	a	a	a
1	2	3	4	a				



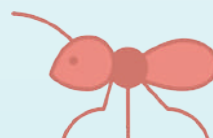
Write the missing letter



ngry



rm



nt

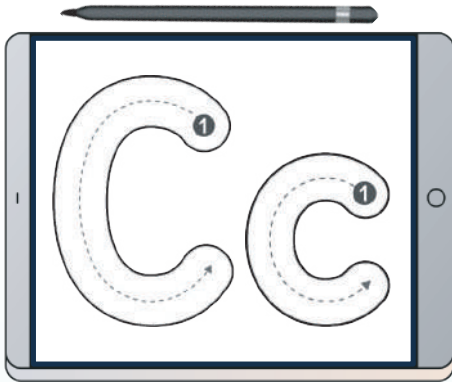
Lesson 3

Phonics

I will learn:

car, cap, cat, cow

 Let's learn and colour



c a t



c a r



c a p

 Trace and copy

1		C	C	C	C
2					
3					
4					
1		c	c	c	c
2					
3					
4					
1					
2					
3					
4					

  Complete, then circle

Complete	Circle
aP	  
OW	  

Lesson 4

Writing

I will learn:

1, 2, 3, white



Count and colour

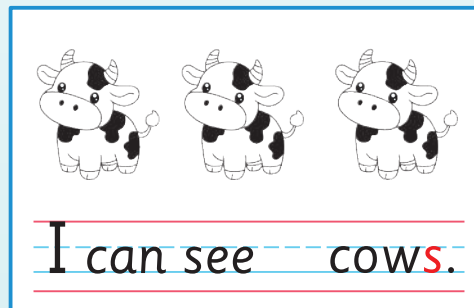
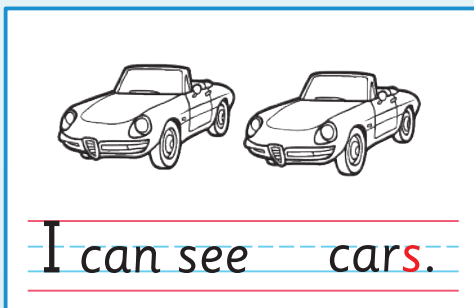


Trace and copy

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



Count, write then colour



Count and complete



Lesson 5

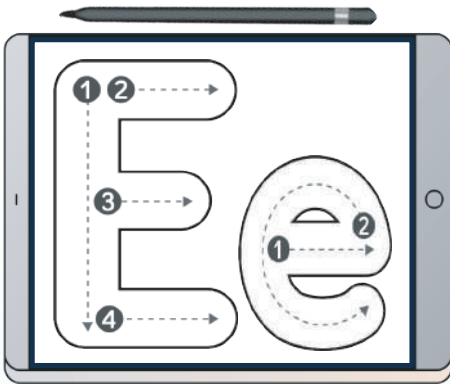
Phonics

I will learn:

egg, elbow, elephant, ear

This is ...

Let's learn and colour



e g g

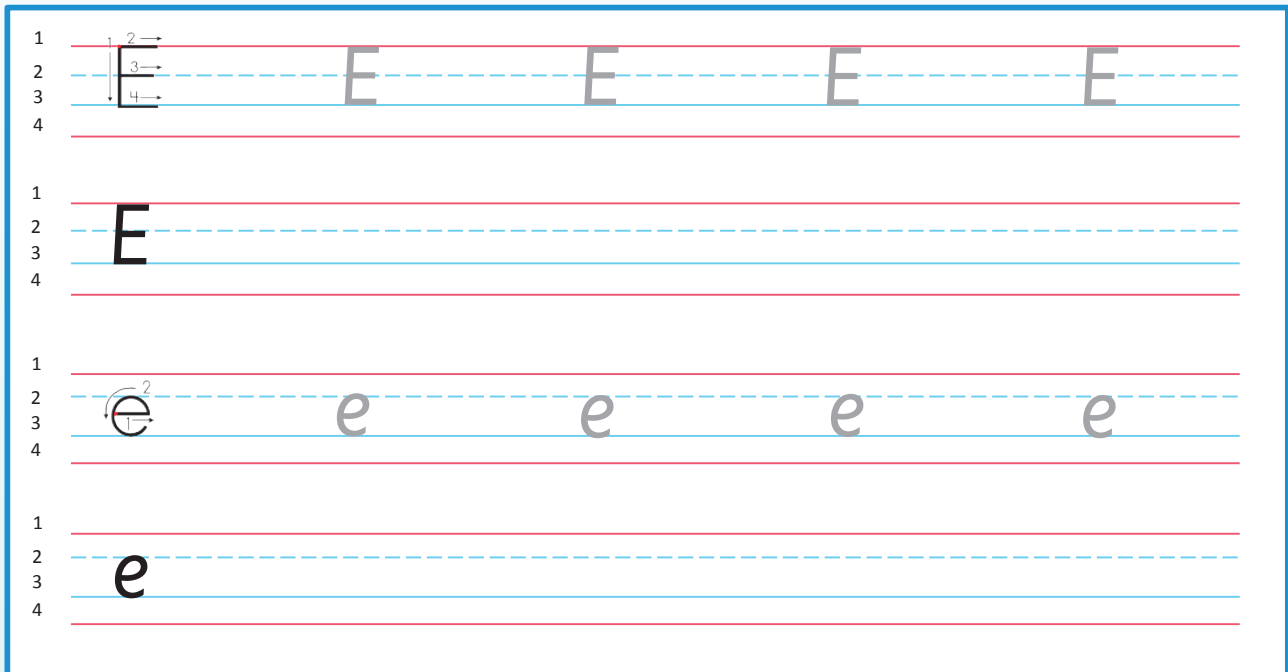


e l b o w

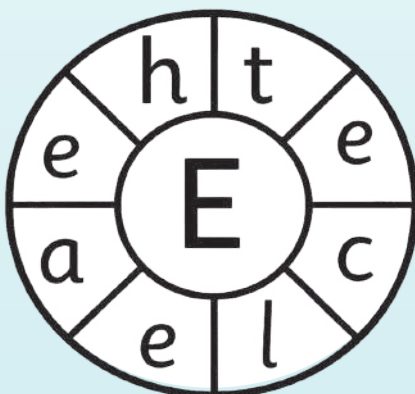


e a r

Trace and copy



Colour letter e, then complete



This is an _lephant.

Lesson 6

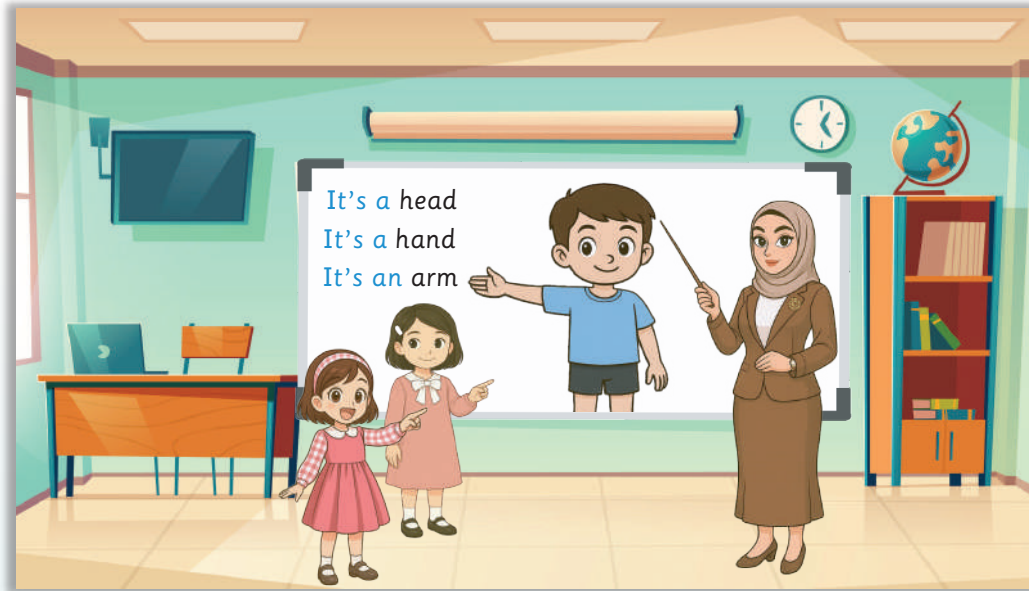
Listening

I will learn:

head, mouth, eye, nose, hand
What's that ... / It's a/an ...



Listen to the recording and point



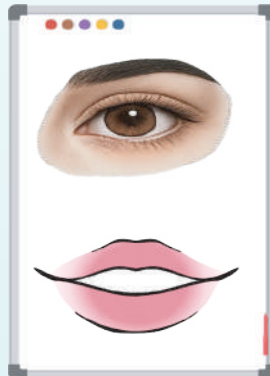
Grammar



Ask and answer



What's that?



It's an eye.



It's a mouth.



speaking



Look, circle then say

Keep your body clean



1- I can see a



mouth

nose

hand

2- I can see an



eye

arm

head

Lesson 7

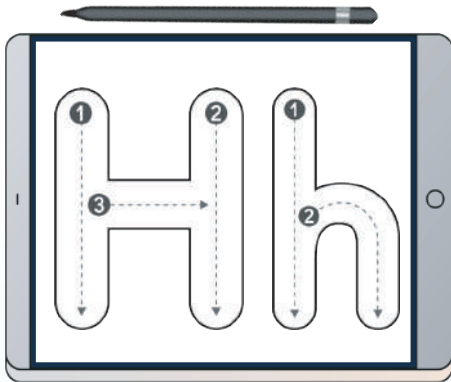
Phonics

I will learn:

hat, horse, hit, have

I have ...

 Let's learn and colour



h a t

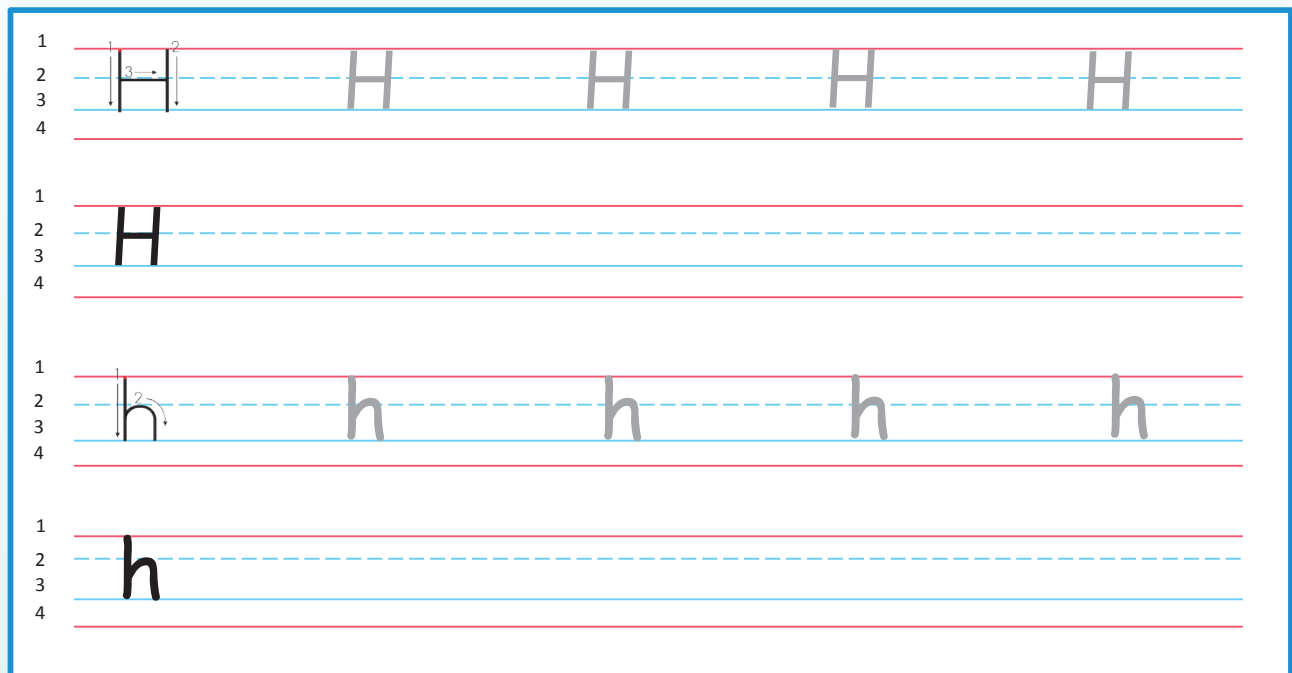


h a n d

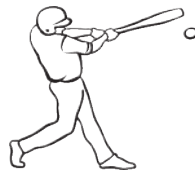


h i t

 Trace and copy



  Spot pictures starting with letter **h**, then colour



  Read and match

I have a hat.

I have a white cat.



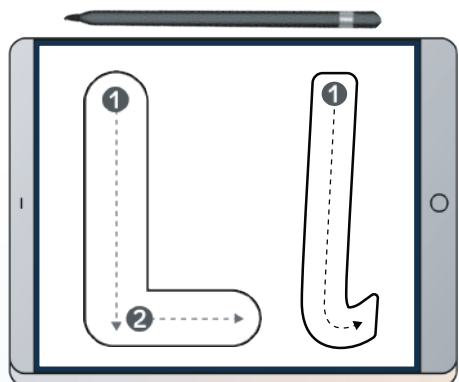
Lesson 8

Phonics

I will learn:

lamb, lion, lemon

 Let's learn and colour



l a m b

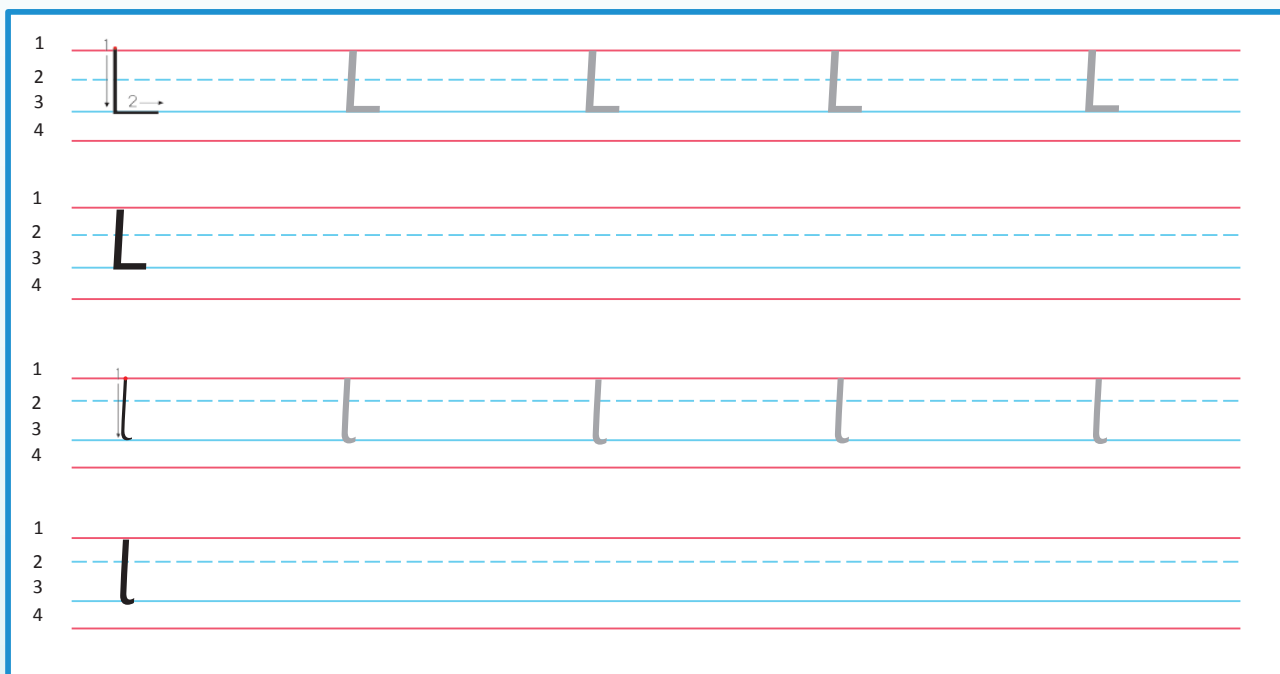


l e m o n

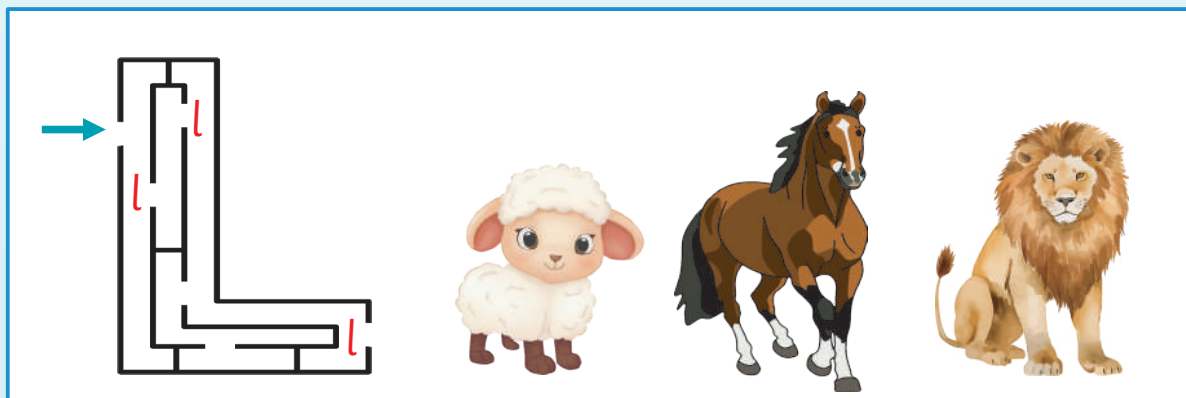


l i o n

 Trace and copy



  Follow small l, then circle the odd one out

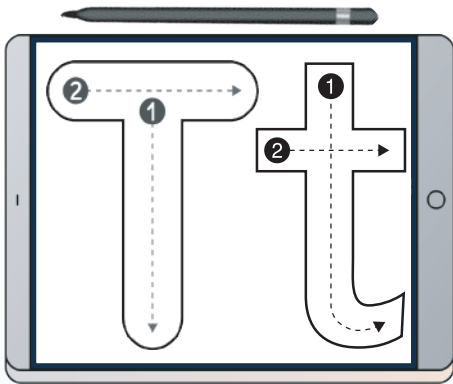


Lesson 9

Phonics

I will learn:

toe, tiger, toy, teacher

 Let's learn and colour

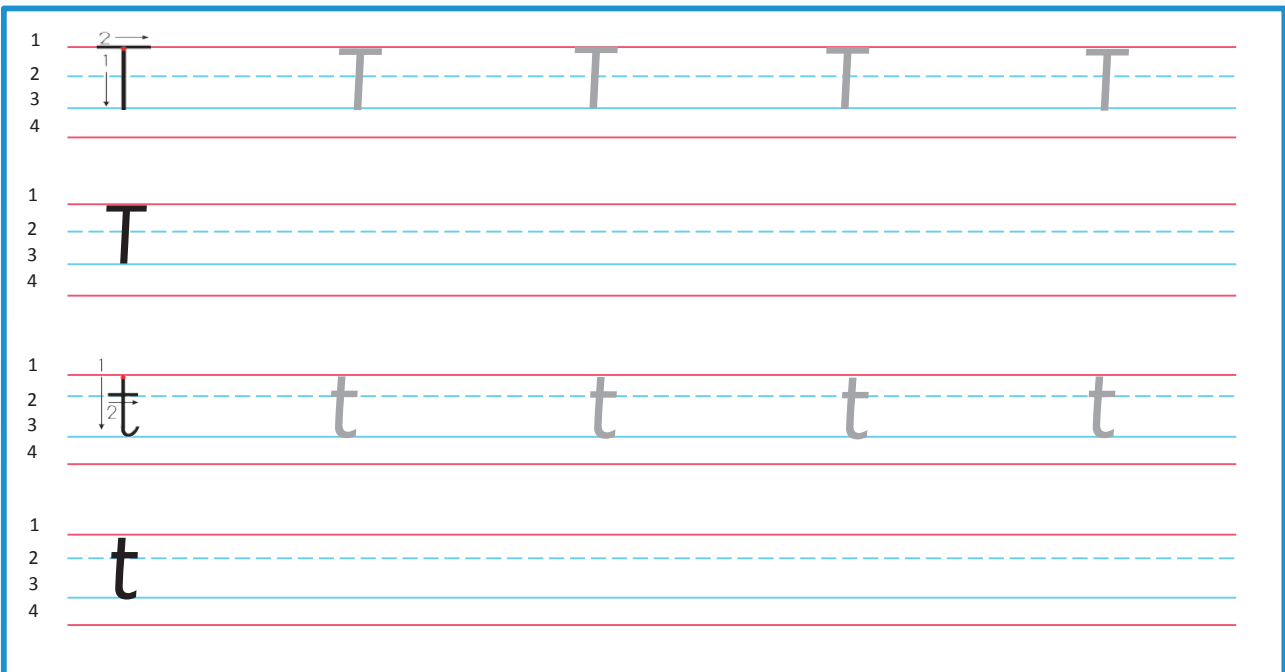
toe



tiger



Trace and copy



  **Read and complete**

This is my teacher.



This is your toy.



  **Blend then write**

h a t

Lesson 10

Reading

I will learn:

ear/ears, leg/ legs, arm/arms
I have ...

  Write, then colour

I can see a ap.



1=  Black
2=  Blue

  Read and complete

1- I have 2



 ars.

2- I have 2



 egs.

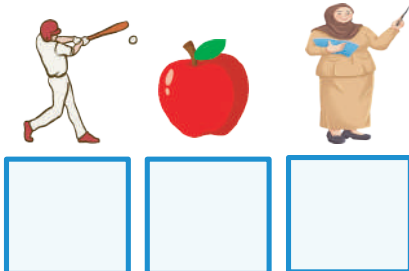
3- I have 2



 rms.

Writing

  Write the initial letters then match



Fun with Writing Activities



Trace and copy

1
2 A a C c H h
3
4



1
2
3
4

1
2 E e L l T t
3
4

1
2
3
4

1
2 1 2 3
3
4



1
2
3
4

1
2 cat hat act
3
4



1
2
3
4



Trace and complete

1
2 I can see 1 ant.
3
4



1
2 I can see
3
4

1
2 It is a toe.
3
4

1
2 It is
3
4

Progress Test

Reading

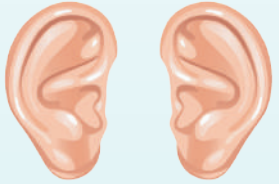
A) Match the uppercase letters with the lowercase letters

A	C	H	E	L	
e	t	l	c	a	h

B) Match letters to pictures

t	c	e	a	
				

C) Circle the correct word

	
legs eyes ears	horse lamb tiger

D) Match numbers to pictures

1	3	
		

Progress Test

Writing

A) Copy the following

A a T t H h E e

1

2

3

cat

hat

ant

B) Write the missing initial letters



_lbow



_rm



_ead



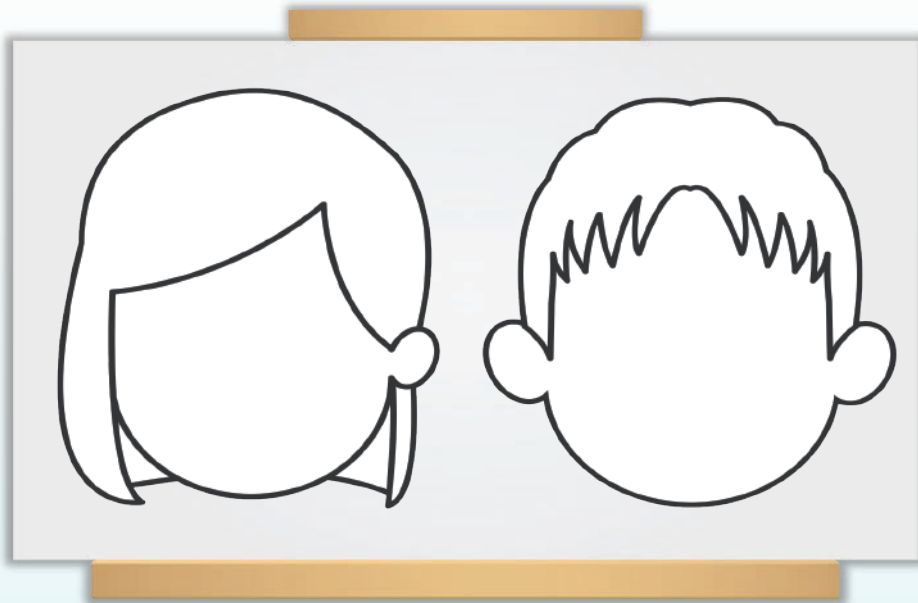
_eg

Project 1



“This is Me” Poster

- Step 1 : Draw, then colour



- Step 2 : Complete

1- My name is _____

2- I am in grade _____

3- I have _____ eyes.

- Step 3 : Present your poster



Songs



“Hello” song

Hello my friend how do you do, I see you smile it's nice
and true, What's your name I want to know
Let's be friends and let it show

We live in Kuwait it's where we stay, We keep it clean
in every way, We work together hand in hand
Our love for home is where we stand



“What’s that?” song

What's that on my face I spy, It's an eye it blinks
so sly
And right below it here's the prose
What's that there it's a nose

What's that moving side to side, It's a hand it opens wide
And that long thing oh so firm
What's that there it's an arm

What's that on the ground so low,
It's a foot it starts to go
And those tiny things you know
What's that there it's a toe



Songs

Letter “L” song

Let's learn a letter that's lovely and loud it starts with L
and makes us so proud L is for lamb so soft and sweet
A fluffy friend with tiny feet

L is for lion with a mighty roar lemon so sour we can't
ignore Legs help us jump and run around L makes a
light and lovely sound

Lions are kings of the jungle it's true with L in their
name they rule the view lemons are yellow bright and
sour their tangy taste has so much power



Letter “T” song

T is a letter that we all know it starts with two a pair in
tow toys we play with big and small T is the start of
them all

T-t-t Let's all say T-t-t it leads the way T-t-t it sounds so
neat T-t-t Tap your feet

Toe on your foot It's T as well teacher's here with stories
to tell tiger so fierce with a mighty roar T takes the lead
It's never a bore



2 Meet My Family



Learning Outcomes

Listening and Viewing:

- Respond to familiar words and short spoken expressions about family members and daily routines during classroom activities.
- Recognise specific details in short spoken texts.
- Demonstrate enjoyment and interest while listening to short texts.
- Show willingness to participate attentively during listening activities.

Speaking and Representing:

- Use simple words and phrases to name and describe family members, applying basic grammatical rules.
- Describe family members and routines using simple vocabulary supported by picture prompts.
- Follow foundational discussion rules by taking turns, listening to peers, and responding appropriately.
- Apply present simple tense correctly when asking and answering about routines.
- Cooperate with peers in group speaking tasks, showing respect and turn-taking.
- Participate in short role-plays to ask and answer Wh-questions appropriately.

2 Meet My Family



Learning Outcomes

Reading and Viewing:

- Recognise and pronounce letter sounds and names in decodable words using the target phonemes (/f/, /m/, /b/, /oʊ/, /ʌ/, /ks/, /eks/).
- Read and comprehend familiar words, short phrases, and simple sentences.
- 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.
- Identify sentences that correspond to the given pictures.
- Demonstrate motivation and persistence while decoding phonics words.
- Apply phonemic awareness and phonics skills to decode simple CVC words.

Writing and Representing:

- Copy and write letters, numbers, familiar words, using legible handwriting and appropriate penmanship skills.
- Construct short, meaningful sentences about family members and routines using present simple tense and pronouns.
- Spell familiar words correctly by applying knowledge of phonemic awareness, letter-sound relationships, and simple sound blends.
- Identify quantities from 4 to 6 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 of quantities for numbers up to 6.
- Demonstrate confidence and willingness to participate in guided writing activities.
- Show care and persistence while completing counting, tracing, and colouring tasks.



Lesson 1

Listening

I will learn:

father, mother, brother, sister

Who is **this**? **This** is **my/her/his** ...

Listen to the recording to identify the family members



Grammar



Ask and answer



Who is this?

**This is my** father.**This is her** mother.

Speaking



Draw your family and talk about them

Respect your parents.



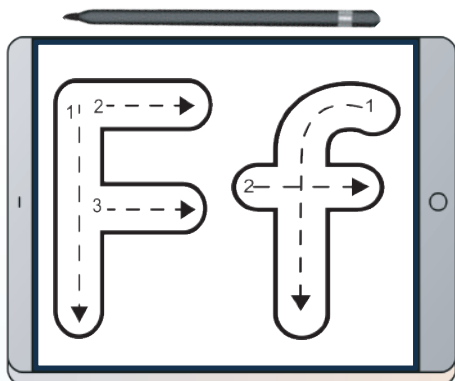
Lesson 2

Phonics

I will learn:

fan, fox, frog, foot, feet

 Let's learn and colour



frog



fox



fan

 Trace and copy

Tracing practice lines for the letter 'F' and 'f' on a four-line grid (1, 2, 3, 4). The first row shows uppercase 'F' with numbered arrows and four dashed 'F's for tracing. The second row shows a solid 'F' followed by three dashed 'F's for tracing. The third row shows lowercase 'f' with numbered arrows and four dashed 'f's for tracing. The fourth row shows a solid 'f' followed by three dashed 'f's for tracing.

 Write the missing initial letters



_rog



_eet



_an

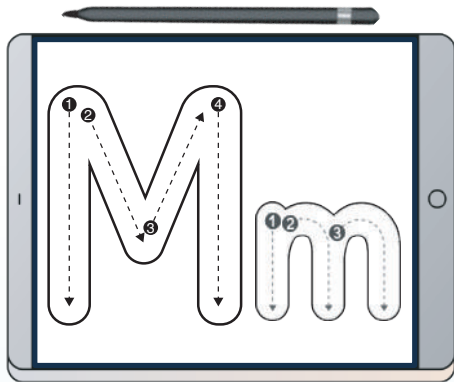
Lesson 3

Phonics

I will learn:

mug, man, men, mat

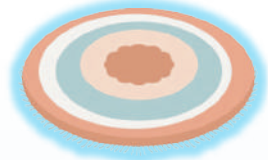
Let's learn and colour



mug



man



mat

Trace and copy

Tracing practice lines for the letter 'M'. Each row has four lines (1, 2, 3, 4) and a dashed letter for tracing.

Row 1: Uppercase 'M' with stroke order arrows, followed by three dashed 'M's for tracing.

Row 2: Uppercase 'M' with stroke order arrows, followed by three dashed 'M's for tracing.

Row 3: Lowercase 'm' with stroke order arrows, followed by three dashed 'm's for tracing.

Row 4: Lowercase 'm' with stroke order arrows, followed by three dashed 'm's for tracing.

Write the initial letters to find the secret word



[Blank box for initial letter]

+

[Blank box for initial letter]

+

[Blank box for initial letter]

=

[Blank box for secret word]

Complete the sentence, then colour

My cat is on a



Lesson 4

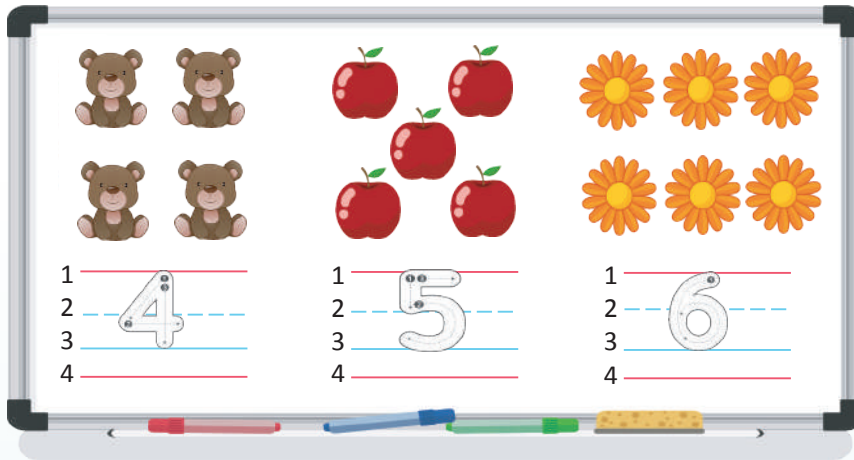
Writing

I will learn:

4, 5, 6, brown, orange



Count and colour



Trace and copy

1			
2	4	5	6
3			
4			
1			
2			
3			
4			
1			
2			
3			
4			



Count and write



frogs



fish



Count and complete

There are _____ brown cookies.



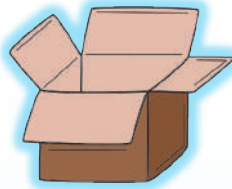
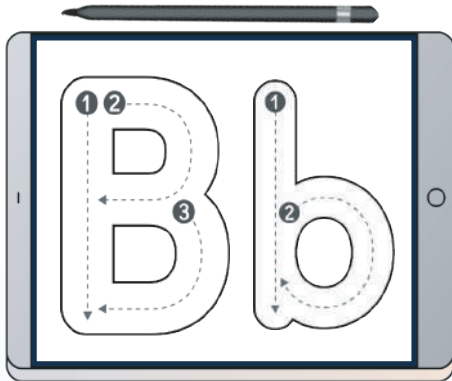
Lesson 5

Phonics

I will learn:

box, bat, bed, bag

Let's learn and colour



box



bag



bed

Trace and copy

Tracing practice lines for the letter B. Each row has four lines (1, 2, 3, 4) and a dashed letter B for tracing. The first row shows the letter B on the top line, the second row shows it on the middle line, the third row shows it on the bottom line, and the fourth row shows it on the bottom line.

Circle the lowercase B



Blend, then write



bat

Blank lines for writing the word bat.

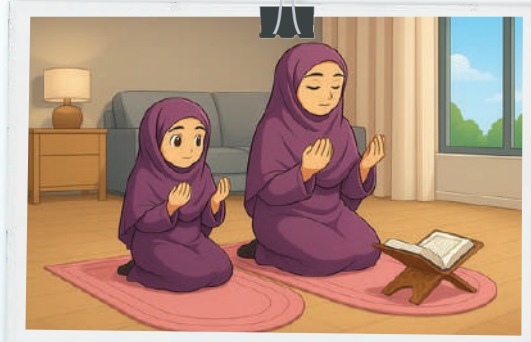
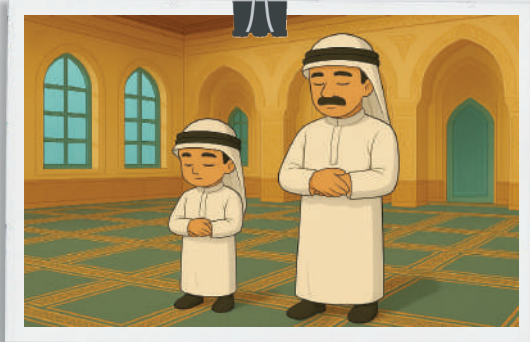
Lesson 6

Listening

I will learn:

Quran, go, mosque, read
We pray..., They pray...

  Listen to the recording, then discuss what you do every day



Grammar

 Ask and answer

What do you do every day?



I	We	They
 I go to the mosque every day.	 We read Quran every day.	 They pray every day.

speaking

 Look and say using I, we, they



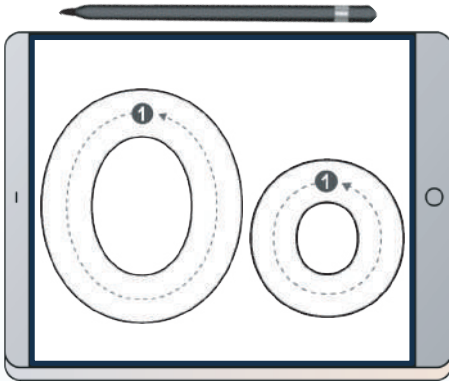
Lesson 7

Phonics

I will learn:

open, on, oven

Let's learn and colour



open



on



oven

Trace and copy

Tracing practice lines for the letter 'o'. Each row consists of four horizontal lines (top, dashed middle, bottom, and a baseline). The first row shows a large 'o' with a stroke guide, followed by four smaller 'o's for tracing. The second row shows a large 'o' for tracing, followed by space for copying. The third row shows a large 'o' with a stroke guide, followed by four smaller 'o's for tracing. The fourth row shows a large 'o' for tracing, followed by space for copying.

Look, circle, then write

Look	Circle		Write
	o	m	pen the door!
	b	o	The fan is range.

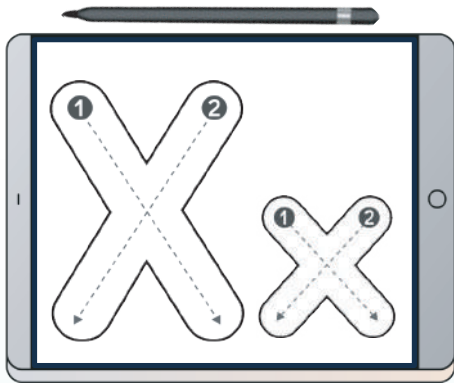
Lesson 8

Phonics

I will learn:

x-ray, mix, fix

Let's learn and colour



x-ray



mix



fix

Trace and copy

Tracing practice lines for uppercase 'X' and lowercase 'x'. Each row shows a letter with stroke order arrows, followed by several grey letters for tracing, and then blank space for copying. The lines are numbered 1 to 4 on the left.

Circle the odd one out

mix



cat



six



Unscramble then write

X

O

f

=

f _ _

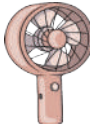


Lesson 9

Reading

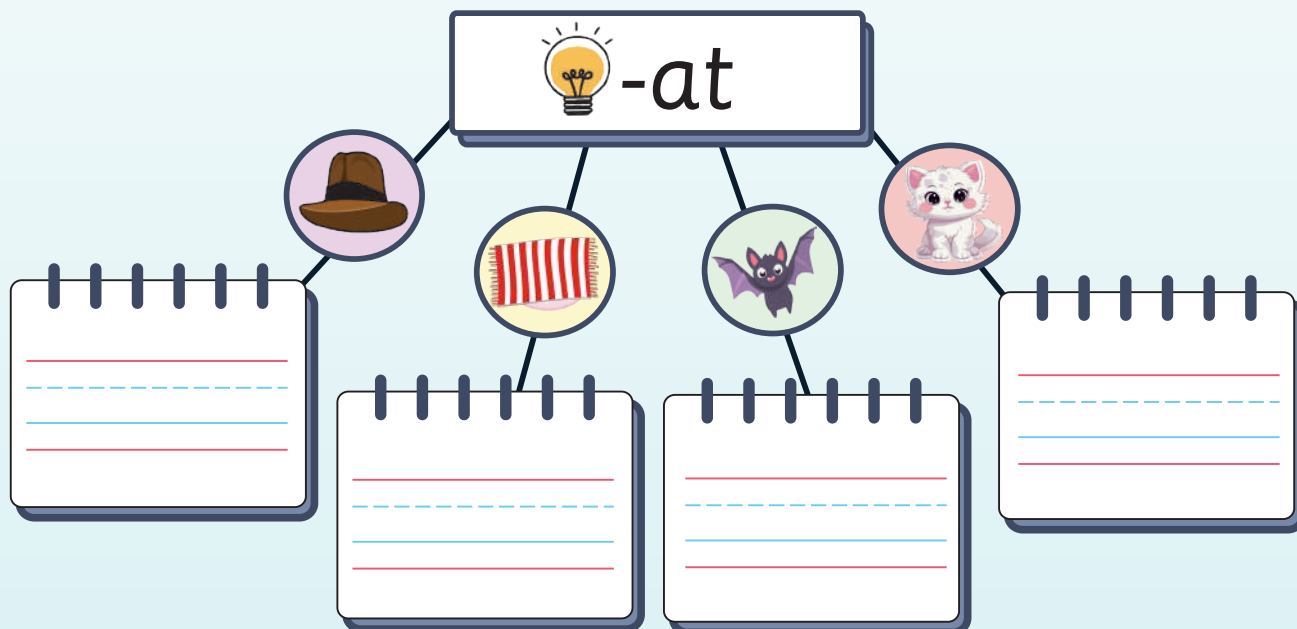


 Read and tick true or false

	✓	✗
 This is my bag.	☐	☐
 I can see a fan.	☐	☐
 The cat is on the mat.	☐	☐

Writing

 Write a list of words that end with 'at'



 Use a word from the list to complete the sentence

I can see a _____

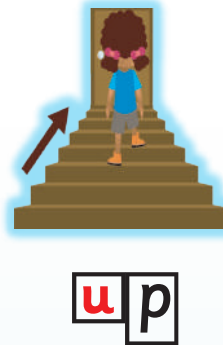
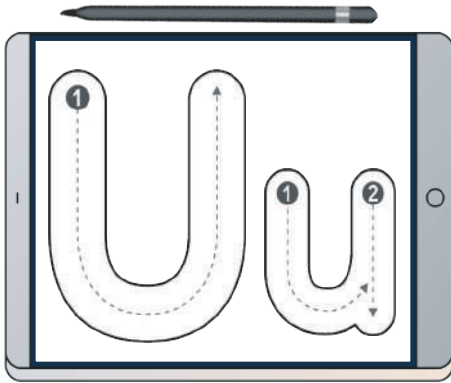
Lesson 10

Phonics

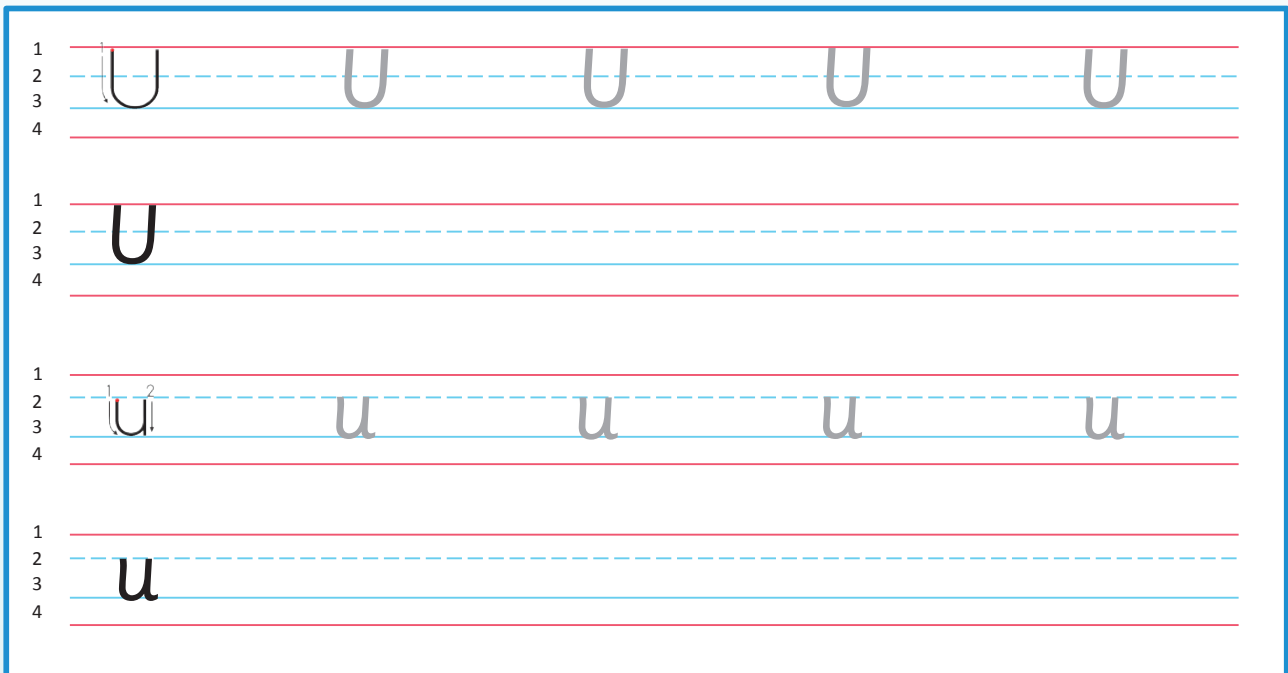
I will learn:

up, under, umbrella, upset

 Let's learn and colour



 Trace and copy

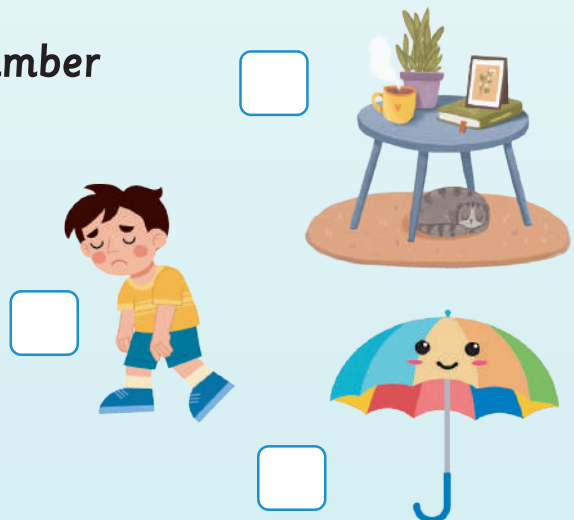


  Read, then write the correct number

1. This is an **u**mbrella.

2. The cat is **u**nder the table.

3. He is **u**pset.



Fun with Writing Activities



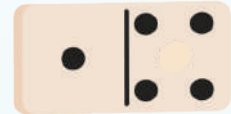
Trace and copy

F f M m B b



O o X x U u

4 5 6



men bat bag



Trace and complete

This is a mat.



This is

It is a fan.



It is

Progress Test

Reading

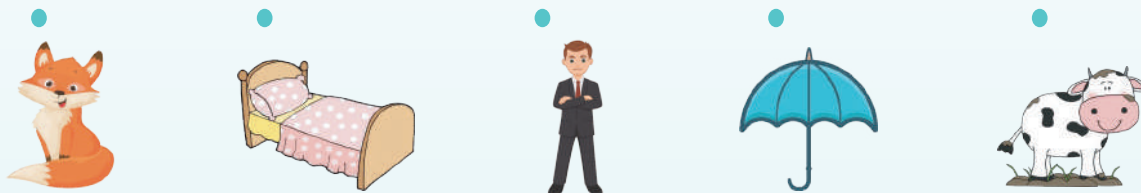
A) Match the uppercase letters with the lowercase letters

F M B O U

b f m u x o

B) Match letters to pictures

m f b u



C) Circle the correct word



sister

brother

father



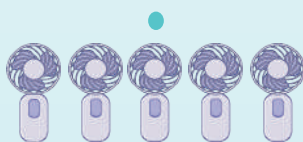
brown

orange

blue

D) Match numbers to pictures

4 5



Progress Test

Writing

A) Copy the following

M m B b O o X x

4

5

6

bat

fan

cut

B) Write the missing initial letters



_ox



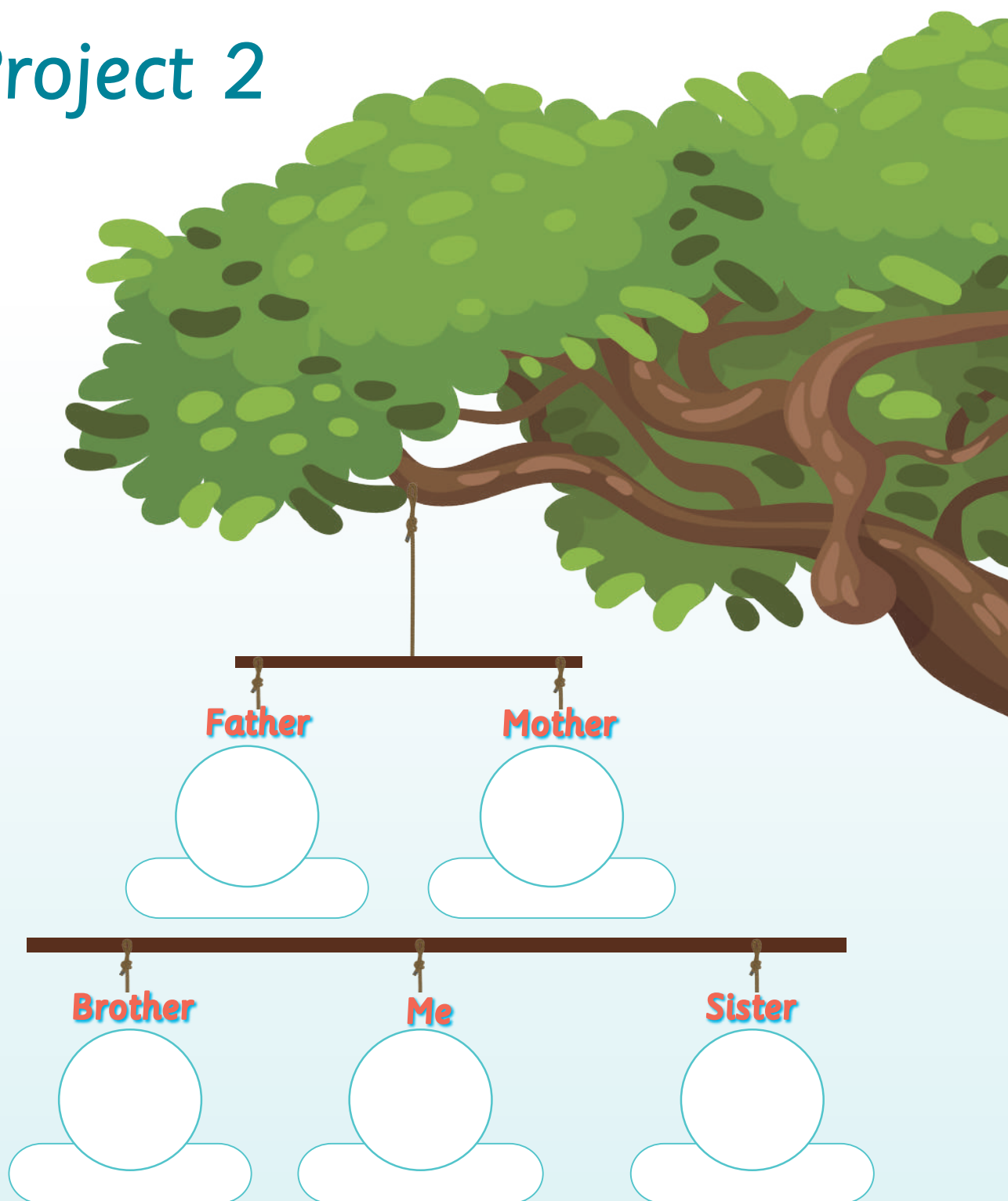
_oot



_nder



_at



Create a family tree using
pictures/drawing, then present it to
your class



Songs



“My Family” song

This is my father he is so kind, This is my mother she
has a bright mind, This is my brother he loves to play
This is my sister she sings all day

This is her father he works all night, This is his mother
her smile's so bright, This is her brother he jumps so
high, This is his sister she dreams to fly.



“Daily Routine” song

We wake up and wash our face, Go to the mosque, a
peaceful place. We pray to Allah, then read Quran, Start
the day with a good plan.

We go to school, we learn and play, We pray on time five
times a day. We read Quran with voice so clear, We love
Allah and hold him dear.



Songs



Letter “O” song

O is for orange, round and bright—/o/ /o/! O is for owl
that flies at night—/o/ /o/! O is for olive, green and
small, I can name them one and all! Learning O is such
a great delight—/o/ /o/!

O is for ox, so big and slow—/o/ /o/! O is for open, now
let's go—/o/ /o/! Say “Bismillah” on our way, Every
time, we smile and pray. O is for peace wherever we
go—/o/ /o/!



Letter “M” song

M is for moon that shines so bright, Shines so bright, shines
so bright. M is for moon that shines so bright, In the
peaceful night.

M says /mmm/, come sing with me, Words with M are fun
to see! M says /mmm/, like milk and more, Let's find M
words to explore!

M is for mosque, calm and true, Calm and true, calm and
true. M is for mosque, calm and true, Where we go to pray.





Learning Outcomes

Listening and Viewing:

- Follow spoken instructions and expressions related to rooms and household objects using visual aids accurately.
- Recognise key vocabulary for rooms and household objects in short spoken dialogues.
- Demonstrate attentive listening during teacher and peer discussions consistently.
- Identify simple factual details such as numbers and colours from spoken or visual input.
- Respond positively and show enjoyment during familiar listening activities.
- Show interest and respect while listening to peers in group discussions.

Speaking and Representing:

- Use simple words and phrases to describe household items and locations using appropriate grammar.
- Use Wh-questions about objects and locations using correct grammatical structures.
- Apply prepositions of place accurately when explaining the positions of items.
- Collaborate politely with peers while describing places and objects using short spoken sentences with visual support.
- Participate actively in role-plays or dialogues about familiar settings using picture prompts and target grammar structures.
- Participate in conversations respectfully by taking turns and listening to peers.
- Show enthusiasm and willingness to share ideas and participate in discussions.



Learning Outcomes

Reading and Viewing:

- Recognise and pronounce letter sounds and names in decodable words using the target phonemes (/d/, /g/, /t/, /k/, /kw/, /w/, /j/).
- Read familiar words, short phrases, and simple sentences connected to home environments.
- Identify words that correspond to the given pictures.
- Show curiosity and motivation to read about familiar topics.
- Demonstrate motivation and persistence while decoding phonics words.
- Apply phonemic awareness and phonics skills to decode simple CVC words.

Writing and Representing:

- Copy and write letters, numbers and familiar words using clear and legible handwriting.
- Apply basic grammatical rules in writing tasks, including:
 - Present simple tense
 - Prepositions of place (on, in, under)
 - Wh-questions (Where is...? What colour is/are...? How many...?what is this/that...?)
 - Demonstratives (singular) (this is her/his)
- Spell familiar words correctly by applying knowledge of phonemic awareness, letter-sound relationships, and simple sound blends.
- Identify quantities up to 8 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.
- Demonstrate accurate counting of quantities for numbers up to 8.
- Demonstrate confidence and willingness to participate in guided writing activities.
- Show care and persistence while completing counting, tracing, and colouring tasks.



Lesson 1

Listening

I will learn:

house, chair, table, computer, desk
What's this/that?, This is/That is

Listen to the recording and point



Grammar



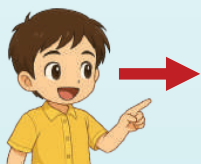
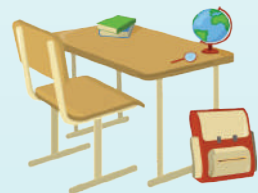
Ask and answer

What **is this**?**This is** a chair.What **is that**?**That is** a computer.

Speaking



Look and say

**This is** a table.**That is** a desk.

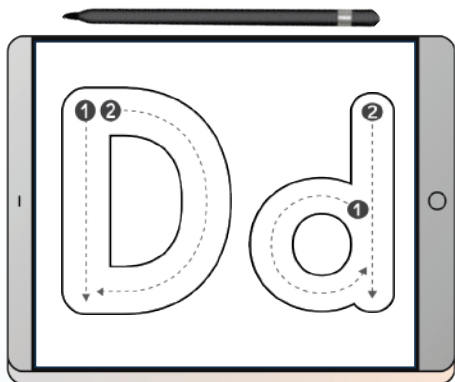
Lesson 2

Phonics

I will learn:

draw, door, doll, duck

 Let's learn and colour



d u c k



d o o r



d o l l

 Trace and copy

Tracing practice lines for the letter 'D' and 'd'. Each row has four lines (1, 2, 3, 4) and a dashed letter for tracing. The first row shows uppercase 'D' and the second row shows lowercase 'd'. The third row shows uppercase 'D' and the fourth row shows lowercase 'd'. The fifth row shows uppercase 'D' and the sixth row shows lowercase 'd'.

 Read and complete



This is my ____ oll.



That is my ____ ar.

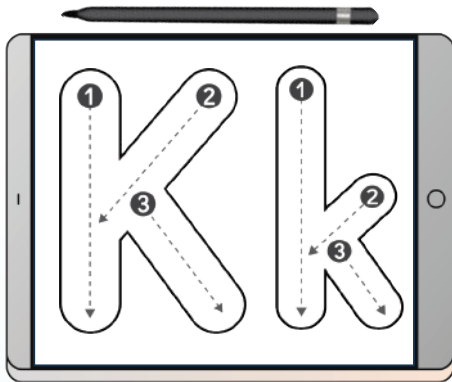
Lesson 3

Phonics

I will learn:

key, king, kite, kick, green

 Let's learn and colour



key



kick



kite

 Trace and copy

Tracing practice lines for uppercase K and lowercase k. Each row shows a guide with stroke numbers and arrows, followed by four dashed letters for tracing. The first row is for uppercase K, the second for lowercase k. The third row is for uppercase K, and the fourth for lowercase k.

  Read, then write the missing initial letter

k → ing → 

  Read and complete

This is my sister Kim .

Her ite is green.



Lesson 4

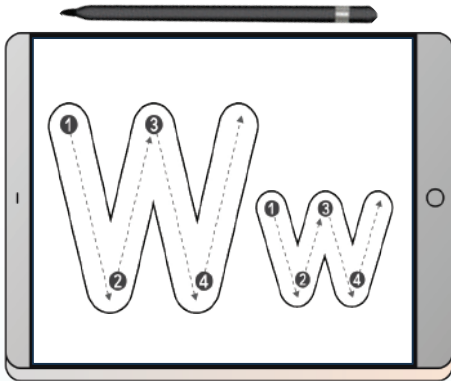
Phonics

I will learn:

wet, walk, window, wall



Let's learn and colour



wet



walk



window



Trace and copy

Tracing practice for the letter 'W' on four sets of handwriting lines (top, middle dashed, bottom). Each set includes a guide with stroke numbers and arrows, followed by several 'W' characters for tracing.

Set 1: Uppercase 'W' tracing guide and four 'W' characters for tracing.

Set 2: Uppercase 'W' tracing guide and four 'W' characters for tracing.

Set 3: Lowercase 'w' tracing guide and four 'w' characters for tracing.

Set 4: Lowercase 'w' tracing guide and four 'w' characters for tracing.



Read and complete

I open the _____ indow.

The cat is _____ et.



Lesson 5

Listening

I will learn:

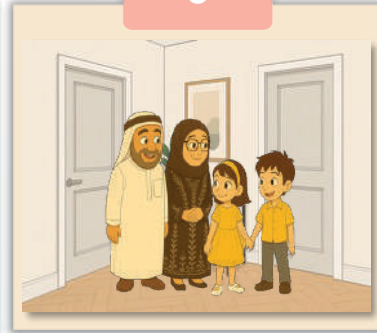
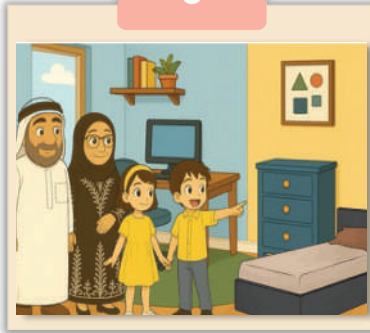
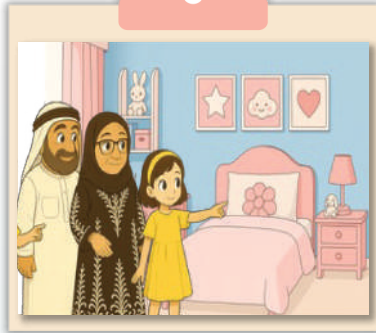
bedroom, pink, clean, neat

What colour *is*...? *It is* ...

What colour *are*...? *They are* ...



Listen to the recording, then number



Grammar



Ask and answer



What colour is the table?

It is brown.



What colour are the walls?

They are green.



Talk about your bedroom.



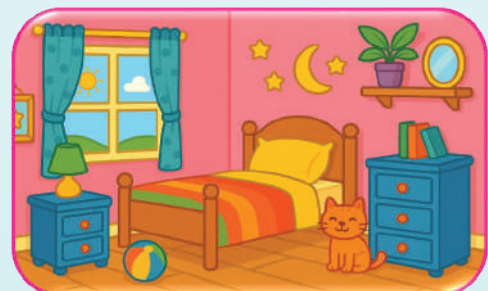
speaking



Look and say



This *is* my bedroom.
The walls *are* pink. I clean
my bedroom every day.



Lesson 6

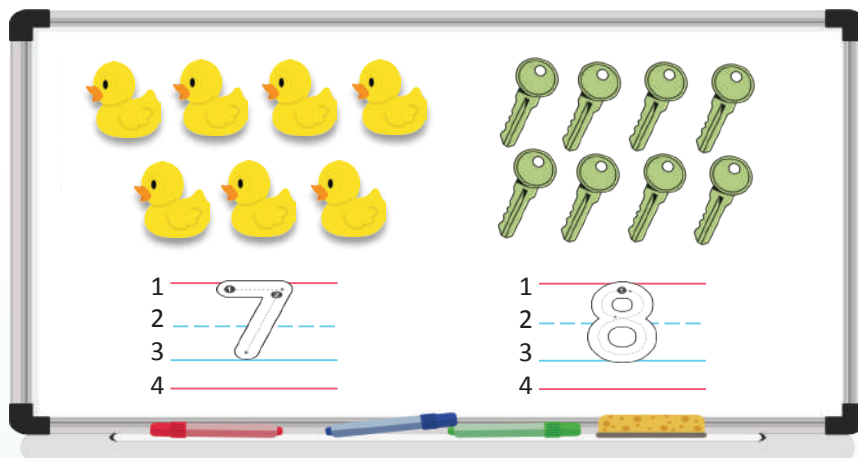
Writing

I will learn:

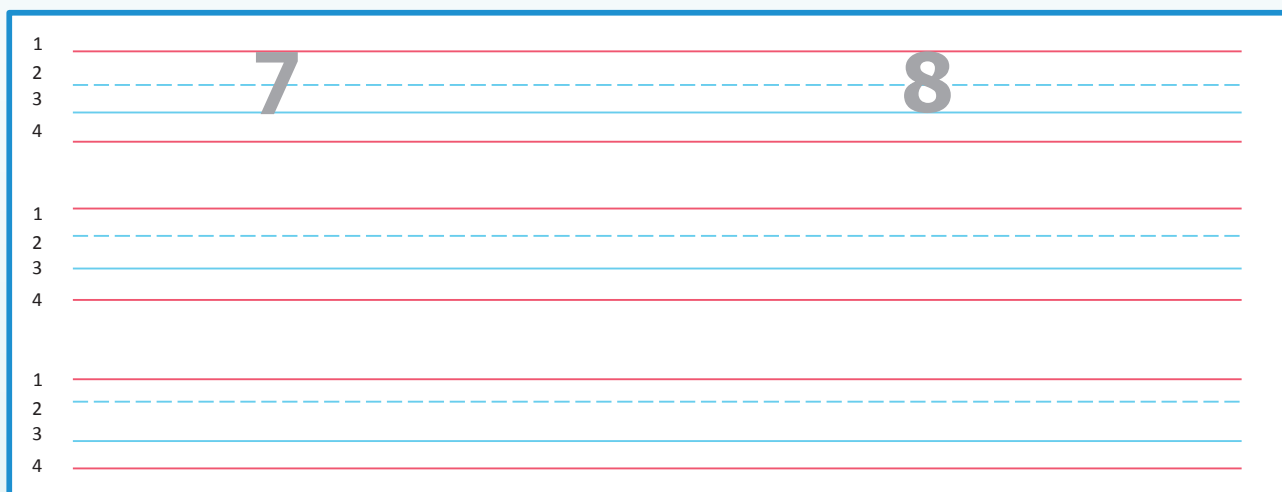
7, 8, How many ... ? There is/are ...



Count and colour



Trace and copy



Count, write, then solve

1. There is ball.



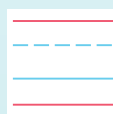
2. There are dolls.



3. How many cars are there?



There are



cars.

Lesson 7

Phonics

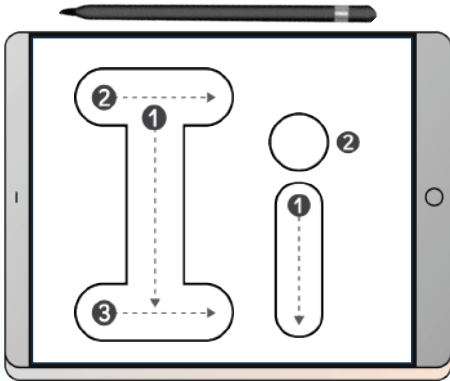


Let's learn and colour

I will learn:

in, ink, ice

Where is ... ? It is *in*, *on*, *under*, the ...



in



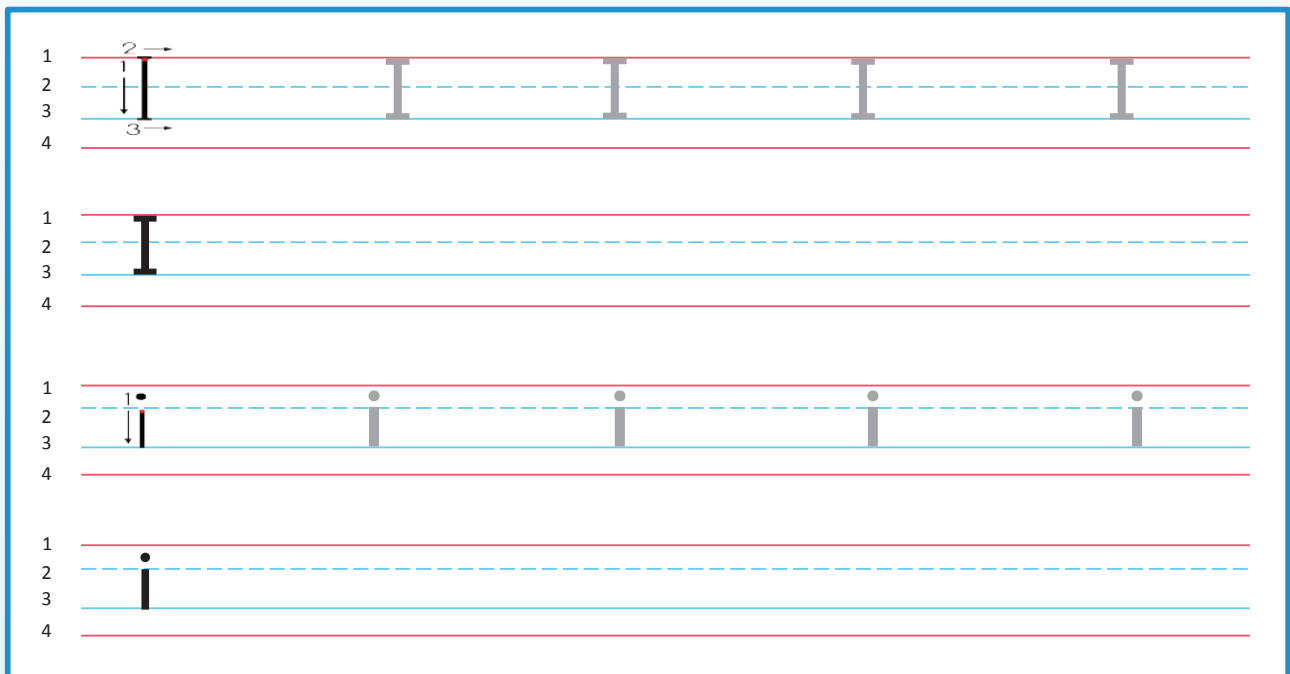
ice



ink



Trace and copy



Ask and answer



Where is the doll?



It is on the chair.



Circle the correct answer

The cat is (in – on – under) the box.



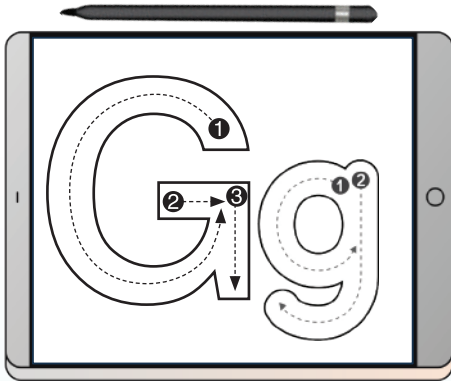
Lesson 8

Phonics

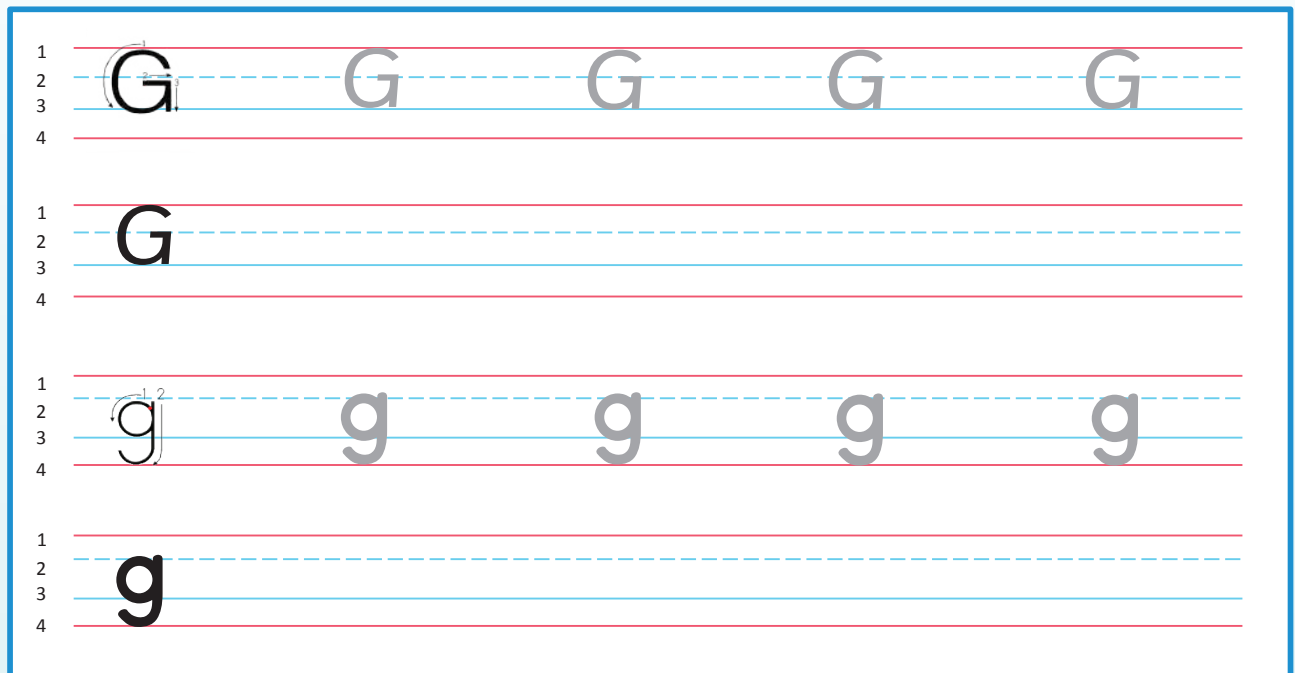
I will learn:

girl, give, go, gloves, goat

 Let's learn and colour



 Trace and copy



 Write the missing initial letters

1. The irl ives her friend a key.



2. They o to bed at 8 everyday.



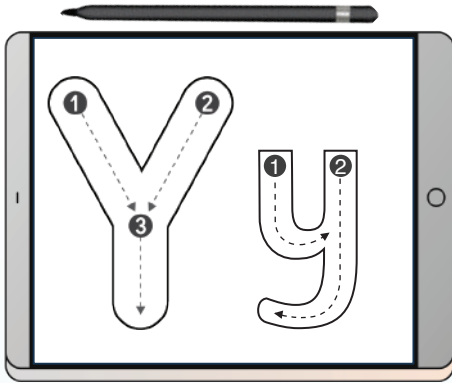
Lesson 9

Phonics

I will learn:

yoyo, yes, yellow, yarn

 Let's learn and colour



y o y o



y a r n

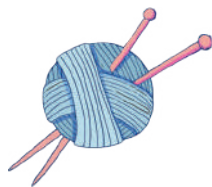


y e s

 Trace and copy

1		Y	Y	Y	Y
2					
3					
4					
1	Y				
2					
3					
4					
1		y	y	y	y
2					
3					
4					
1	y				
2					
3					
4					

 Circle the correct answer



desk

yarn

kite



white

green

yellow

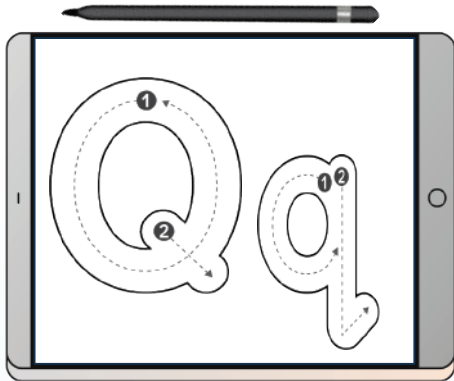
Lesson 10

Phonics

I will learn:

queen, quiet, quilt

 Let's learn and colour

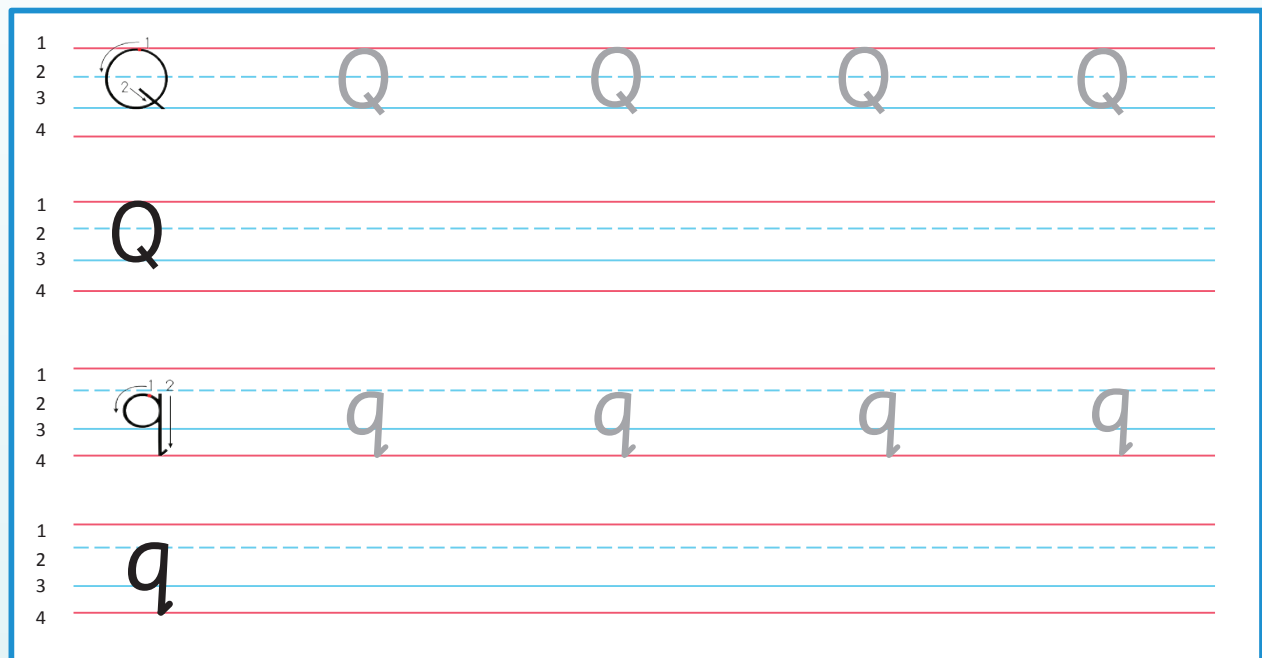


queen

Quran

quilt

 Trace and copy



 Write the missing initial letters to find the secret word



1. Can you be uiet
please?



2. I read the uran with
my brother.

Fun with Writing Activities

 Trace and copy

1
2 D d Q q W w
3
4

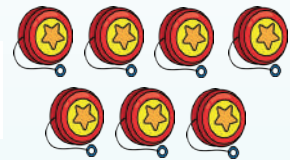


1
2
3
4

1
2 G g I i Y y
3
4

1
2
3
4

1
2 7 8
3
4



1
2
3
4

1
2 doll ice go
3
4



1
2
3
4

  Trace and complete

1
2 Where is the cat?
3
4

1
2 Where
3
4

1
2 It is under the table.
3
4

1
2 It is
3
4



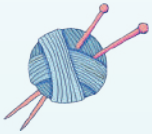
Progress Test

Reading

A) Match the uppercase letters with the lowercase letters

D	G	K	I	W	
k	d	i	g	w	a

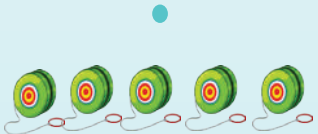
B) Match letters to pictures

g	q	w	y	
				

C) Circle the correct word

	
table wall chair	door goat ink

D) Match numbers to pictures

	7	8		
---	---	---	---	---

Progress Test

Writing

A) Copy the following

Q q D d G g I i

7

8

doll

wet

ink

B) Write the missing initial letters



_esk



_ite



_ellow



_ce



- Use recycled cardboard boxes to build a mini house.
- Create rooms.
- Use clay models for furniture.
- Present it to your friends.

Songs



“My House” song

I have a house, it's big and nice, The floor is clean,
like shiny ice.

One room is pink, one room is blue, I love my house
Do you love yours too?

My teddy bear is in the pink room, there is a little
chair and books to share, the blue room is big with
white windows, I clean it fast, I'm a star!



“Where is the cat” song

Where is the cat, oh where can it be, Is it in the hat or
under the tree, maybe on the chair, just wait and see

Where is the cat, oh where can it be, Is it in the bag or
under the stool, Is it on the desk or by the pool

The sneaky little cat is breaking every rule

Where is the cat It's playing it cool



Songs



Letter “K” song

K, K, K is fun, Let's all sing and play!

Key to open up the door, king with crown, hooray!

Fly, fly, fly a kite, high up in the sky,

K is such a special letter, Come on, give it a try!



Letter “W” song

W is for wet when it starts to rain, splish splash
splash on the window pane!

W is for a walk with friends, so sweet, stomp stomp
stomp with your happy feet!

W is for a wall so strong and tall,

We wave at W and shout, "That's all!"



Unit

4 My School



Learning Outcomes

Listening and Viewing:

- Follow classroom instructions and school-related phrases using contextual cues and gestures accurately.
- Demonstrate understanding by reordering/numbering pictures after listening tasks.
- Recognise key vocabulary related to school in short spoken dialogues.
- Recognise simple factual details such as numbers and colours in spoken or visual contexts.
- Show enjoyment and respect when listening to dialogues in class.
- Respond positively and show engagement during familiar listening tasks.

Speaking and Representing:

- Use simple words and phrases to describe school-related objects using appropriate grammar.
- Apply basic grammar structures in speech, including the present continuous tense and polite modal expressions.
- Participate in short, structured conversations with peers about school, by showing respect and taking turns skills.
- Describe familiar classroom items or actions using picture prompts and guided support.
- Use correct structure (There is / There are) to describe quantity accurately.
- Demonstrate respect and enjoyment by engaging positively in peer-speaking and cooperative dialogues.
- Participate actively in role-plays or dialogues about familiar settings using picture prompts that integrate grammar targets.



Learning Outcomes

Reading and Viewing:

- Recognise and pronounce letter names and sounds in decodable words using the letters Ss, Rr, Jj, Pp, Nn, Vv, and Zz.
- Read and decode common CVC words and classroom-related vocabulary with growing fluency.
- Read and comprehend familiar words, short phrases, and simple sentences.
- Identify words/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:

- Copy and write letters, numbers, familiar words, and short sentences with legible handwriting and appropriate spacing.
- Show a positive attitude toward writing by making consistent efforts to improve handwriting and written output.
- Identify quantities up to 10 by matching numbers to visual representations.
- Apply number–quantity relationships to complete simple counting sentences.
- Demonstrate accurate counting of quantities for numbers up to 10.
- Write familiar words legibly, using correct letter formation.
- Show pride and a positive attitude when sharing written products.
- Show care and persistence while completing counting, tracing, and colouring tasks.
- Apply basic grammatical rules in writing tasks, including:
 - Present simple and present continuous tenses
 - Wh-questions (What are you doing?...? What does she do? What is it doing? How many...?)
- Spell familiar words correctly by applying knowledge of phonemic awareness, letter sound relationships, and simple sound blends.
- Identify initial letters of familiar words to form meaningful words.
- Demonstrate confidence and willingness to participate in guided writing activities.



Lesson 1

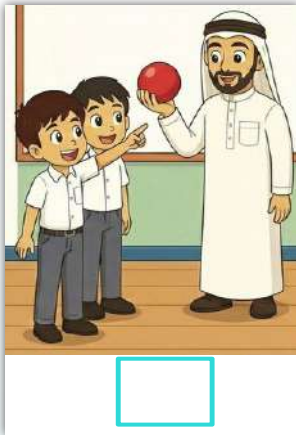
Listening

I will learn:

art, purple, class, paint, school

What *are you doing*? I *am* ...What *is she/he doing*? *She/He* is ...

Listen to the recording, then reorder the pictures



Grammar



Ask and answer

What *are you doing*?I *am* painting.We *are* playing.

Speaking



Look and say



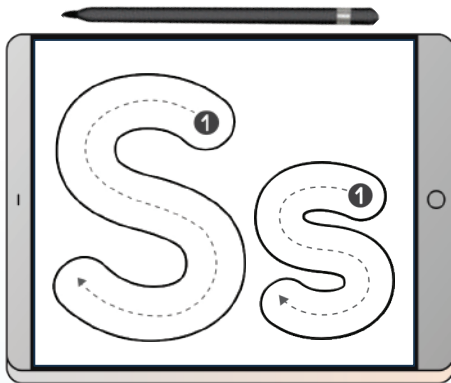
What is she doing?



Lesson 2

Phonics

 Let's learn and colour



s u n



s a d



s t a r

 Trace and copy

Tracing practice lines for the letter 'S'. Each row consists of four sets of four-lined guides (top, middle dashed, bottom, and baseline). The first set in each row shows a large 'S' with a starting arrow and number '1'. The second set shows a smaller 'S' with a starting arrow and number '1'. The third and fourth sets show a large 'S' with a starting arrow and number '1' for tracing. The fifth set shows a large 'S' with a starting arrow and number '1' for copying.

  Search, circle the words, then complete



1. six
2. sit
3. star

s	i	x	s
t	a	r	i
a	s	i	t
s	t	a	r



I can _____wim.

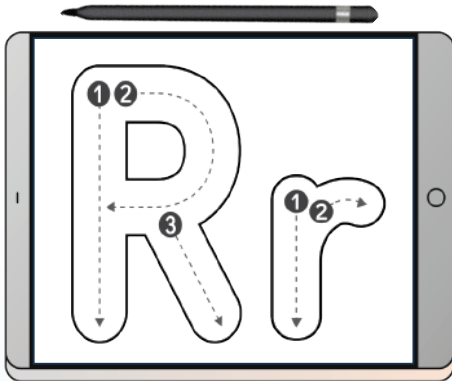
Lesson 3

Phonics

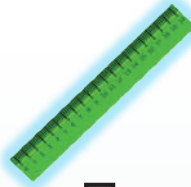
I will learn:

run, ruler, red, robot

 Let's learn and colour



r u n



r u l e r



r o b o t

 Trace and copy

Tracing practice lines for the letter 'R' and 'r' on four-line guides. The first row shows uppercase 'R' with stroke order arrows, followed by four rows of 'R' for tracing and copying. The second row shows lowercase 'r' with stroke order arrows, followed by four rows of 'r' for tracing and copying.

 Form words to complete the sentence



r _ _



_ _ _



I see a _ _ _ .

Lesson 4

Phonics

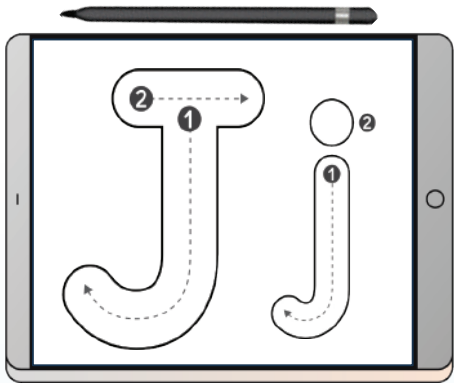


Let's learn and colour

I will learn:

jam, jump, jelly, jar

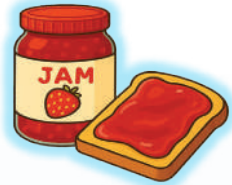
What **does he/she do**? He/She jumps.



jar



jelly



jam



Trace and copy

Tracing practice lines for uppercase J and lowercase j. Each row shows a sequence of letters for tracing, followed by blank space for copying. The letters are placed on a four-line grid (1, 2, 3, 4).



Use the pictures to read the story, then number

1  every day. Jana likes **2** . There is a **3**  of **4**  on the table in her room.

☐ jam

☐ jumps

☐ jelly

☐ jar

Lesson 5

Listening

I will learn:

pencil, book, eraser, pen, board

Can I have a/an ... ? Here you are. / Thank you.



 Listen to the recording and number



Grammar

 Ask and answer



Can I have an eraser, please?



Thank you.

Here you are.



speaking

 Look and say



Can I have a pencil, please?



Lesson 6

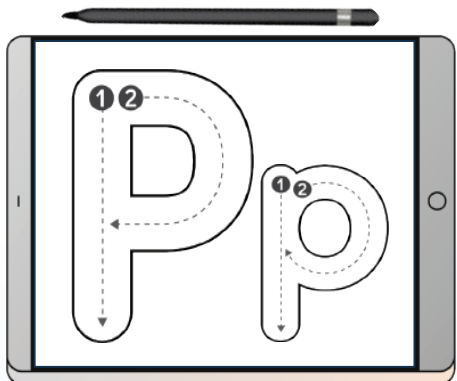
Phonics

I will learn:

pan, plane, push, pull



Let's learn and colour



plane



pull



push



Trace and copy

1	2	3	4	P	P	P	P	P
1	2	3	4	P				
1	2	3	4	p	p	p	p	p
1	2	3	4	p				



Read and write 4 words that start with the letter (p) in the table below

I pull my toy box in my room. I push the toy box under the bed. I fly my purple plane around the room.



pull

Lesson 7

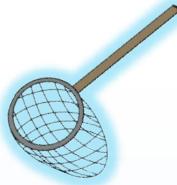
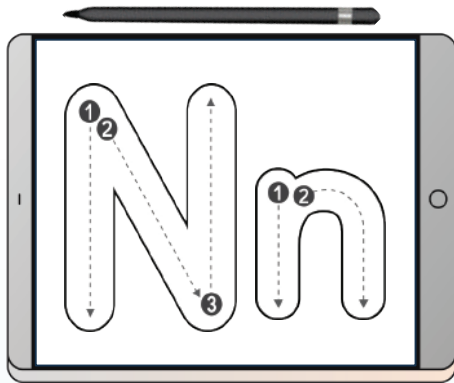
Phonics

I will learn:

net, nuts, nest, nap

What is it doing? It is ...

 Let's learn and colour



net



nap



nest

 Trace and copy

Tracing practice lines for the letter 'N' and 'n'. Each row has four lines (1, 2, 3, 4) and a dashed letter for tracing.

Row 1: Uppercase 'N' (dashed) followed by four more 'N's for tracing.

Row 2: Uppercase 'N' (solid) followed by four more 'N's for tracing.

Row 3: Lowercase 'n' (dashed) followed by four more 'n's for tracing.

Row 4: Lowercase 'n' (solid) followed by four more 'n's for tracing.

  Read and complete the missing initial letters

1. It is eating uts.



2. She is pointing at her ose.



Lesson 8

Writing

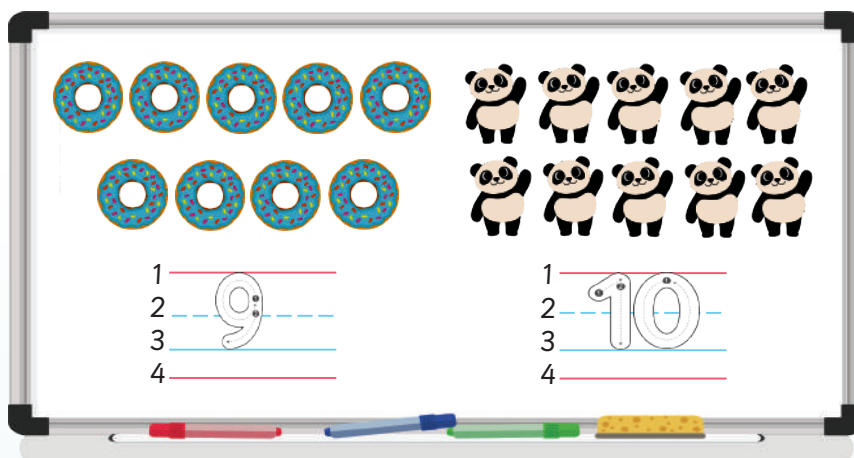
I will learn:

9, 10

How many ... ? There is/are ...



Count and colour

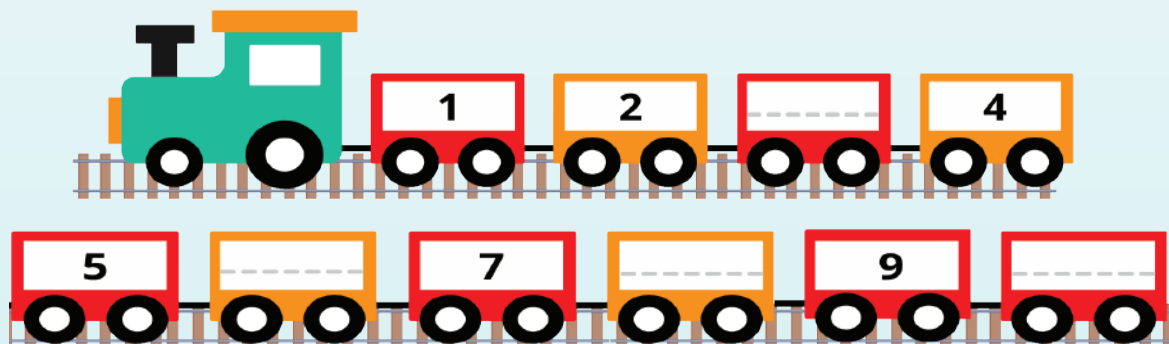


Trace and copy

1		
2	9	10
3		
4		
1		
2		
3		
4		
1		
2		
3		
4		



Count and write



Solve then write

$$\begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

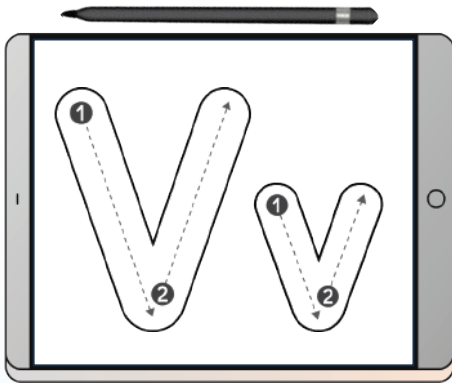
Lesson 9

Phonics

I will learn:

van, vase, vet, vest, visit

 Let's learn and colour



van



vet



visit

 Trace and copy

Tracing practice lines for the letter 'V'. Each row consists of four horizontal lines (top, dashed middle, baseline, and bottom). The first row shows uppercase 'V' tracing with stroke guides, followed by three rows of empty 'V' shapes for tracing. The second row shows lowercase 'v' tracing with stroke guides, followed by three rows of empty 'v' shapes for tracing.

  Read and complete

We _____ visit the _____ et with our cat.

We go there by _____ an.



Lesson 10

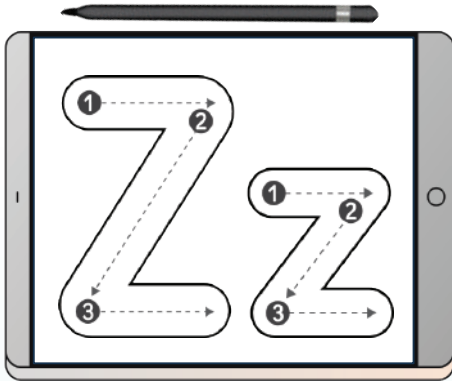
Phonics



Let's learn and colour

I will learn:

zoo, zebra, zero



zebra

zero

zoo



Trace and copy

Tracing practice lines for uppercase Z and lowercase z. Each row has four lines (1, 2, 3, 4) and a dashed letter for tracing. The first row shows uppercase Z, the second row shows lowercase z, the third row shows uppercase Z, and the fourth row shows lowercase z.



Read and tick ✓ or ✗

1. The zebra is black and white.

☐

2. We go to the zoo every day.

☐

3. I have 3 apples in my bag.

☐

Fun with Writing Activities



Trace and copy



1 He is eating.
2
3
4

1
2
3
4

1 It is a red pen.
2
3
4



1
2
3
4

1 Can I have your book, please?
2
3
4

1
2
3
4

1 Here you are.
2
3
4

1
2
3
4

1 Thank you.
2
3
4

1
2
3
4



Progress Test

Reading

A) Match the uppercase letters with the lowercase letters

S	N	R	Z	P	
n	r	z	s	p	a

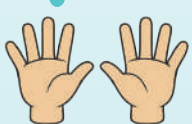
B) Match letters to pictures

n	v	p	z	
				

C) Circle the correct word

					
red	rose	ruler	pull	run	sit

D) Match numbers to pictures

9	10	
		

Progress Test

Writing

A) Copy the following

R r J j N n Z z

9 10

art star class

B) Write the missing initial letters



_ad



_am



_un



_lane

Project 4



My School Bag



Instructions:

1. Create your own school bag using coloured papers.
2. Cut out shapes of school items like a pen, pencil, book, ruler, and eraser.
3. Colour and decorate each item with crayons or markers.
4. Glue or tape the items inside your paper school bag.
5. Show and tell! Say what you have in your bag using simple sentences.



Songs



Letter “S” song

(S) is a letter that’s fun to say , (S) is with us every day!
 (S) is for sun that shines so bright,
 Warming the world with golden light
 (S) is for school, we learn and play,
 With friends and teachers every day
 (S) is for swim, we splash around, in the pool where fun
 is found!

Sometimes I feel a little sad,
 But a smile soon makes me glad.
 (S) is a letter that’s fun to say
 Let’s sing the S song every day!



“Magic words” song

When I want a turn, " say “please,”
 It’s the magic word with so much ease!
 “Please” is gentle, bright and sweet, It makes new friends
 each time we meet!
 (Clap-clap!) Please and thank you, every day, Magic words
 we like to say!

Please and thank you, loud and clear,
 They bring us joy and happy cheer! When you help me, I
 say “thanks” with happy hearts and smiling ranks!
 Kindness grows in what we do, so I’ll say a big “thank
 you” too!



Songs



Letter “R” song

(R) is a letter, fun as can be!
 (R) is for ruler, straight and long,
 We use it right and sing this song!
 (R) is for red, so bright and bold,
 Like apples and hearts
 (R) is for run, we move our feet,
 Running and laughing down the street!
 (R) is for rose, it smells so sweet,
 Red and rosy, what a treat!
 (R) is a letter, fun as can be! now you know,
 Let's sing it fast, then nice and slow!



“Let’s count ” song

Let's count the numbers, come and play!
 1 to 10, hooray, hooray! 1 is the sun, shiny and bright.
 2 are birds taking flight, 3 is a triangle, pointy and fun.
 4 are wheels that roll and run! 5 fingers wave, say hello.
 6 shells lying in a row, 7 stars twinkle in the sky.
 8 spider legs go walking by! 9 balloons floating again, 10 is
 here — now clap to ten!

Let's count again and shout “Yay!”, We love numbers
 every day!



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. 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 Suno.

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) and the Cambridge Dictionary website (www.dictionary.cambridge.org).

1A

