

Kids Can! 1

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oraz pod kodami QR:



Class Audio 1



Class Audio 2



Class Audio 3

Unit	Vocabulary	Key Structures
5 Are you curious?	Greetings Numbers 1-10 Colours The weather	What's your name? I'm (Laura). How old are you? I'm (six). It's (red). It's (sunny).
1 What's in your classroom?	computer, crayon, pen, pencil, pencil case, rubber, ruler, sharpener bin, cupboard, desk, shelf	Where's my (pen)? It's here. Where's the (pen)? The pen is (on) the floor.
2 How are families different?	aunt, brother, dad, grandma, grandpa, mum, sister, uncle old, short, tall, young	Who's this? This is my (aunt). Is this your (brother)? Yes, it is. / No, it isn't.
1 & 2 Review	Story: Where's my computer?	
3 Where do pets live?	bird, cat, dog, fish, hamster, horse, rabbit, tortoise fast, friendly, slow, scary	I've got a (dog). I haven't got a (rabbit). Have you got a (dog)? Yes, I have. / No, I haven't.
4 What do monsters look like?	body, ears, eyes, fingers, head, mouth, nose, toes arms, feet, hands, legs	This is my (mouth). These are my (toes). How many (toes) have you got? I've got (ten toes).
3 & 4 Review	Story: I'm a monster	
5 What can you do in your park?	catch a ball, climb, jump, play football, ride a bike, ride a horse, run, skip dance, hop, fly a kite, swim	I can (run). I can't (ride a bike). Can you (swim)? Yes, I can. / No, I can't.
6 What food and drink do you like?	burgers, cake, chips, eggs, juice, ice cream, milkshake, onions cherry, chocolate, lemon, mango, vanilla	I like (juice). I love (ice cream). I don't like (burgers). Do you like (ice cream)? Yes, I do. / No, I don't.
5 & 6 Review	Story: The mouse can help	
7 Do you remember this?	Extra Review: Units 1-6	
Extra vocabulary	UNIT 1: floor, window, wall, door, board, chair UNIT 2: angry, tired, cool, scared, sleepy, relaxed UNIT 3: bear, fox, frog, hare, snail, wolf UNIT 4: cheek, neck, knees, elbows, belly, back UNIT 5: swing, slide, play Frisbee, ride a scooter, jog, rollerblade UNIT 6: raspberry, coconut, blueberry, bean, pumpkin, spinach	
Festivals	CHRISTMAS: bell, present, sack, star, stocking EASTER: bush, Easter egg, grass, rock EARTH DAY: glass, paper, plastic	CHRISTMAS: This is my Christmas tree. Merry Christmas! EASTER: This is my Easter egg. Happy Easter! EARTH DAY: I recycle (paper).
Projects	Autumn Winter Spring Summer	I can see (red) leaves. Who's this? - This is my (mum). I've got (three eyes). I can (jump). - It's here. We can (swim) and we like (milkshakes).
This is me!	I'm (from Poland). I've got (a cat). I can (climb). I like (cake).	

Communication	CLIL / Culture	PODSTAWA PROGRAMOWA
		imię, wiek, zabawki
Can I have a (rubber), please? Yes, here you are. Thank you.	Primary and secondary colours / Classrooms in the UK	szkoła, sala lekcyjna, przybory szkolne
sad, happy, excited, worried How are you today? I'm (sad).	Different families / Birthday parties in the UK	rodzina, emocje, cechy wyglądu
		teksty kultury i ich bohaterowie
What's your favourite pet? Is it a (cat)? My favourite pet is a (horse).	Where pets live / Zoos in the UK	zwierzęta, cechy wyglądu
I haven't got a (nose). Let's use a (ball). Good idea!	The five senses / Nature trails in the UK	cechy wyglądu, codzienne czynności
		teksty kultury i ich bohaterowie
Can you help me, please? Yes, I can. I can help.	How animals move / Parks in the UK	hobby, zwierzęta, zabawy, zainteresowania, sport
I'm (hungry). Can I have a (burger), please? Here you are.	The food rainbow and healthy eating / Making food at home in the UK	artykuły spożywcze, posiłki i potrawy, rośliny
		teksty kultury i ich bohaterowie
		artykuły spożywcze, zakupy, sklep, popularne zawody
		szkoła, sala lekcyjna, samopoczucie, emocje, zwierzęta, cechy wyglądu, zainteresowania, sport, zabawy, rośliny, artykuły spożywcze i potrawy
		święta i tradycje
		pory roku
		ja, informacje o mnie

Lesson 1 Vocabulary

- 1 🎵 1.3 🎧 Listen and point. Sing and act out the *Hello, hello!* song.
 - 2 What can you see? Say.
 - 3 🎵 1.4 Listen, point and say.
 - 4 🎵 1.5 Listen, point and repeat. Say the chant.
 - 5 🎮 Play *Find and say*.
- 🕒 Find and count the boxes.

1 bike

2 cat

3 rocket

4 hat

Language: What's your name? I'm (Ola); bike, cat, rocket, hat, book, ball, train, box; numbers 1-10

Podstawa programowa: współpraca, poczucie przynależności do wspólnoty

Lesson 2 Communication

1 🎵 1.6 ♻️ Listen and say.

Play *How old are you?*

2 🎵 1.7 Listen, point and say.

3 🎵 1.8 Listen and say.

4 🔄 Play *What colour is the ball?*

🕒 What colour are the boxes?



Language: *How old are you? I'm (seven). What colour is the (cat)? It's orange.*

Podstawa programowa: współpraca

Lesson 3 Story

Nice to meet you, Sam!



1 Play What colour is it?

2 1.9 Listen and say.

3 1.10 Listen and answer the questions.

4 Look and say. What are the children playing with?



Choose a picture. What can you see?



Sam's values

It's good to make new friends.

Lesson 4 Vocabulary and Communication

- 1  1.11  Listen and repeat.
- 2  1.12  Listen and point. Act out.



- 3  1.13 Listen and point. Say the chant.



rainy



windy



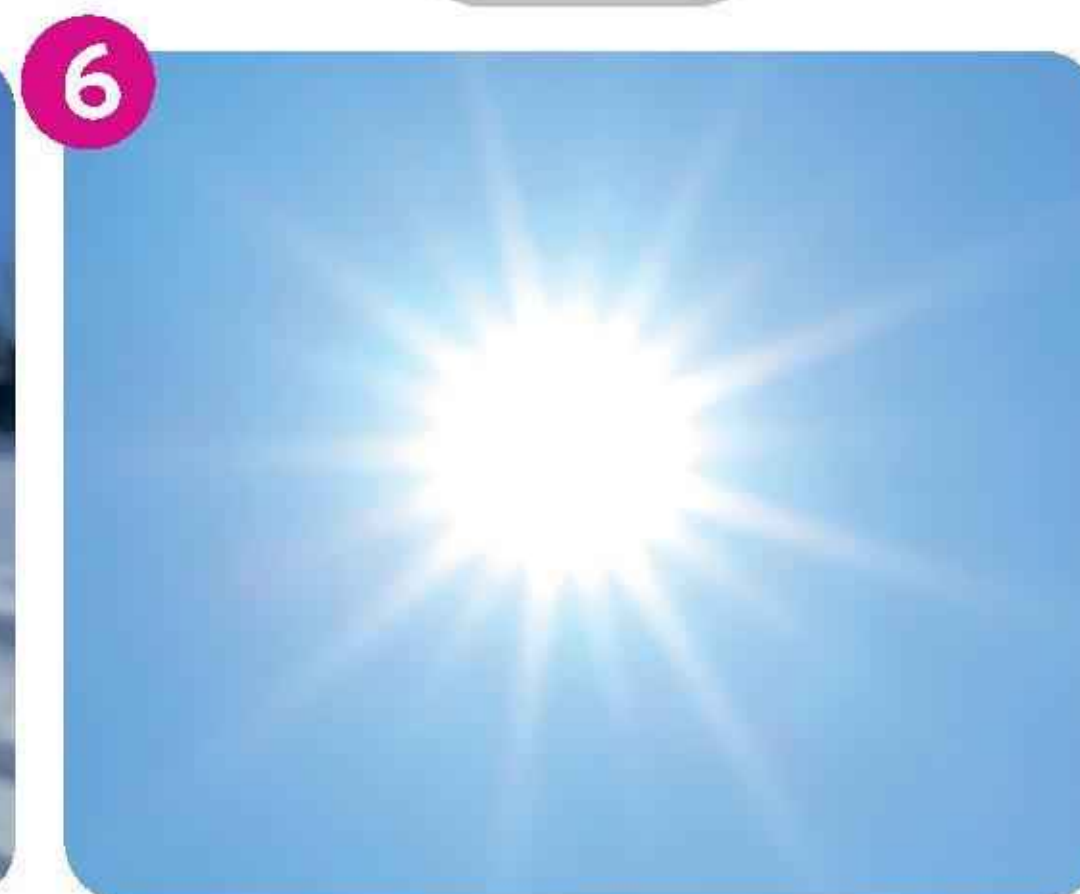
hot



cloudy



cold



sunny

- 4  1.14 Listen to *The weather song* and point.
- 5  1.14 Sing and act out *The weather song*.

 Draw the weather today.

Language: *What's the weather like? It's (sunny).*

Podstawa programowa: kreatywne myślenie

Creative thinking

Play *What's the weather like?*

1

What's in your classroom?

Lesson 1 Vocabulary

- 1  What can you see? Say.
- 2  1.17 Listen and point.
- 3  1.18  1.19  Listen, point and repeat. Say the chant.
- 4 Play *Draw the word*.
- 5 Make the mini-cards.

 Find and count the books.



1 pen

2 rubber

3 pencil case

4 pencil

5 sharpener

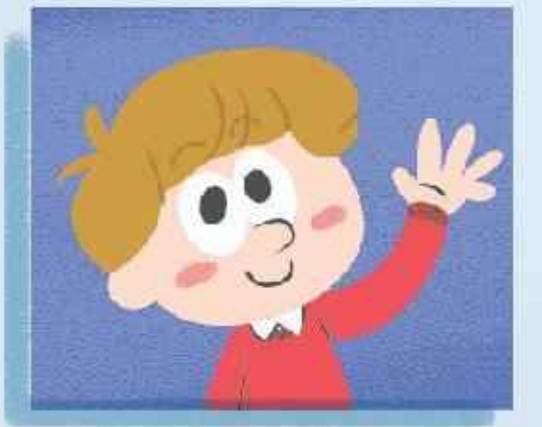
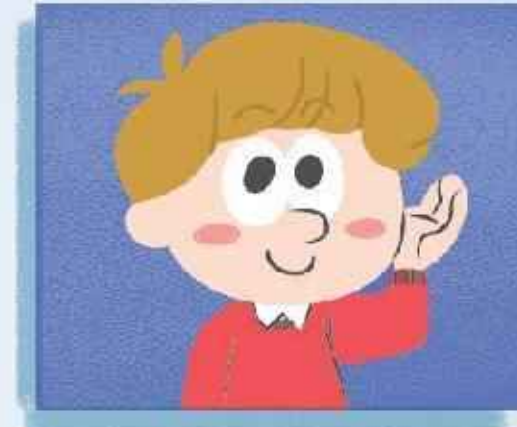
Language: pen, rubber, pencil case, pencil, sharpener, computer, crayon, ruler; It's a (ruler).

Podstawa programowa: kreatywne myślenie, współpraca

Lesson 2 Song

- 1 🎵 1.20 ♻️ Listen and say. What is missing?
- 2 🎵 1.21 Listen to the *Tidy up!* song and point. What colour is the ruler?
- 3 🎵 1.21 ▶️ Listen. Sing and act out the *Tidy up!* song.
- 4 🎮 Play *Where's my ruler?*

🏃🏻♂️ What have you got in your pencil case?



6 computer

7 crayon

8 ruler

Creative thinking

Language: *Where's my (pen)? It's here.*

Podstawa programowa: rozwiązywanie problemów, krytyczne myślenie

What is in the pencil case? Imagine and draw.

Lesson 3 Story

Where's my ruler?

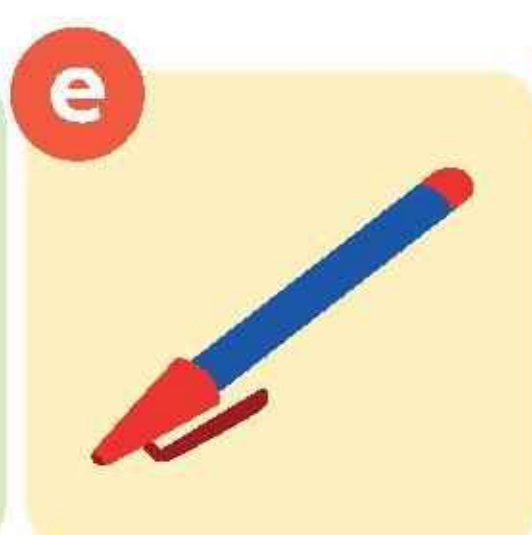
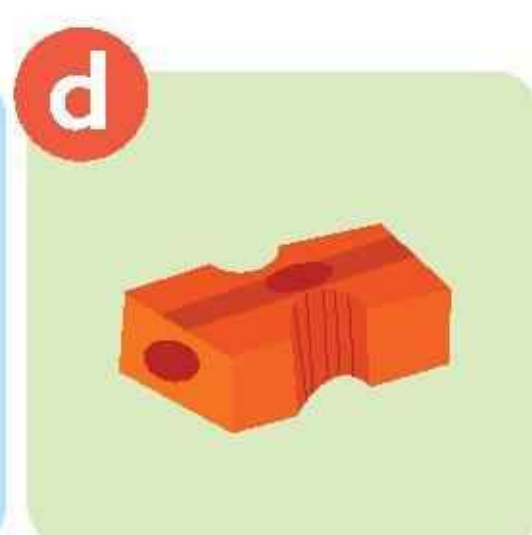
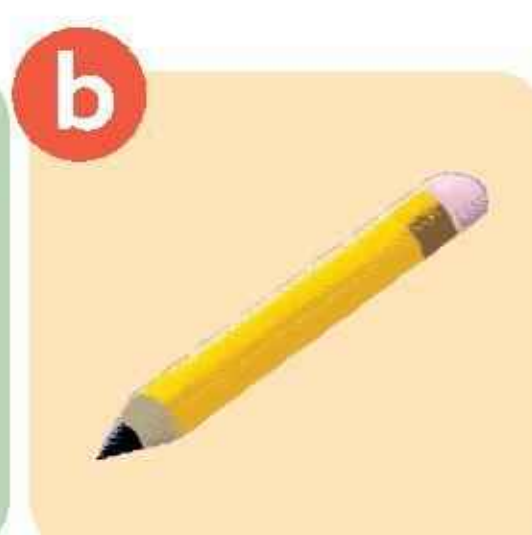
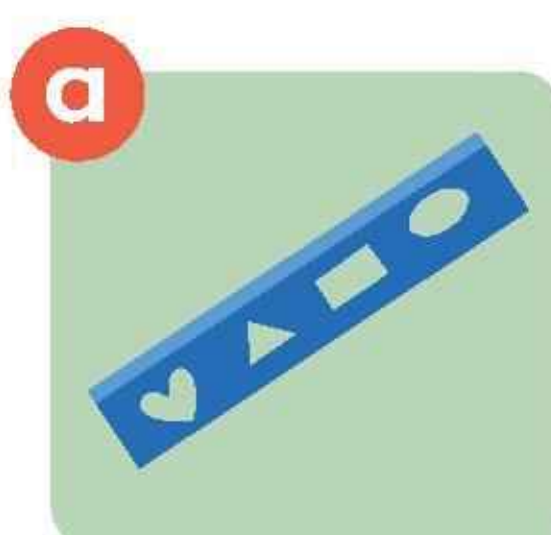


1 ♻️ Play *Where's my ruler?*

2 🎵 1.24 ▶️ Listen and say.

3 🎵 1.25 ▶️ Listen and answer the questions.

4 🔄 Look and say. What school objects are there in the story?

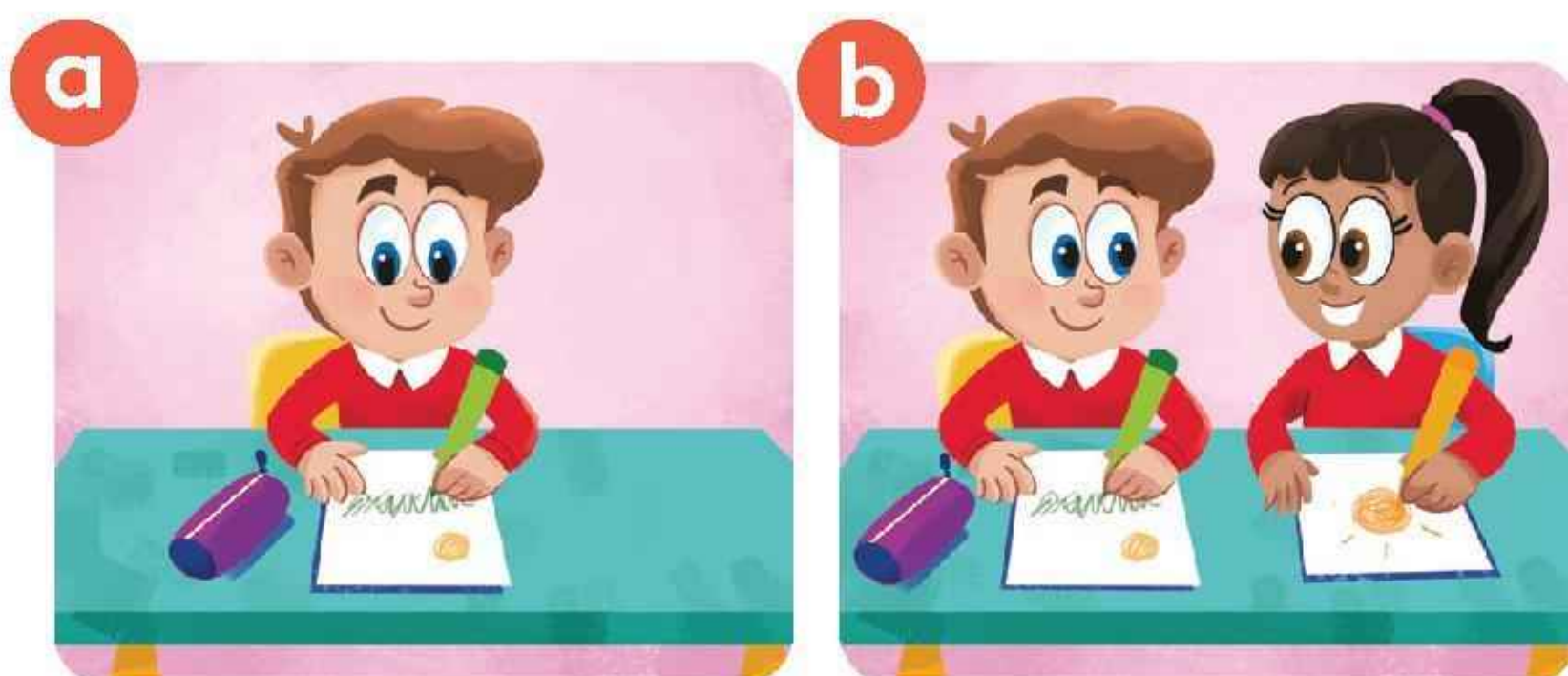


Language: *Where's (my ruler)? Can I have a (ruler), please?*

Podstawa programowa: współpraca, dbanie o innych



5 Look, point and say.



Sam's values

It's good to work together.

 Find six rubbers and six rulers in the story.

Creative thinking

How many pencil cases can you see?

Lesson 4 Communication

- 1 🎵 1.26 ♻️ Listen and repeat.
- 2 🎵 1.27 🔄 Listen and point. Act out.



- 3 🎵 1.28 Listen. Sing and act out the *Can I have a rubber, please?* song.



- 4 Play *Everybody up!*



✂️ Outline your ruler and your rubber. Colour and cut out.

Creative thinking

Plan some new dance steps to the song.

Language: *Can I have a (rubber), please?*
Yes, here you are. Thank you. / No, sorry.

Podstawa programowa: rozwiązywanie problemów, przekonanie o własnej skuteczności

Lesson 5 Vocabulary and Grammar

1  Play Sam's sack.

2  1.31  Listen, point and say. Play *Fast finger*.



desk



cupboard

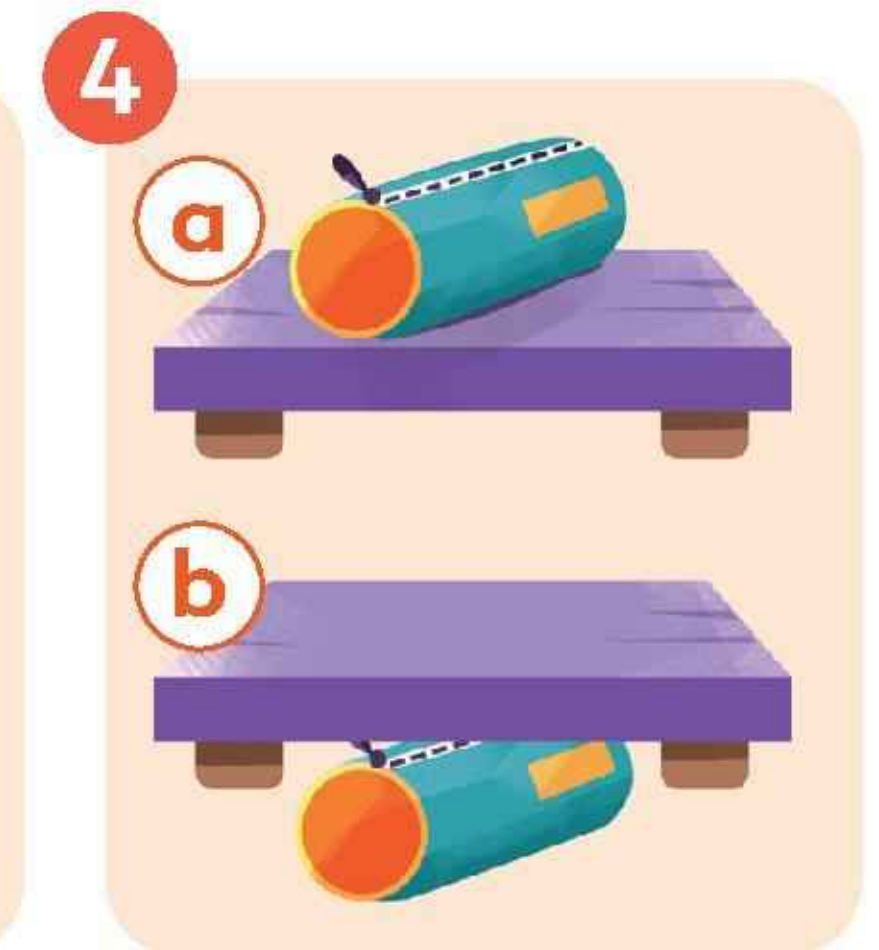
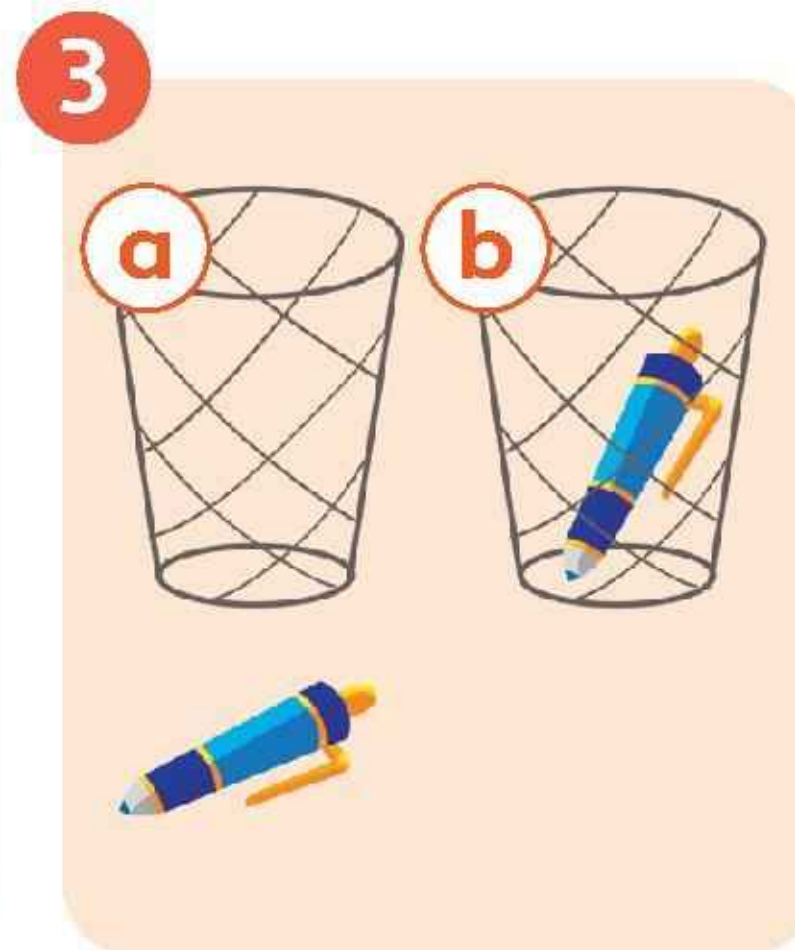
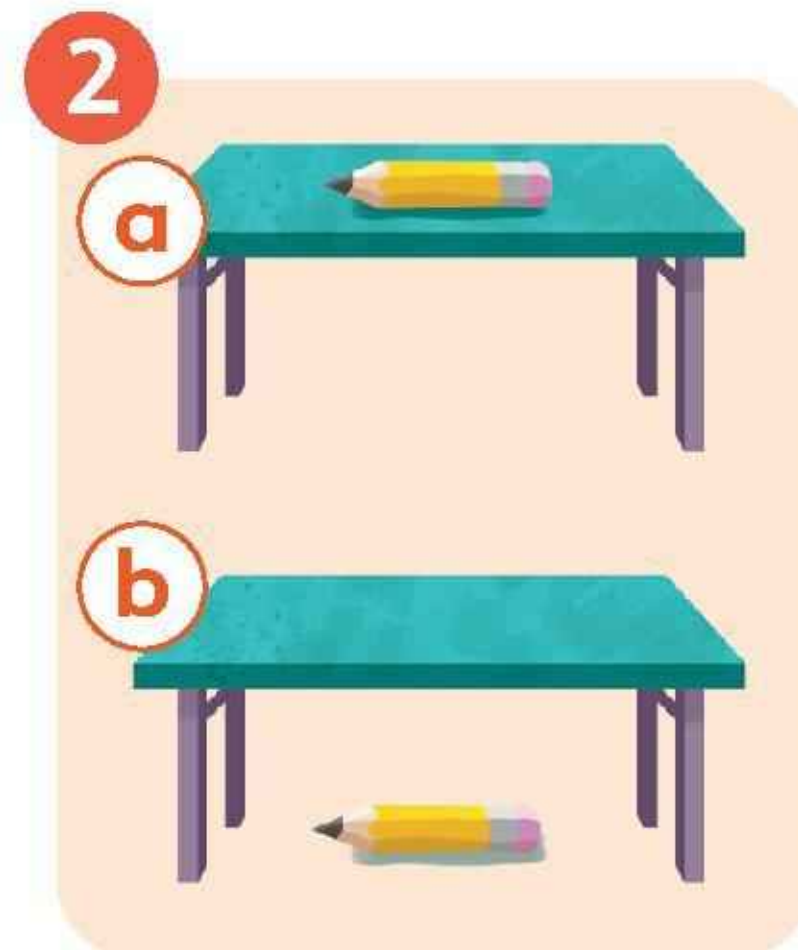
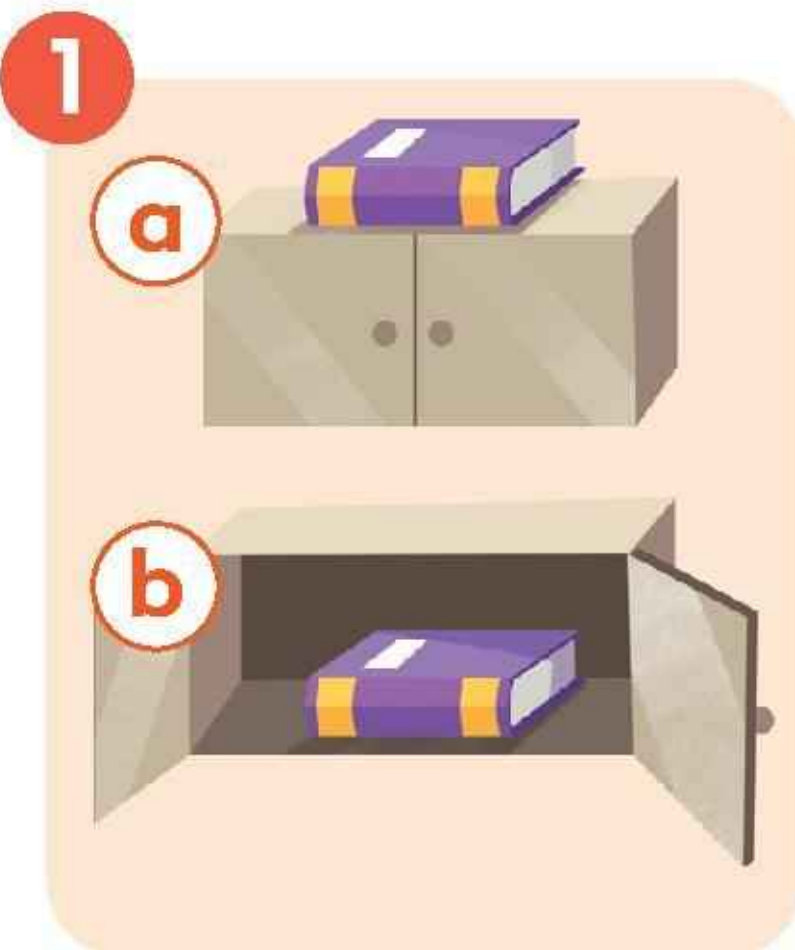


shelf

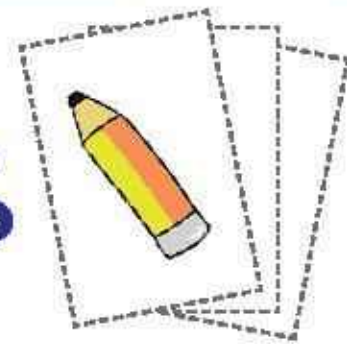


bin

3  1.32 Listen and choose.



4 Make the classroom cards. 



5  1.33 Listen. Play *Where's the ...?*

Where's the sharpener?



The sharpener is in the bin.

 Draw a strange classroom with six bins in, on or under something.

Language: desk, cupboard, shelf, bin; Where's the (pen)? The (pen) is (on the desk).

Podstawa programowa: krytyczne myślenie, współpraca



Lesson 6 Cross-curricular

1  Play *What colour is ...?*

2  1.34  Listen. What are the three primary colours?

Cool colours



primary
colours

secondary
colours

3  What colours can you make? Mix the paints and say.



 Draw a rainbow, using only the primary colours.

Creative thinking

Which colours make these colours? Draw.



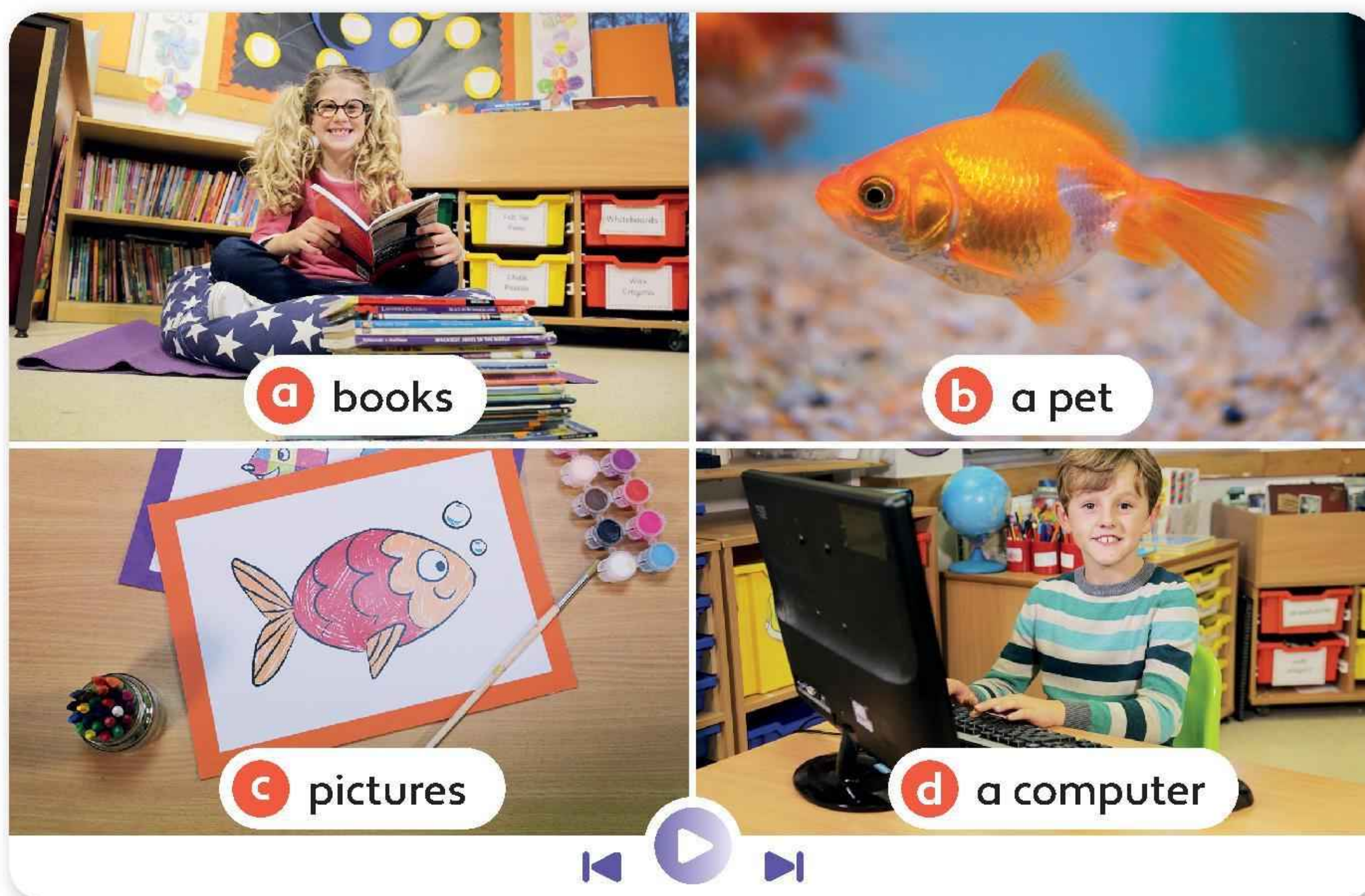
Language: *(Blue) and (yellow) make (green).*

Podstawa programowa: nastawienie na rozwój

Lesson 7 Culture

1

- 1  Look, think and say.
- 2  1.35 Listen and point. Say in Polish.



- 3  1.36 Listen and match.



Mia



Noah

- 4  What can you see in your classroom? Point and say.
- 5 Play *In my classroom, I can see ...*

 Think and say: *In my dream classroom, I can see ...*

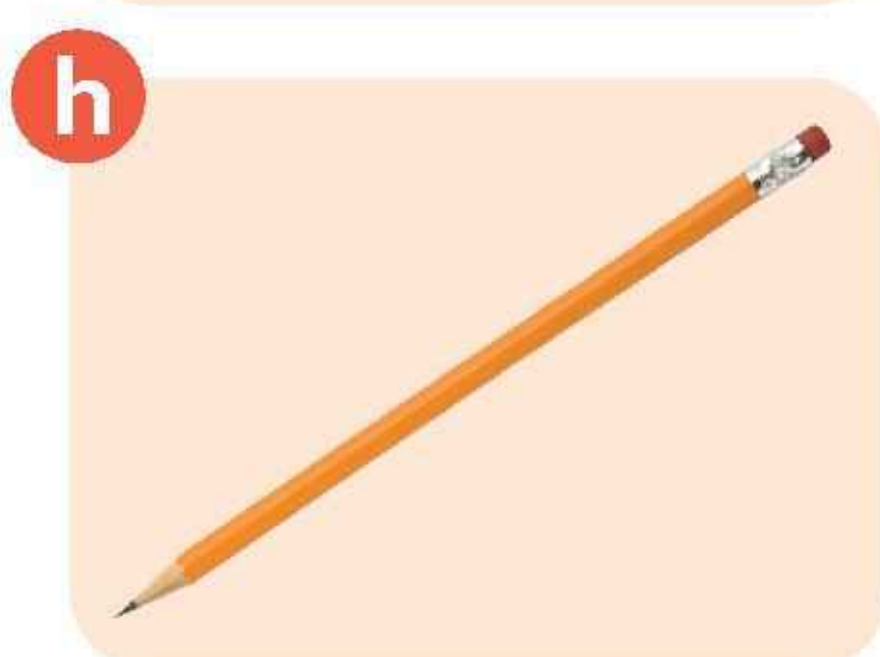
Language: *In my classroom, I can see (a computer).*

Podstawa programowa: poczucie przynależności do wspólnoty

Lesson 8 Revision

1  Play Sam's sack.

2  1.37 Listen and point. Match and say.



computer

sharpener

rubber

ruler

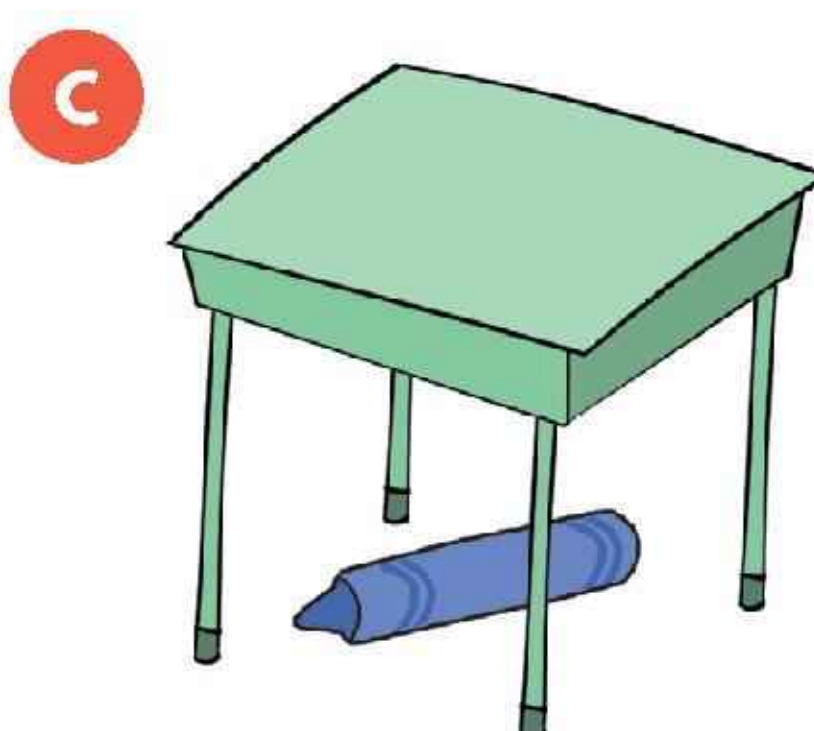
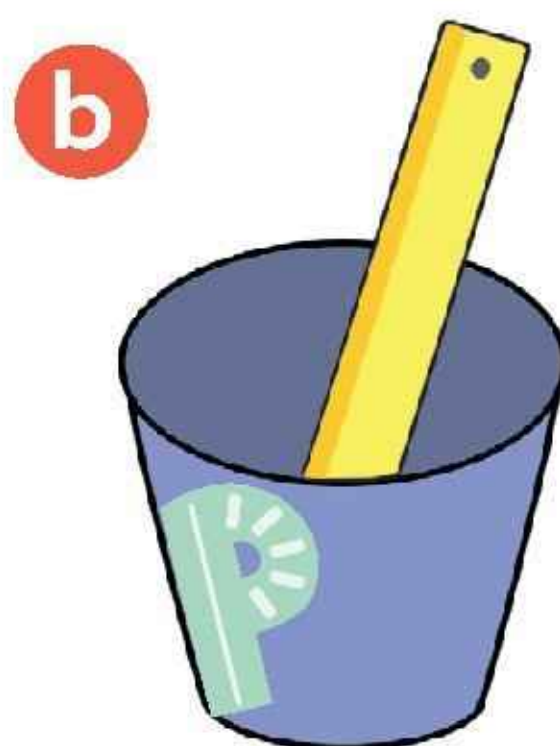
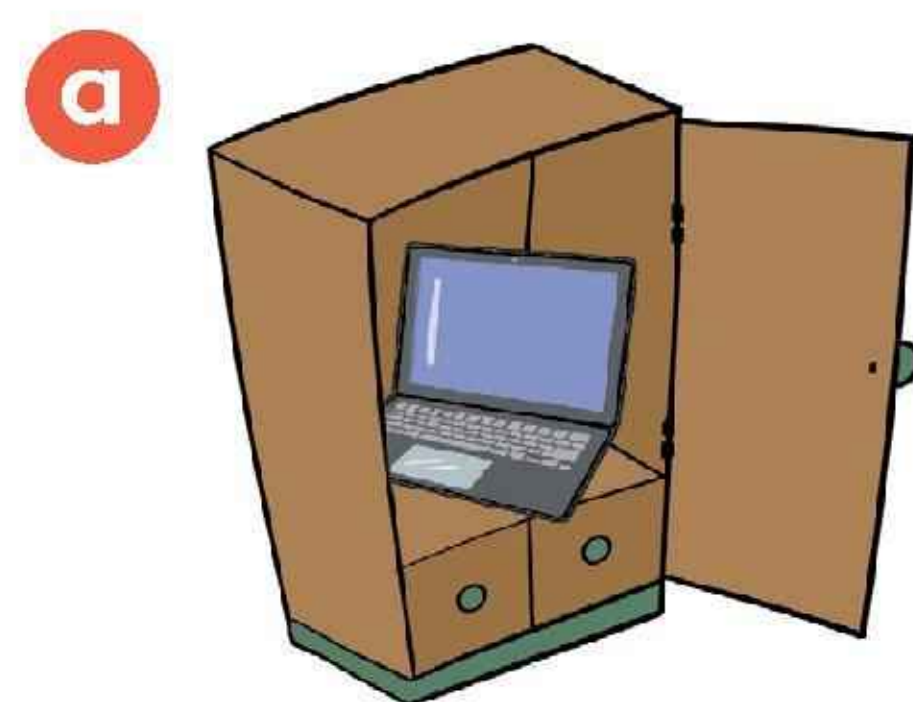
pencil

pen

crayon

pencil case

3  1.38  Listen and say. Ask and say.



4 Play Hide and Seek.



Cumulative revision

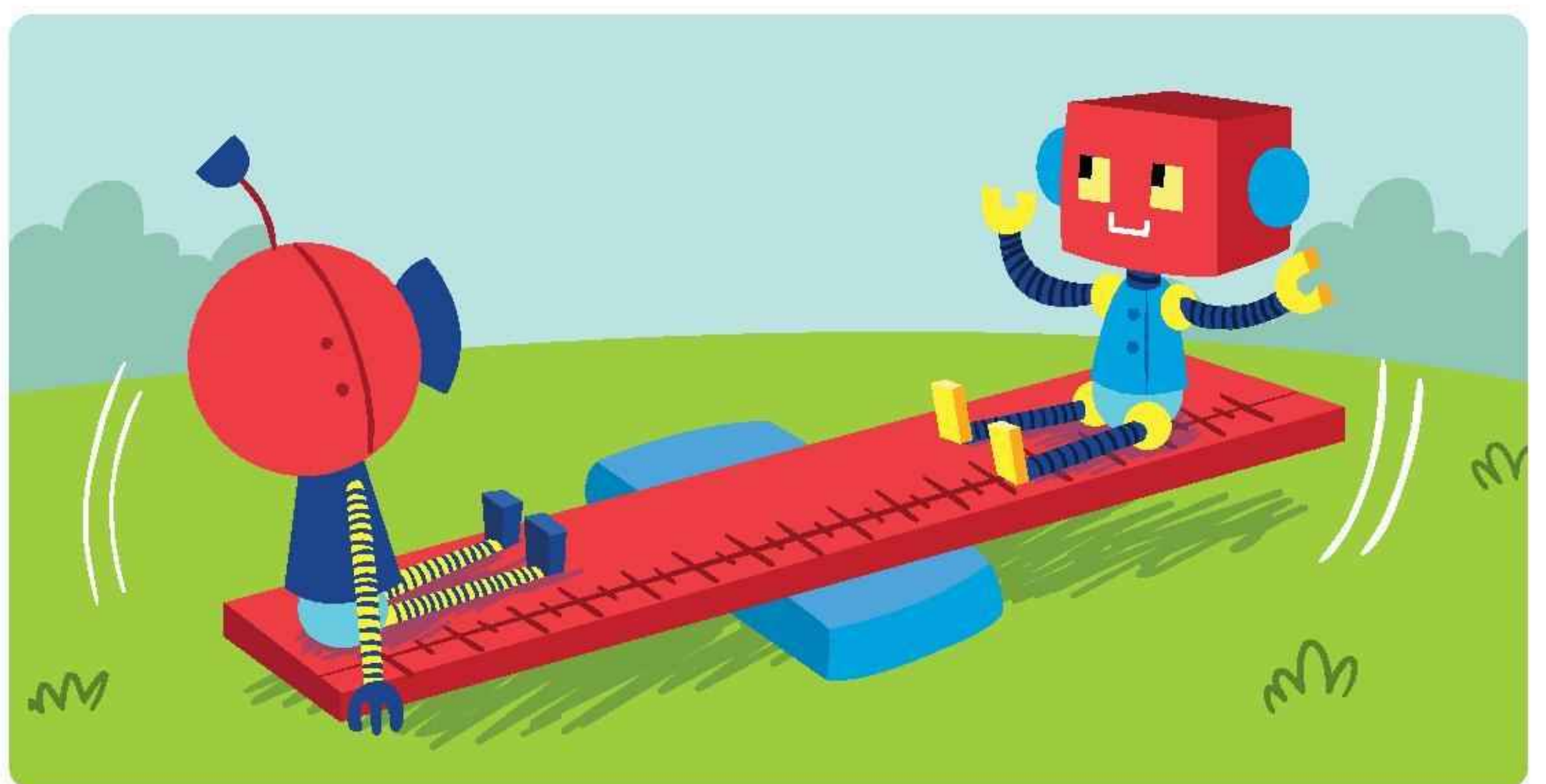
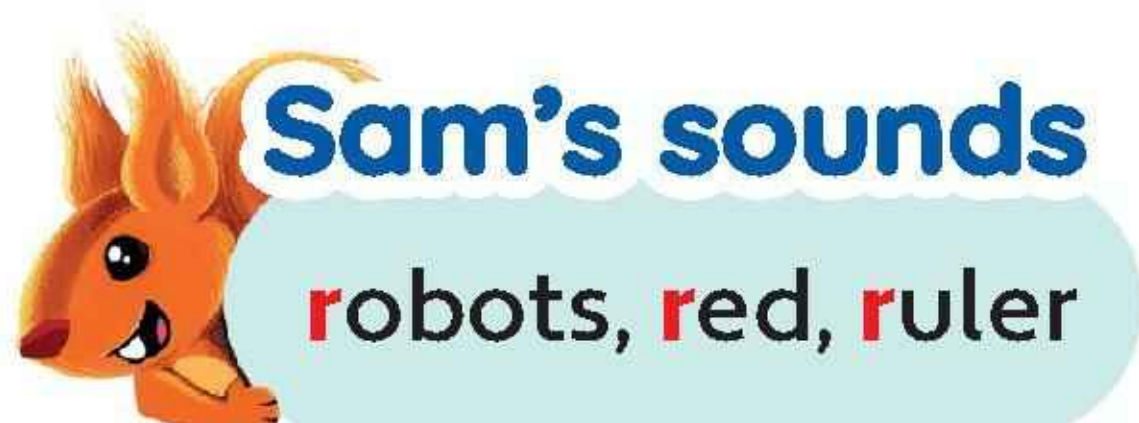
1

5 Play *Sam's six*.

6 Find, point and say.



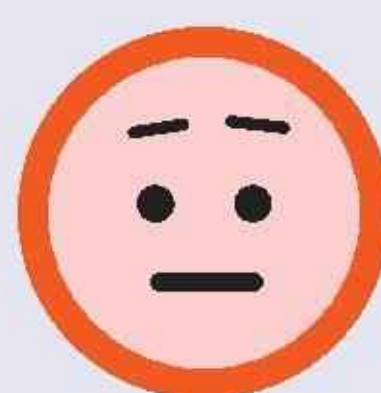
7  1.39 Listen and say.



8 Listen to your teacher, think and point.

Self-check

Kids can – I can



Podstawa programowa: samoregulacja, kierowanie sobą, przekonanie o własnej skuteczności

2

How are families different?

Lesson 1 Vocabulary

- 1  What can you see? Say.
 - 2  1.40 Listen and point.
 - 3  1.41  1.42  Listen, point and repeat. Say the chant.
 - 4 Play *Mime* or say.
 - 5 Make the mini-cards.
-  Draw a family member. Say or write.



1 grandma

2 brother

3 sister

Language: *brother, sister, grandma, grandpa, mum, dad, aunt, uncle; It's (dad).*

Podstawa programowa: kreatywne myślenie, współpraca

Lesson 2 Song

1 🎵 1.43 ♻️ Listen and say. What is the extra word?

2 🎵 1.44 Listen to the *Who's this?* song and point. Who is a special family member?

3 🎵 1.44 ▶️ Listen. Sing and act out the *Who's this?* song.

4 🎮 Play *Who's this?*

🏃🏻👉 Draw a special family member.



Creative thinking

Draw a classmate.
Show and guess.

Language: *Who's this? This is (my mum).*

Podstawa programowa: kreatywne myślenie

Lesson 3 Story

Oh no! Where's my sister?



1 ♻️ Play Sam's sack.

2 🎵 1.47 ▶️ Listen and say.

3 🎵 1.48 ▶️ Listen and answer the questions.

4 🔄 Look and say. Who is sad in the story?



Language: *Is this your (little sister)? Yes, it is. / No, it isn't.*

Podstawa programowa: krytyczne myślenie, dbanie o siebie



5 Show and say.

I'm excited.



I'm sad.



Sam's values

It's important to say how you feel.

Creative thinking

Imagine and draw a present for Jack.

Imagine and draw. Where is Sam's little sister?

Lesson 4 Communication

1  1.49  Listen and repeat.

2  1.50 Listen and point. Mime and say.



sad



happy



excited



worried

3  1.51 Listen. Sing and act out the *How are you today?* song.



4  Play *How are you today?*



How are you today?

I'm excited.



 Use your school objects to design a face.



Creative thinking

Draw four funny emoticons. Say.

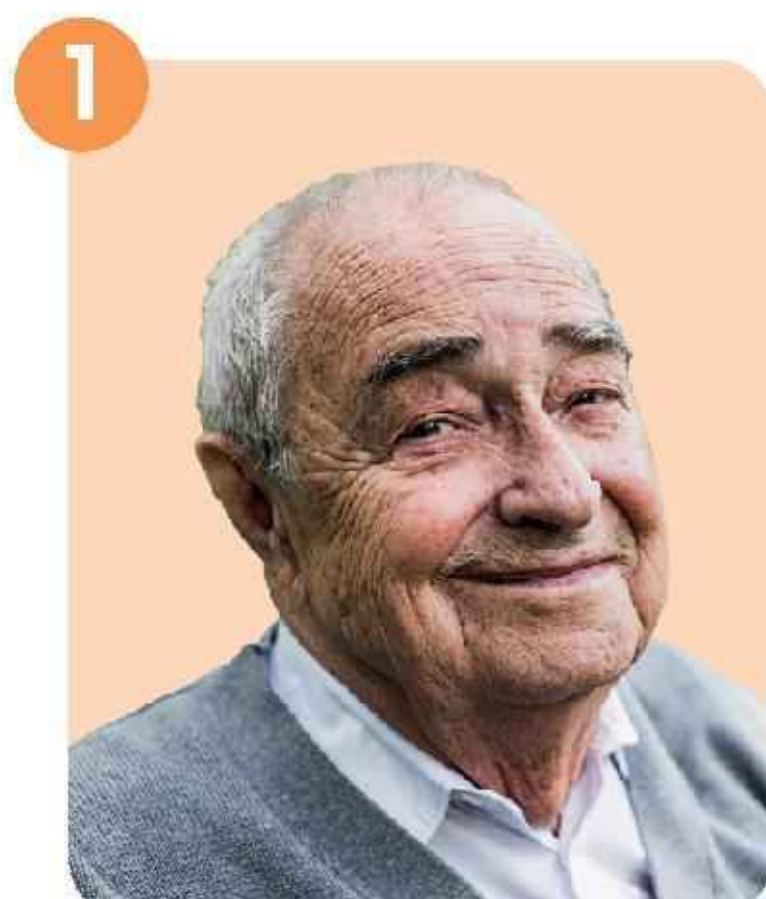
Language: *sad, happy, excited, worried; How are you today? I'm (excited).*

Podstawa programowa: dbanie o innych, kreatywne myślenie

Lesson 5 Vocabulary and Grammar

1 🎵 1.54 🔄 Listen and say.

2 🎵 1.55 🔄 Listen, point and say. Play *Fast finger*.



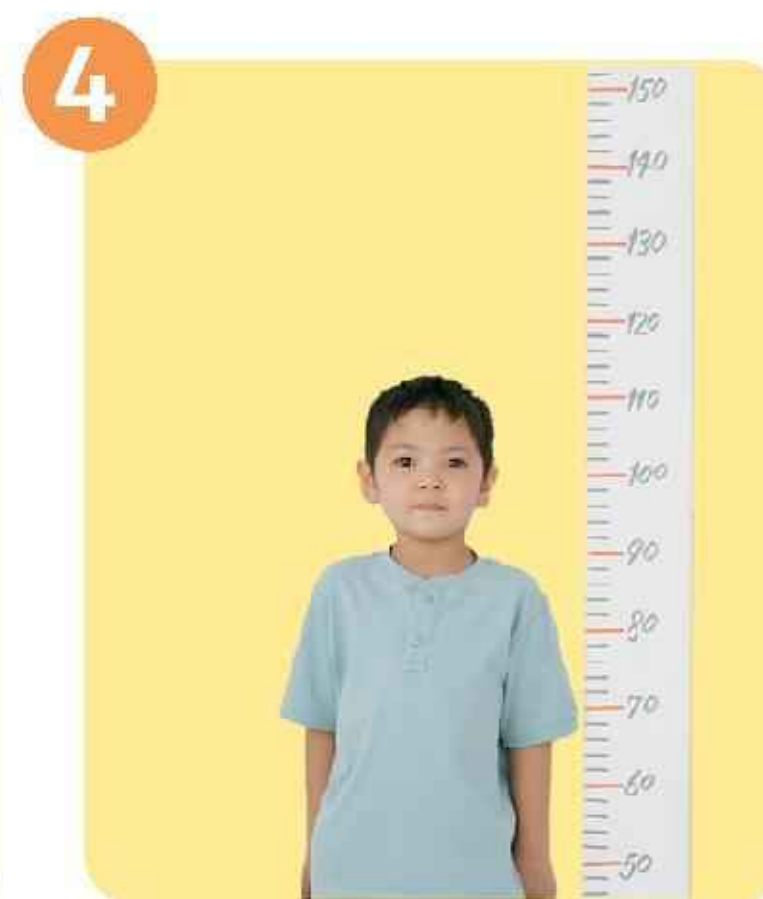
old



young

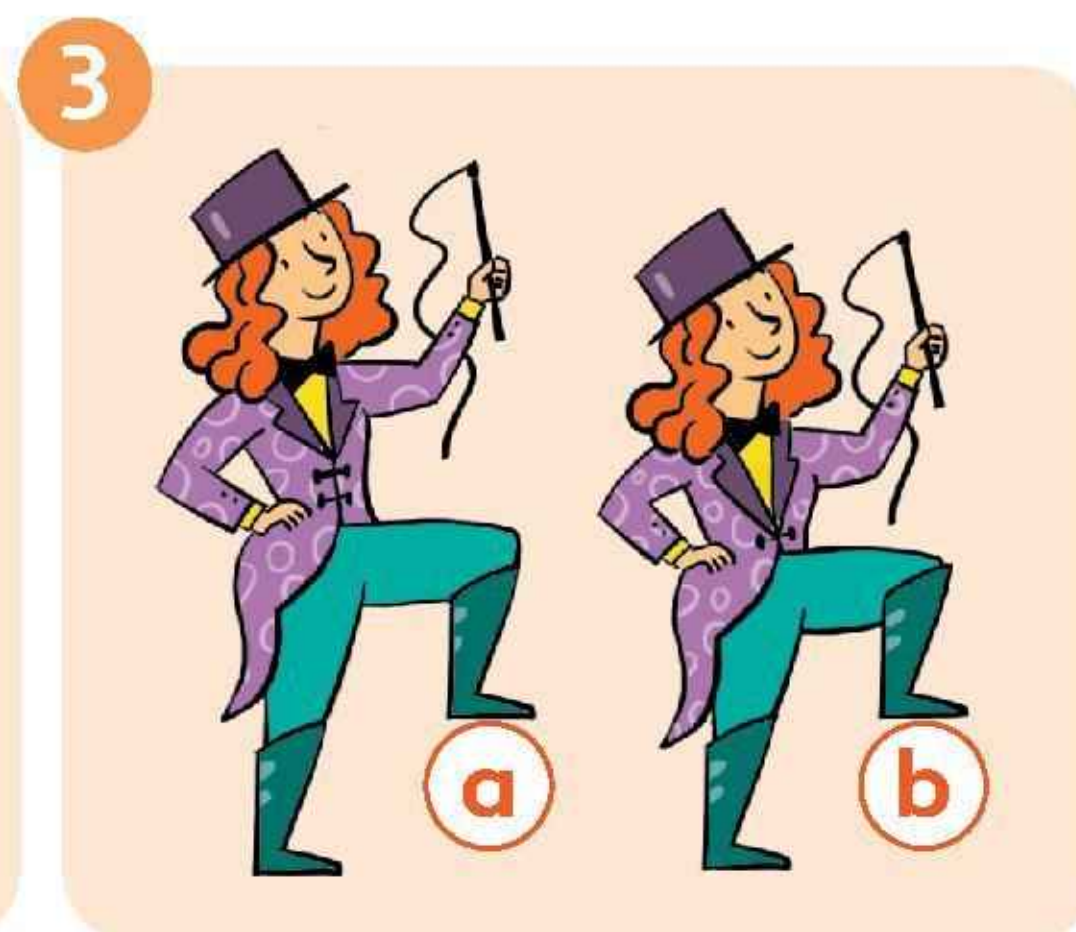
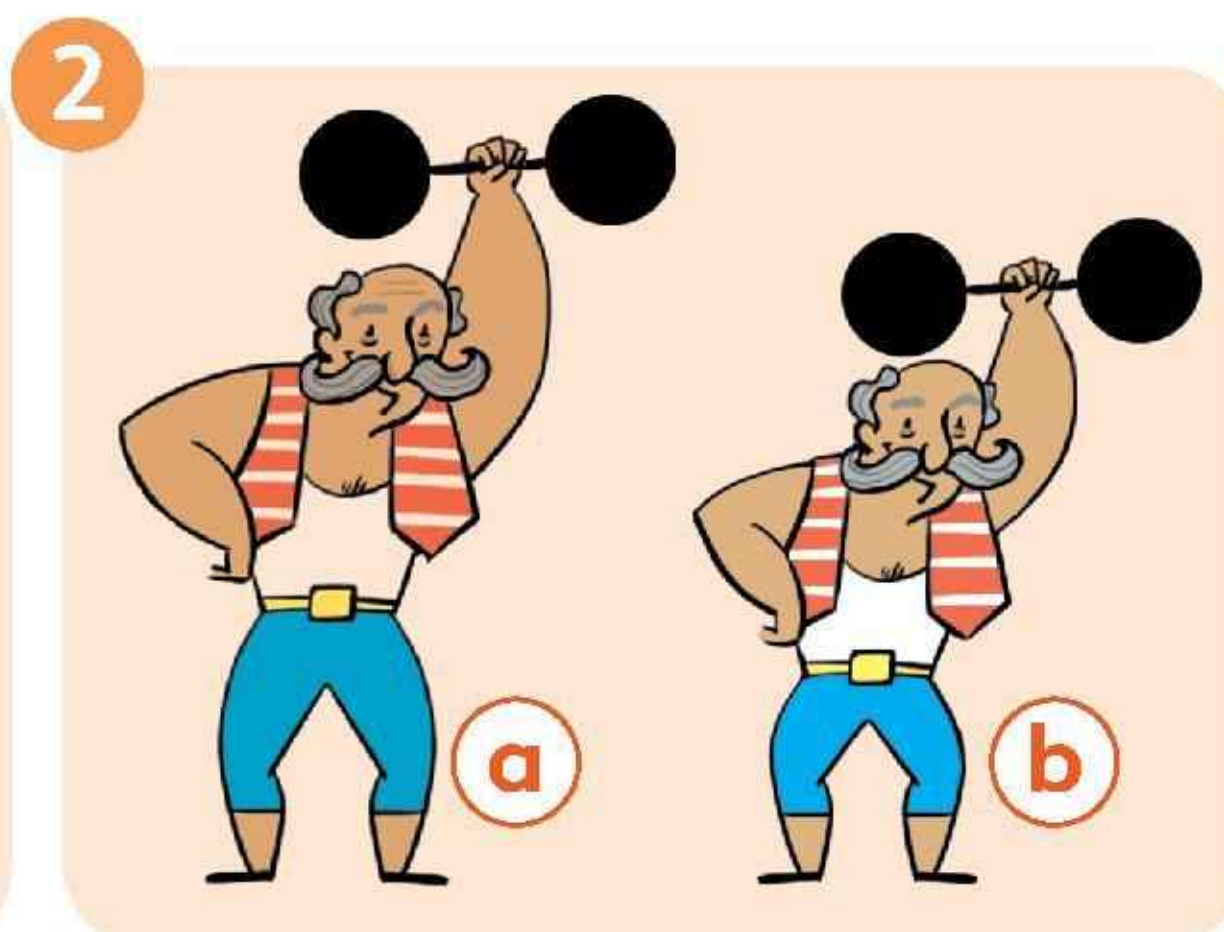


tall

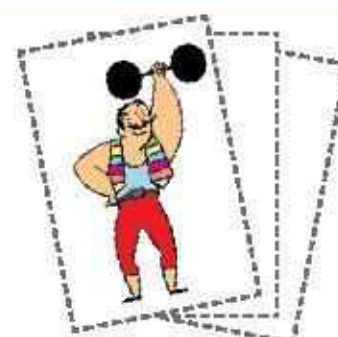


short

3 🎵 1.56 Listen and choose.



4 Make the circus family cards. ✂️



5 🎵 1.57 Listen. Play *Family*.



🕒 Draw yourself in a house of mirrors. Say or write.

Language: old, young, tall, short; My (aunt) is (young). Is this your (aunt)?
Yes, it is. / No, it isn't.

Podstawa programowa: krytyczne myślenie, współpraca



Lesson 6 Cross-curricular

1  Look and say.

Fantastic families!

Elsa



big family

Harry



small family

2  1.58  Listen. Who is in these families?

3  Is your family big or small? Draw on your fingers and say.



 Write your family members' names.

Critical thinking

Look and say:
a big or a small family?



Language: *My family is big/small. This is (my mum).*

Podstawa programowa: krytyczne myślenie

Lesson 7 Culture

2

- 1  Play *Pairs*.
- 2  1.59 Listen and point. Say in Polish.



- 3  1.60 Listen and match.



Tom

a



b



c



d



e



f





Tosia

- 4  What do you do on your birthday? Point, show or say.
- 5 Play *Pass the sack*.

 Draw your birthday present.

Language: sing *Happy Birthday*, play musical statues, play *Pass the parcel*, get birthday cards, get presents, have a birthday cake; On my birthday, I ...

Podstawa programowa: poczucie przynależności do wspólnoty

Lesson 8 Revision

1  Play Sam's sack.

2  1.61 Listen and point. Match and say.



brother

aunt

mum

grandma

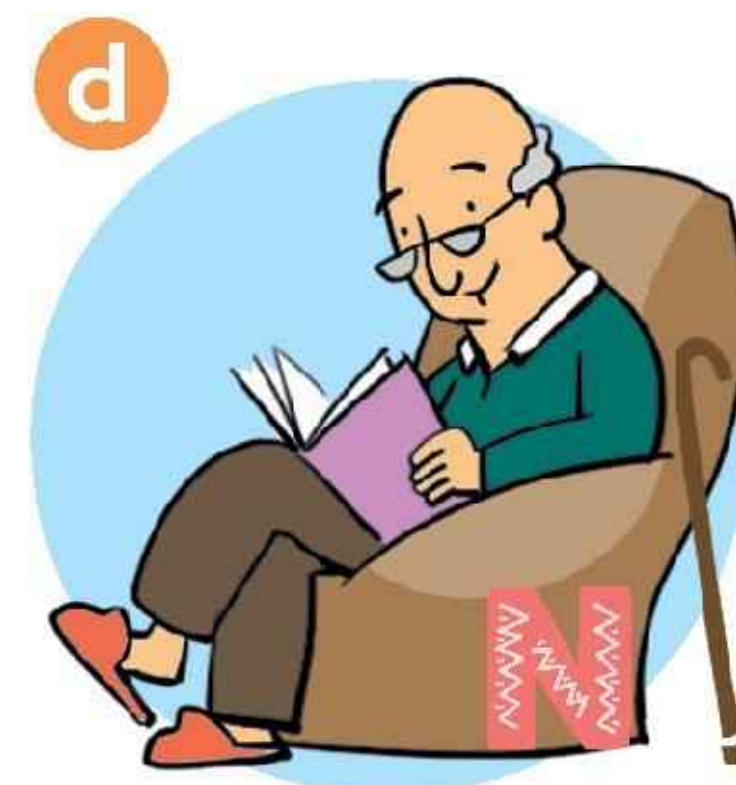
grandpa

sister

uncle

dad

3  1.62  Listen and point. Say.



4 Play Yes or No.

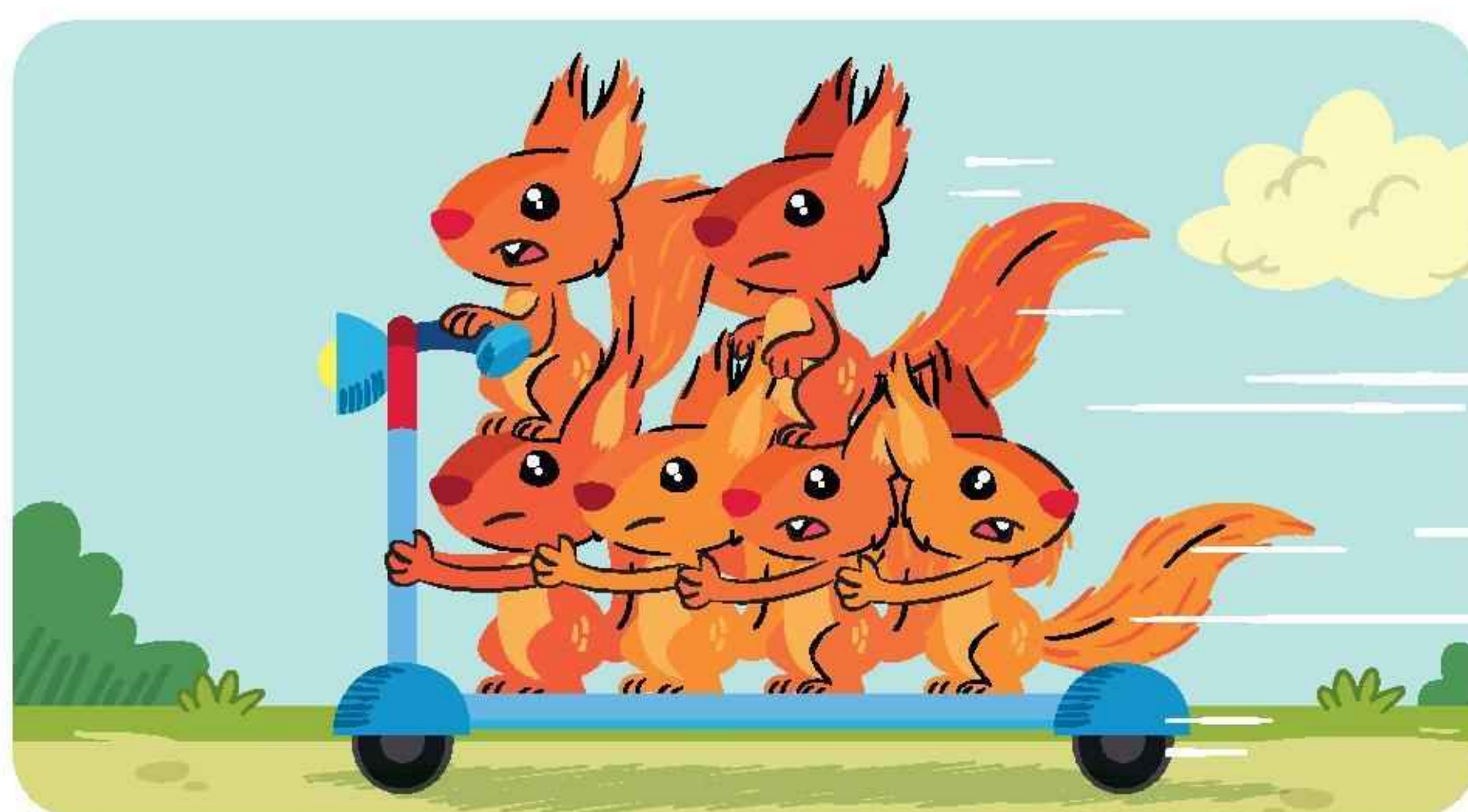


5 Play *Sam's six*.

6 Find, point and say.



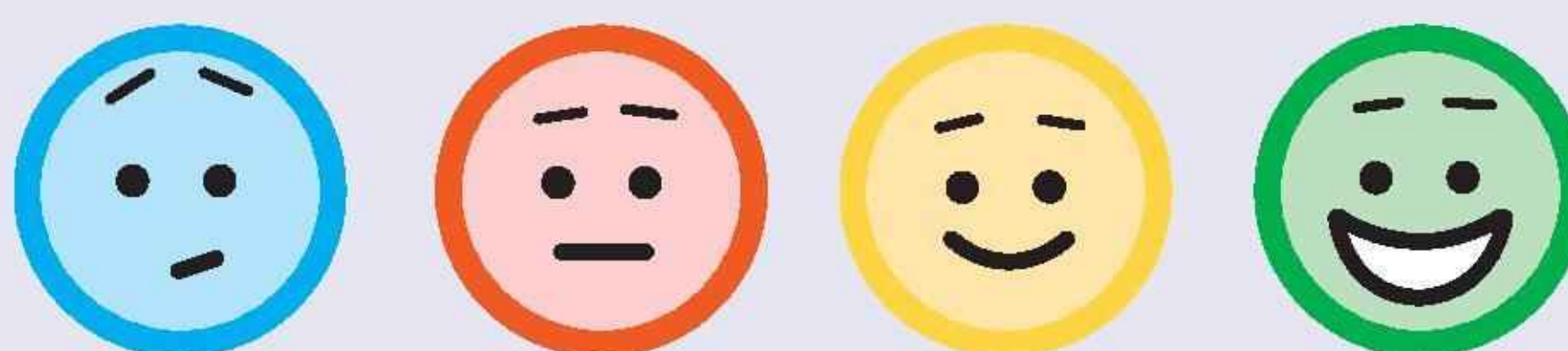
7 1.63 Listen and say.



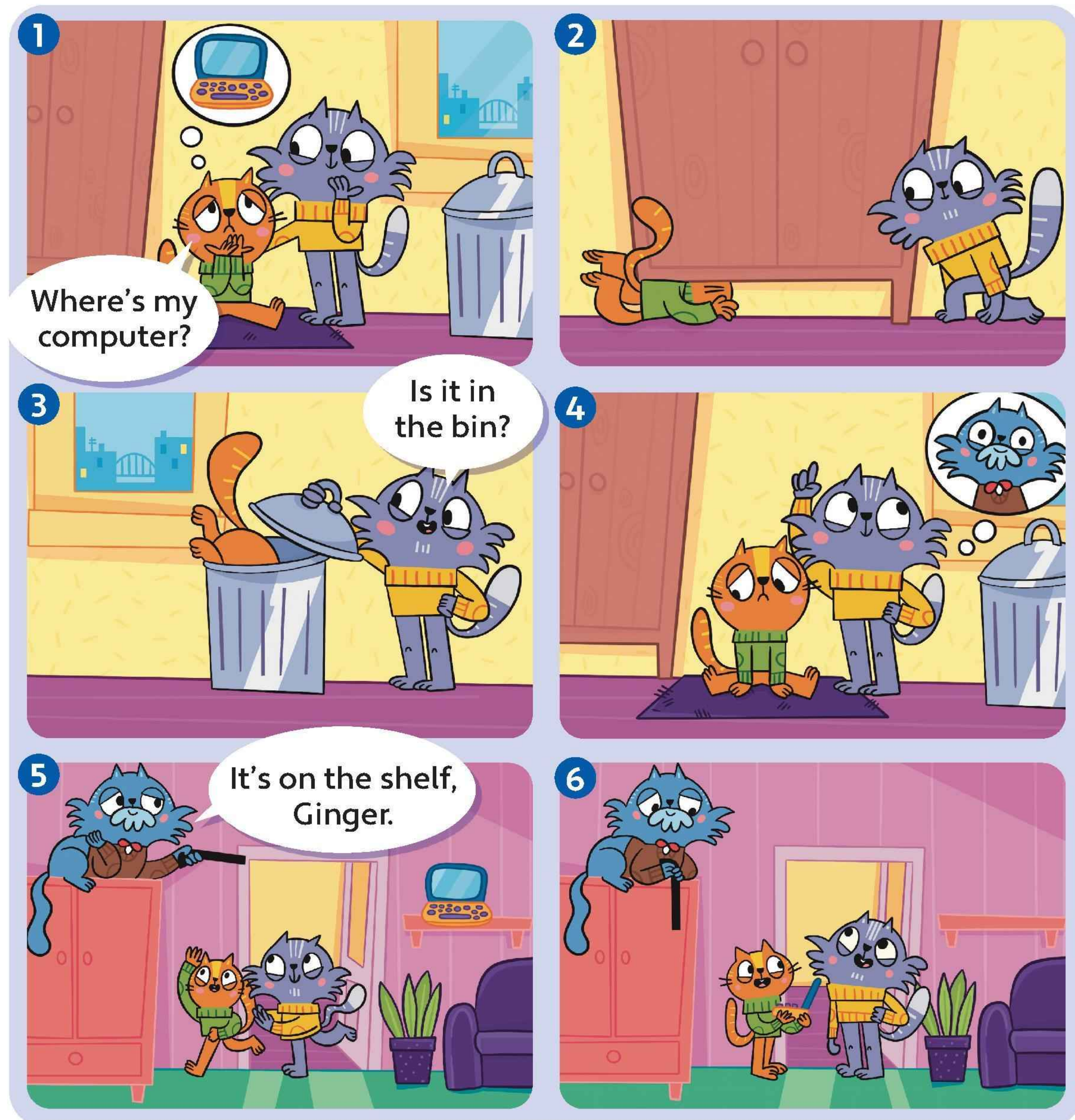
8 Listen to your teacher, think and point.

Self-check

Kids can – I can



1 🎵 1.64 Listen and point. Who finds the computer?

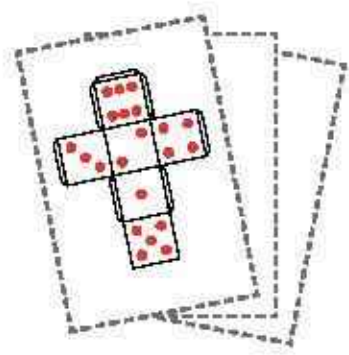


2 Act out the story.

3 🦋 Say the mystery words.

Podstawa programowa: samoregulacja, kierowanie sobą, przekonanie o własnej skuteczności

4 Make the dice. ✂



5  Play the *Review 1* race.



3

Where do pets live?

Lesson 1 Vocabulary

- 1  What can you see? Say.
- 2  2.1 Listen and point.
- 3  2.2  2.3  Listen, point and repeat.
Say the chant.
- 4 Play *Mime* or say.
- 5 Make the mini-cards.

 Find and count the dogs.



Language: fish, hamster, horse, dog, cat, rabbit, bird, tortoise; It's a (dog).

Podstawa programowa: współpraca

Lesson 2 Song

- 1 🎵 2.4 ♻️ Listen and say. What is missing?
 - 2 🎵 2.5 Listen to the *Can I have another pet?* song and point. What colour is the fish?
 - 3 🎵 2.5 🎧 Listen. Sing and act out the *Can I have another pet?* song.
 - 4 🎮 Play *I've got a dog*.
- 🏃🏻♂️ Which pets have you got? Look and say.



Language: *I've got a (cat). I haven't got a (rabbit).
Can I have a (dog), please?*

Podstawa programowa: kreatywne myślenie

Creative thinking

Imagine and draw
your dream pet.

Lesson 3 Story

The pet hotel

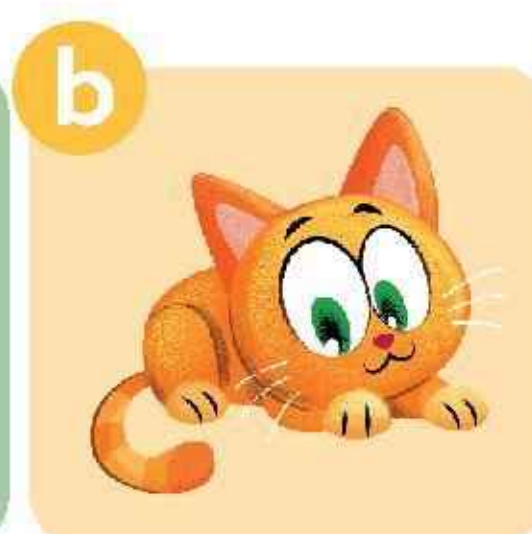


1 ♻️ Play I've got a cat!

2 🎵 2.8 ▶️ Listen and say.

3 🎵 2.9 ▶️ Listen and answer the questions.

4 🎮 Look and say. What pets are there in the pet hotel?



Language: I've got (a cat). I haven't got (a rabbit).

Podstawa programowa: krytyczne myślenie, rozwiązywanie problemów



5 Look, point and say.



🕒 Draw two animals that can stay at the pet hotel.



Sam's values

It's important to listen to instructions.

Critical thinking

How many dogs can you see?

Lesson 4 Communication

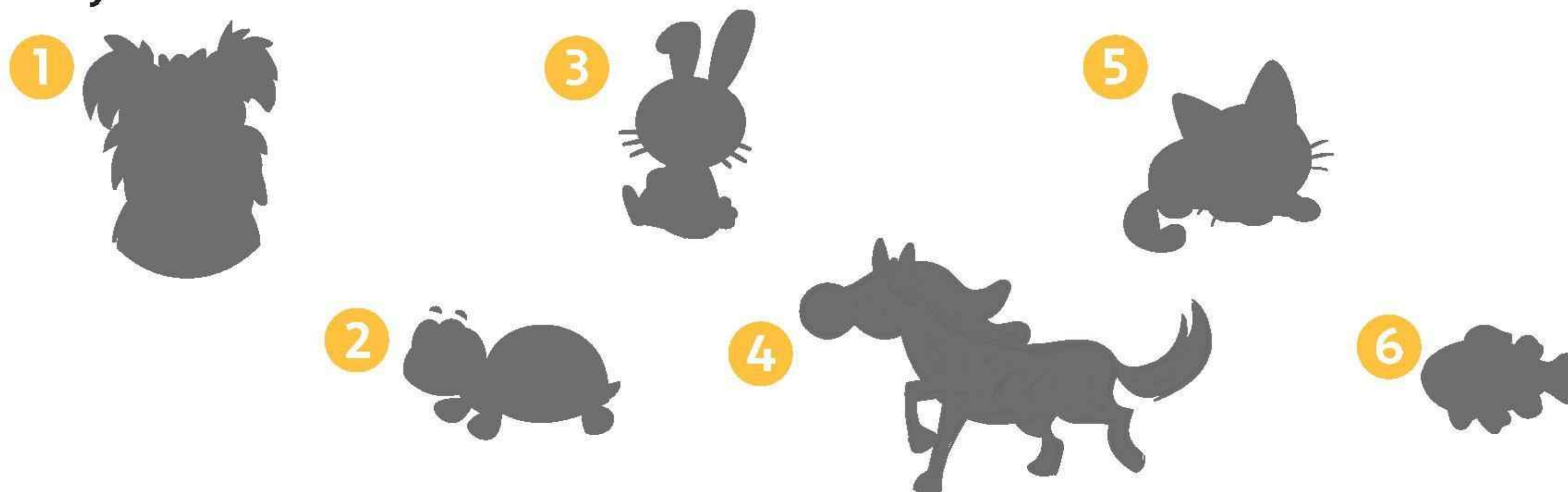
- 1 🎵 2.10 ♻️ Listen and repeat.
- 2 🎵 2.11 🔄 Listen and point. Act out.



- 3 🎵 2.12 Listen. Sing and act out the *What's your favourite pet?* song.



- 4 Play *Is it a bird?*



👁️ Close your eyes and draw your favourite pet.

Creative thinking

Think of a new verse for the song.

Language: *What's your favourite pet? My favourite pet is a (horse).*

Podstawa programowa: współpraca, kreatywne myślenie

Lesson 5 Vocabulary and Grammar

1  Play Sam's sack.

2  2.15  Listen, point and say. Play *Mime and guess*.



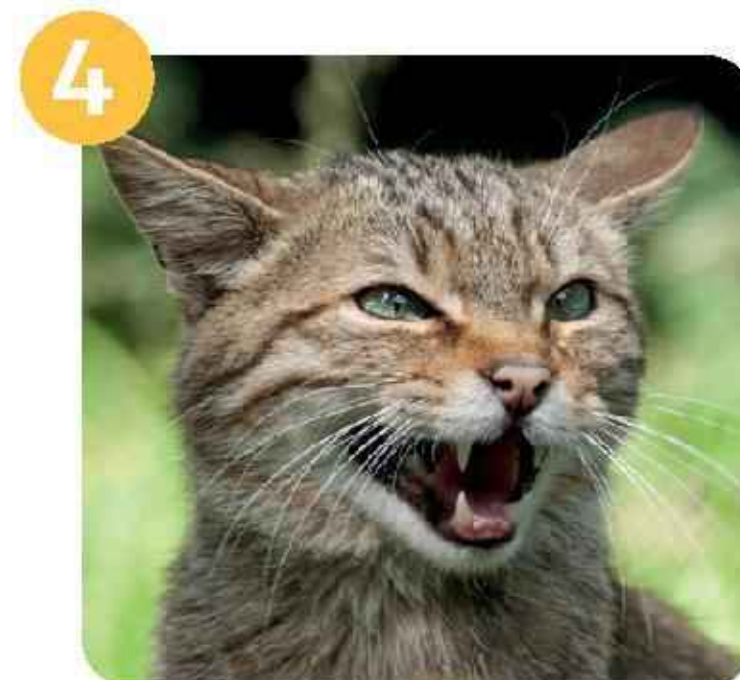
fast



slow

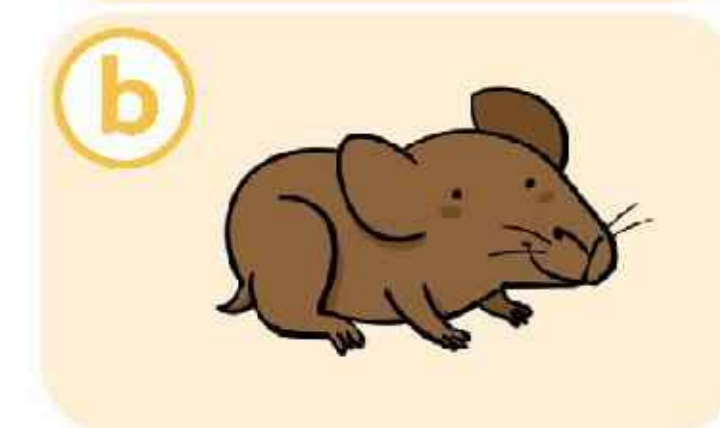
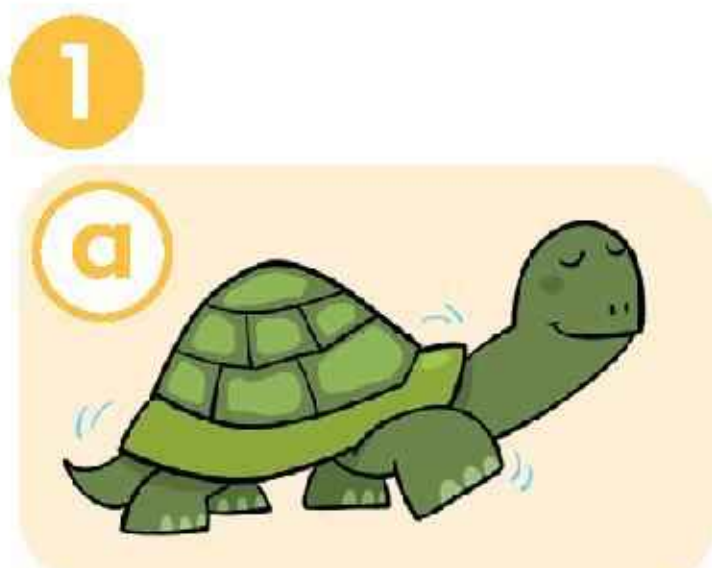


friendly



scary

3  2.16 Listen and choose.



4 Make the pet cards. ✂ 



5  2.17 Listen. Play *Have you got a ...?*



 Draw four animals: one fast, one slow, one friendly and one scary.

Language: *fast, slow, scary, friendly; My pet is (scary). Have you got a (dog)?*
Yes, I have. / No, I haven't.

Podstawa programowa: krytyczne myślenie, współpraca



Lesson 6 Cross-curricular

- 1  Play *Pair and share*.
- 2  2.18  Listen. Which pets live inside?

Pets at home



inside



outside



- 3  Which pets live inside and which live outside? Draw and say.



This rabbit lives inside.

-  Draw and write the name of a pet that lives inside and outside.

Creative thinking

Write the words and illustrate them.



inside



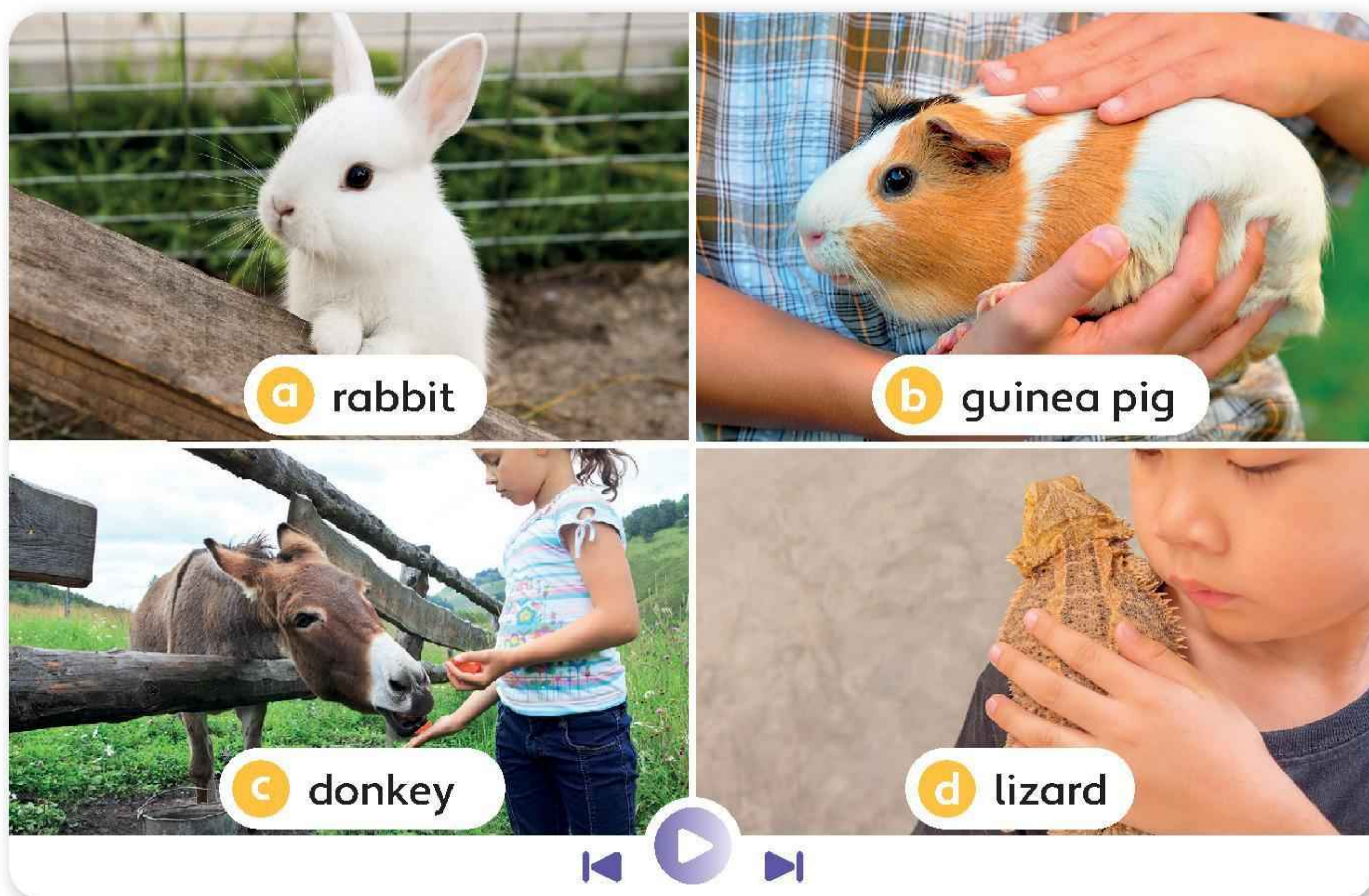
outside

Language: *inside, outside; This (cat) lives (outside).*

Podstawa programowa: kreatywne myślenie

Lesson 7 Culture

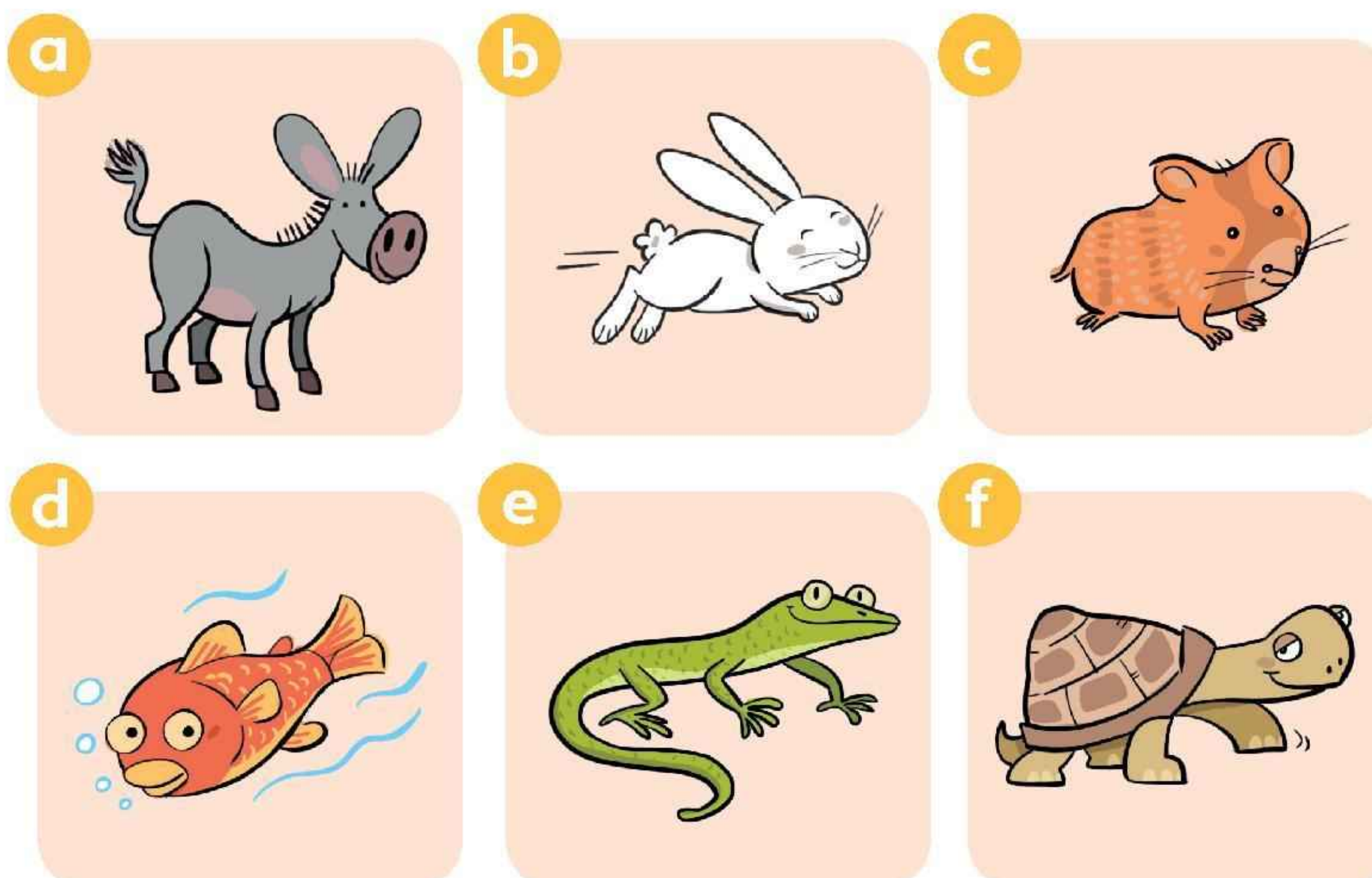
- 1  Look, think and say.
- 2  2.19 Listen and point. Say in Polish.



- 3  2.20 Listen and match.



Sandra



Liam

- 4  What is your favourite pet? Ask and say.

- 5 Look, think and say.

-  Draw and name three animals in a petting zoo.

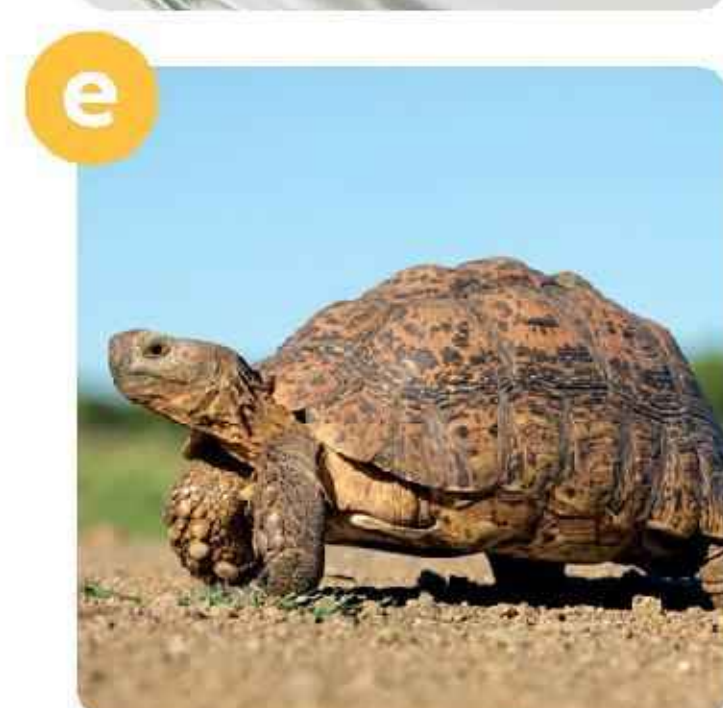
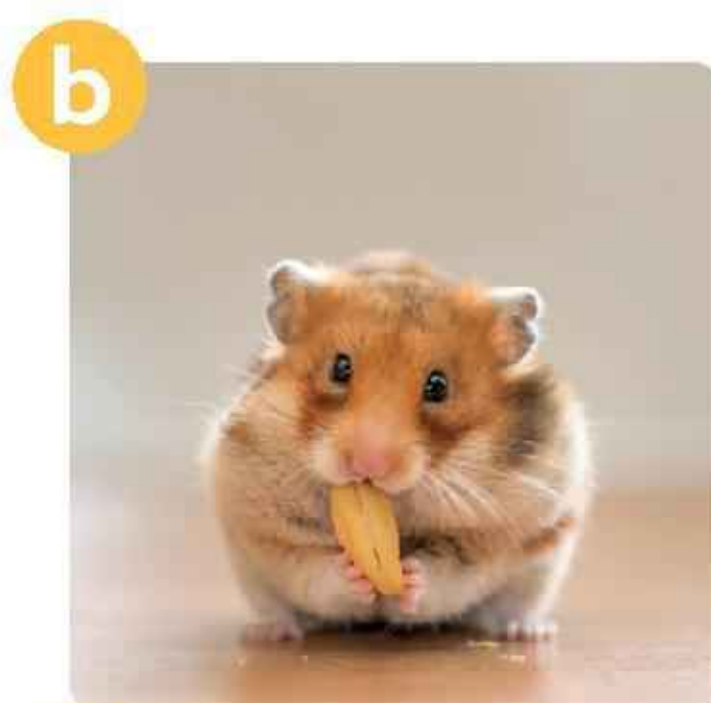
Language: *rabbit, guinea pig, donkey, lizard; What's your favourite pet?*
My favourite pet is a (dog).

Podstawa programowa: poczucie przynależności do wspólnoty

Lesson 8 Revision

1  Play Sam's sack.

2  2.21 Listen and point. Match and say.



cat

tortoise

hamster

bird

dog

rabbit

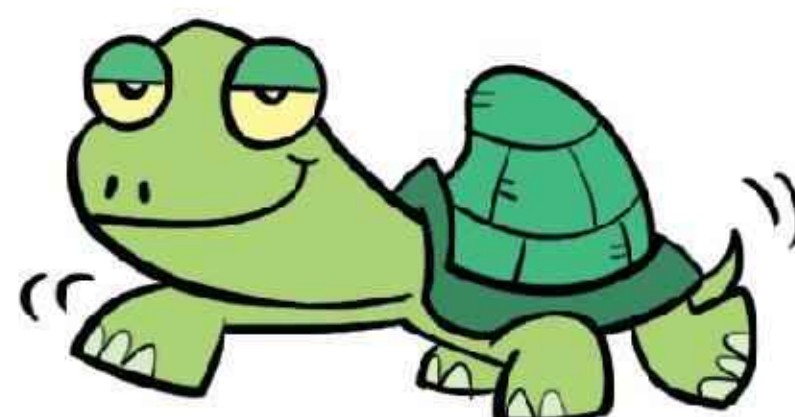
fish

horse

3 Match and say.

scary

friendly



fast

slow

4  Play My favourite pet.



- 5 Play *Sam's six*.
- 6 Look, point and say.

9	6	7	8	9	?	7	?
				?			?
				?		?	
		?					?

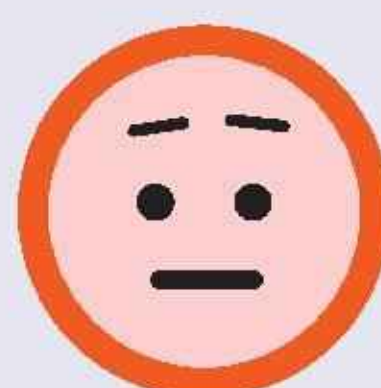
- 7 2.22 Listen and say.



- 8 Listen to your teacher, think and point.

Self-check

Kids can – I can



4

What do monsters look like?

Lesson 1 Vocabulary

- 1 ♻️ What can you see? Say.
 - 2 🎵 2.25 Listen and point.
 - 3 🎵 2.26 🎵 2.27 🔄 Listen, point and repeat. Say the chant.
 - 4 Play *This is my body*.
 - 5 Make the mini-cards.
- 🕒 Find and count the toes.



Lesson 2 Song

- 1 🎵 2.28 ♻️ Listen and say. What is the extra word?
- 2 🎵 2.29 Listen to *The monster rock* song and point. What colour is the monster's nose?
- 3 🎵 2.29 ▶️ Listen. Sing and act out *The monster rock* song.
- 4 🎮 Play *I'm a monster*.

👉 Point to your body and say.



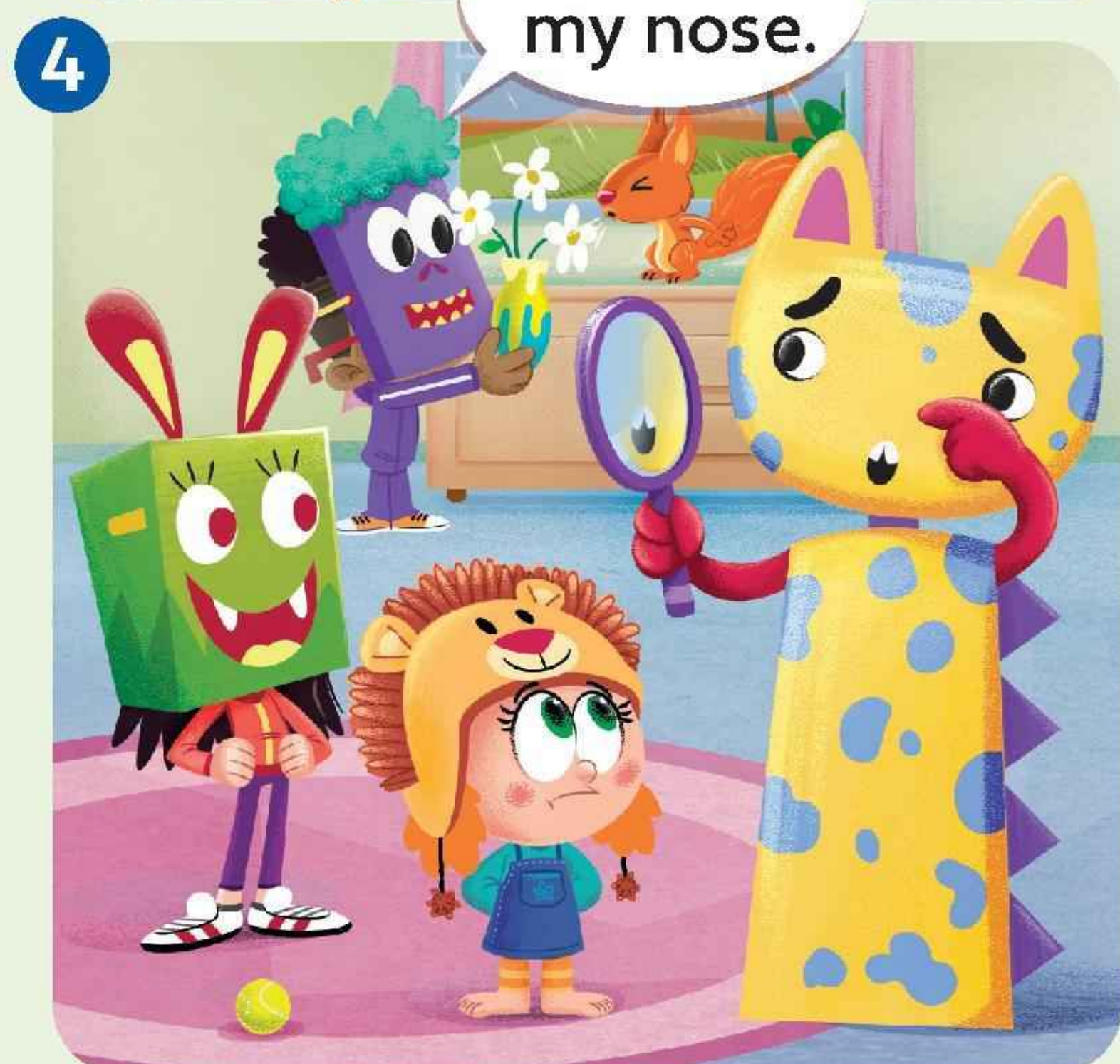
Creative thinking

Imagine and draw a monster. Say.

Language: *This is my (head). These are my (eyes).*

Podstawa programowa: kreatywne myślenie

Lesson 3 Story

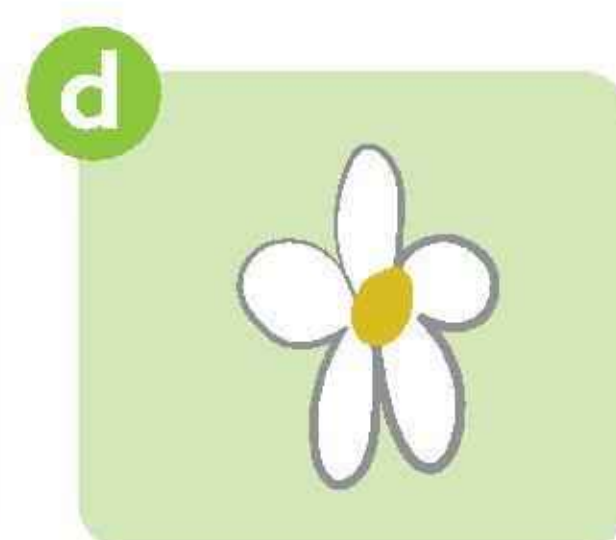
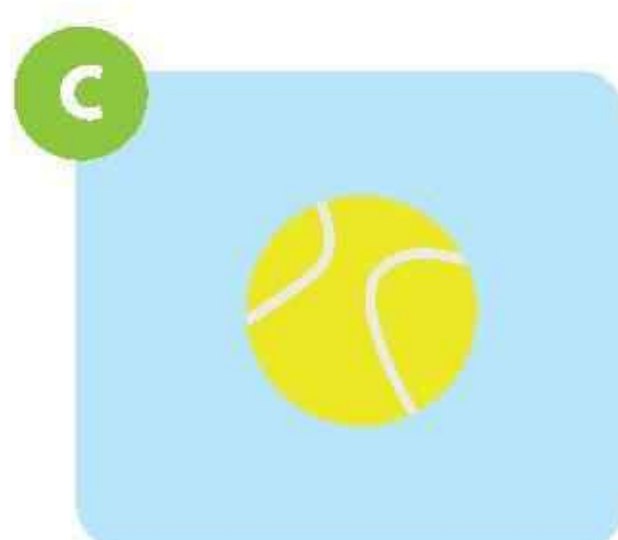
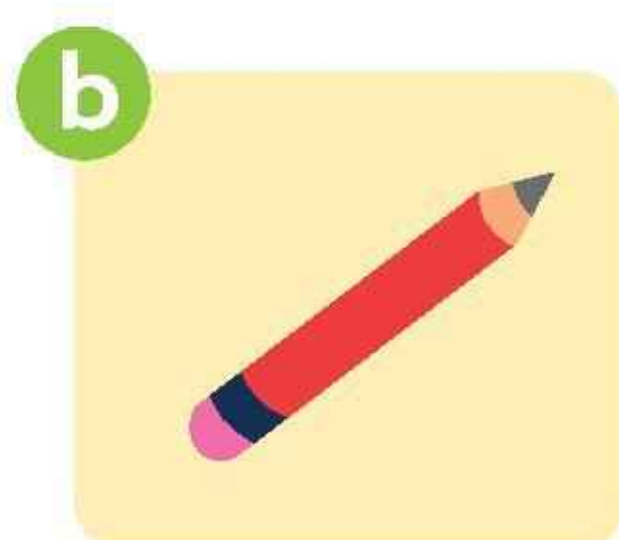


1 Play *This is my head!*

2 2.32 Listen and say.

3 2.33 Listen and answer the questions.

4 Look and say. What is Norman's nose?



Language: *This is my (nose). These are my (eyes).*

Podstawa programowa: kreatywne myślenie, rozwiązywanie problemów



5 Look, point and say.



 Draw a monster with funny body parts.



Sam's values

It's good to try different ideas.

Creative thinking

What can you use for Norman's body parts?

Lesson 4 Communication

1 🎵 2.34 ♻️ Listen and repeat.

2 🎵 2.35 🔄 Listen and point. Act out.

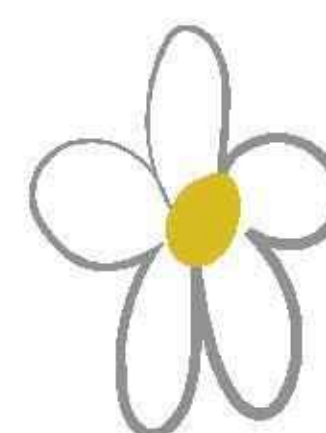
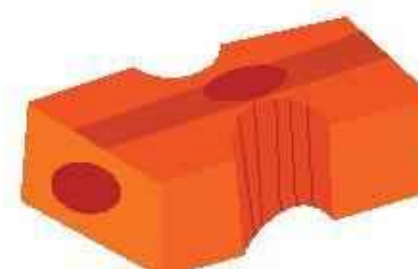
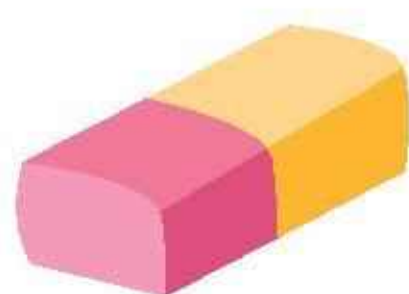
1



2



3



3 🎵 2.36 Listen. Sing and act out the *Good idea!* song.



4 Play *Let's use a ball!*

🌀 Imagine and write: *I'm a monster. I've got ...*

Creative thinking

Think of a new verse for the song and act it out.

Language: *I haven't got (a nose). Let's use (a ball). Good idea!*

Podstawa programowa: kreatywne myślenie, rozwiązywanie problemów

Lesson 5 Vocabulary and Grammar

1  Play Sam's sack.

2  2.39  Listen, point and say. Play *Move your body!*



legs



feet

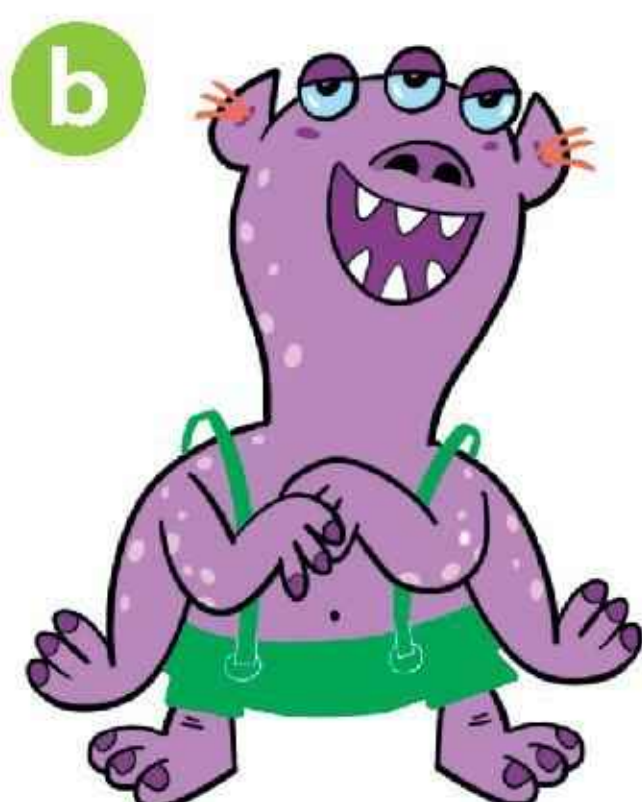


arms



hands

3  2.40 Look and say. Listen and choose.



4 Make the monster cards. 



5  2.41 Listen. Play *Monsters*.

How many arms have you got?

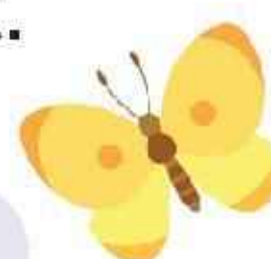


I've got four arms.

 Draw a monster with three heads, four arms, one leg and two feet.

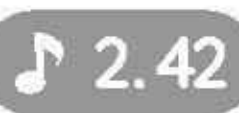
Language: *legs, feet, arms, hands; How many (legs) have you got? I've got (ten legs).*

Podstawa programowa: krytyczne myślenie, współpraca



Lesson 6 Cross-curricular

1  Play *Faster, faster*.

2  2.42  Listen. What parts of the body do your senses use?

The five senses



touch



listen



see

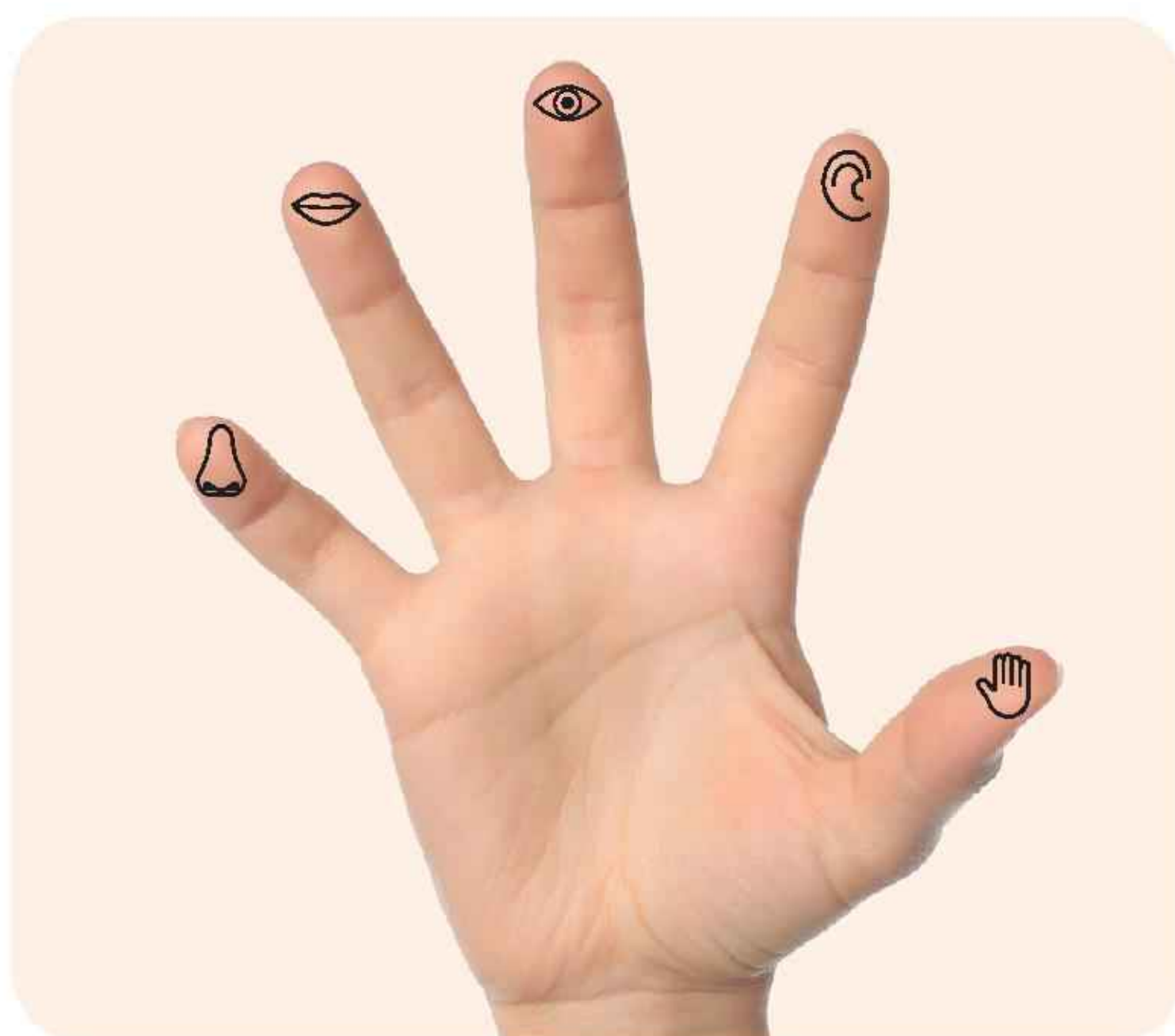


smell



taste

3  Draw the five senses symbols on your fingers. Point and say.



 Draw five objects and say.



I smell a flower.

Creative thinking

How do you use your senses? Mime and say.

Language: *touch, listen, see, smell, taste;*
I (smell) with my (nose).

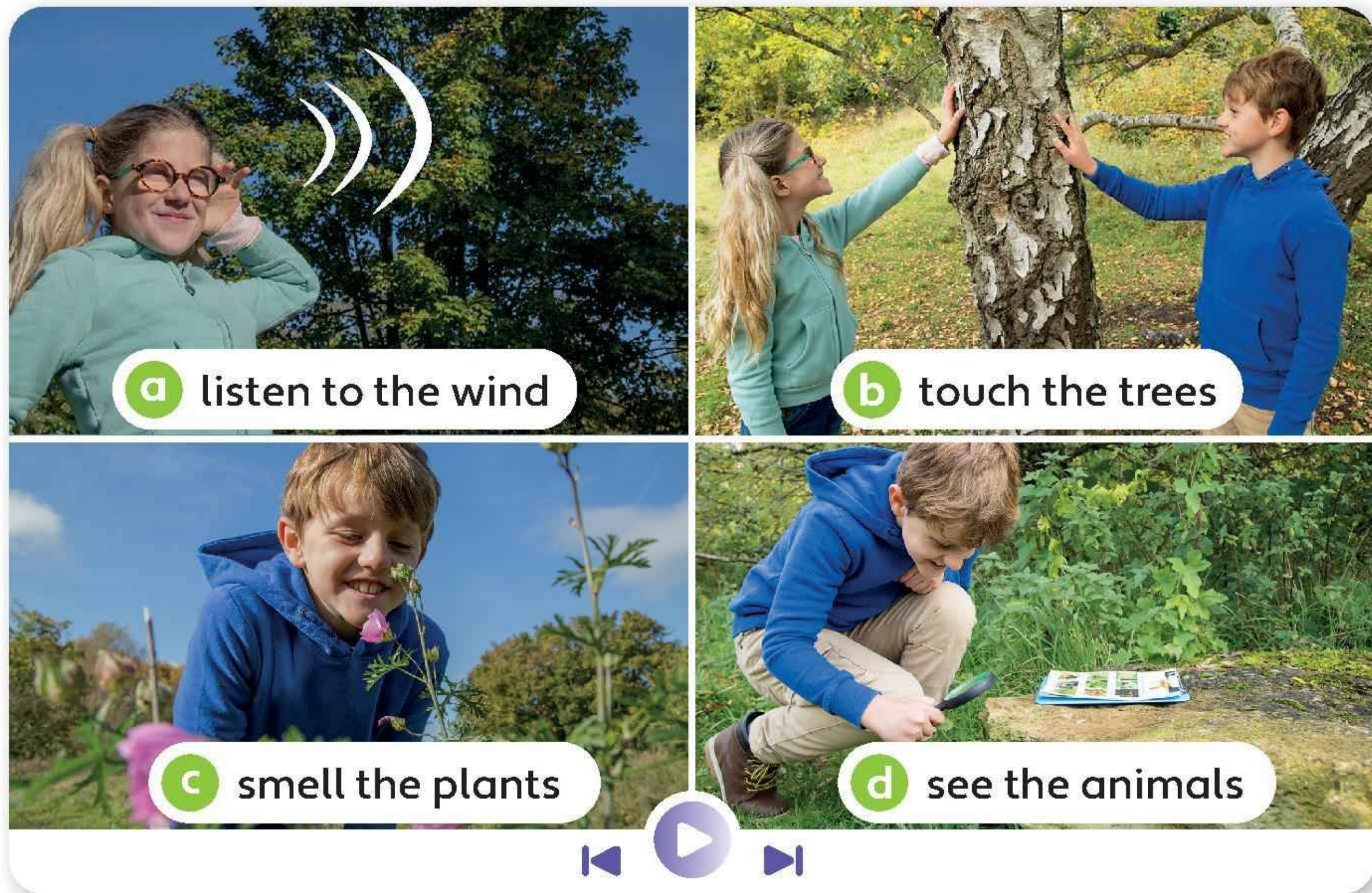
Podstawa programowa: kreatywne myślenie, dbanie o siebie

Lesson 7 Culture

4

1  Look, think and say.

2  2.43 Listen and point. Say in Polish.



3  2.44 Listen and match.



Louis



Eva

4  What do you do in the park? Ask and say.

5 Look, think and say.

 Think and draw one thing you can see, touch and smell in a park.

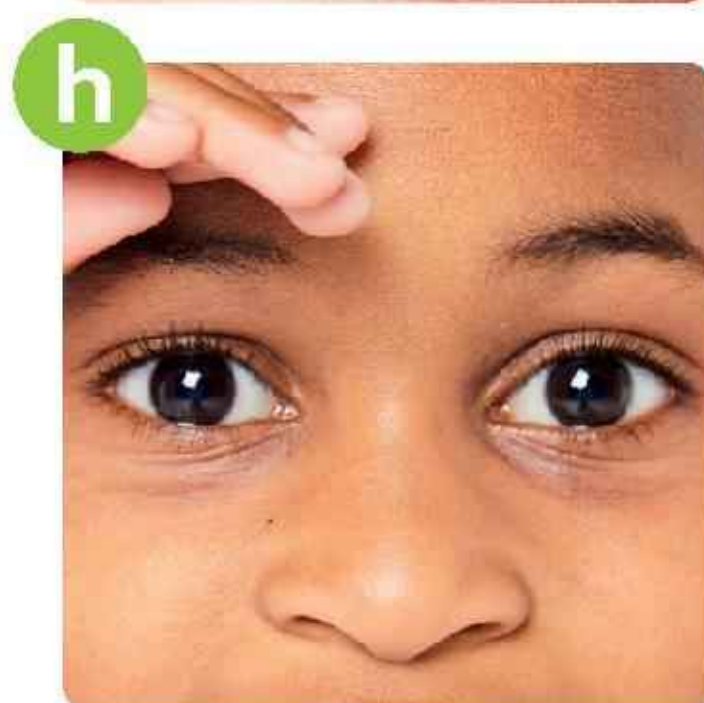
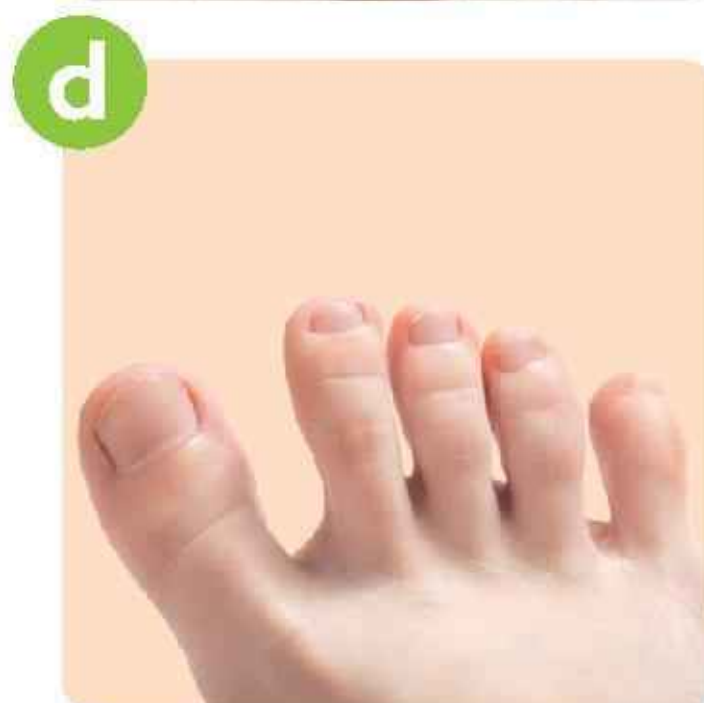
Language: What do you (hear) in the park? I (hear water) in the park.

Podstawa programowa: poczucie przynależności do wspólnoty, dbanie o siebie

Lesson 8 Revision

1  Play *Sam's sack*.

2  2.45 Listen and point. Match and say.



fingers

mouth

head

body

nose

toes

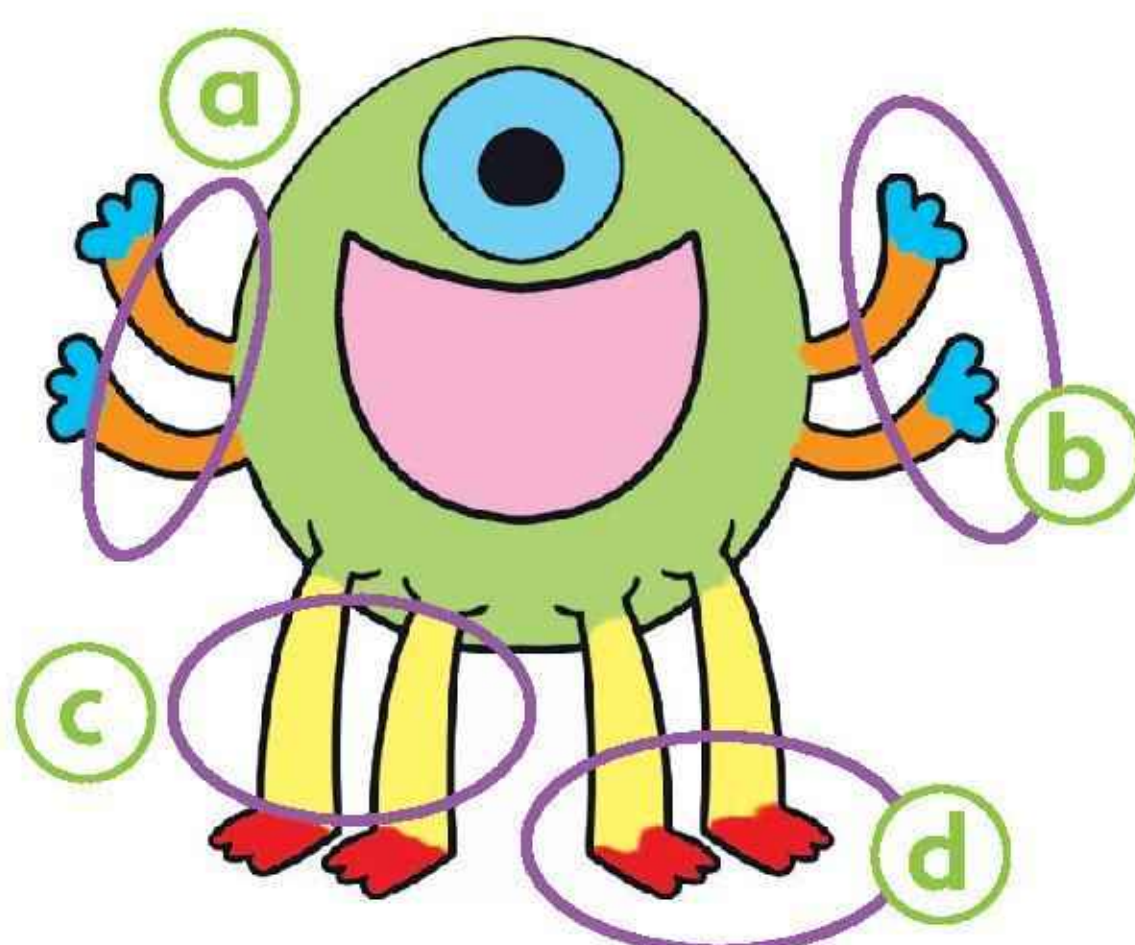
eyes

ears

3 Match and say.

1 hands

2 arms



3 legs

4 feet

4  Play *My favourite monster*.



5 Play *Sam's six*.

6 Look, point and say.



7 2.46 Listen and say.



Sam's sounds

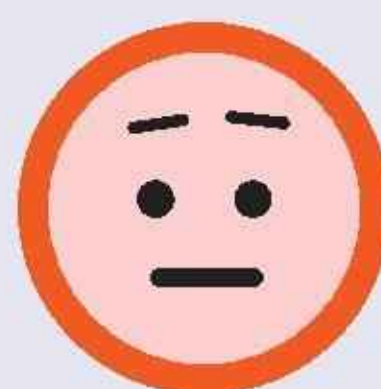
eyes, ears,
fingers, toes



8 Listen to your teacher, think and point.

Self-check

Kids can – I can



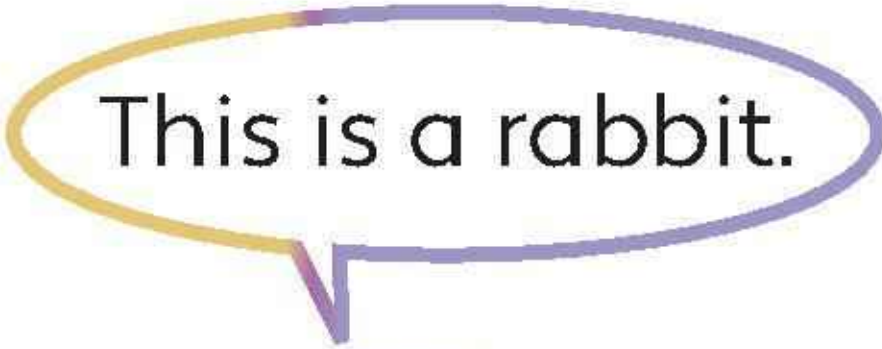
1 🎵 2.47 Listen and point. Who is the monster?



2 Act out the story.

3 🦋 Say the mystery words.

Podstawa programowa: samoregulacja, kierowanie sobą, przekonanie o własnej skuteczności

A woman with dark hair is shown from the chest up, looking upwards. A large, colorful speech bubble (with a gradient from orange to blue) is positioned above her head, containing the text "These are eyes."

These are eyes.



3

2

1

rabbit

5

What can you do in your park?

Lesson 1 Vocabulary

- 1  What can you see? Say.
 - 2  2.48 Listen and point.
 - 3  2.49  2.50  Listen, point and repeat. Say the chant.
 - 4 Play *I can run!*
 - 5 Make the mini-cards.
-  Look and count the animals. Say.



1 climb

2 jump

3 ride a bike

4 run

Language: climb, jump, ride a bike, run, ride a horse, skip, catch a ball, play football; I can (run). I can't (skip).

Podstawa programowa: współpraca



Lesson 2 Song

1 🎵 2.51 ♻️ Listen and say. What is missing?

2 🎵 2.52 Listen to *The park is fun* song and point. What can't the children do?

3 🎵 2.52 ▶️ Listen. Sing and act out *The park is fun* song.

4 🎮 Play *I can do it too!*

🕒 Look. What can you do? Count and say.

5 ride a horse

6 skip

7 catch a ball

8 play football

Language: *I can (run). I can't (skip).*

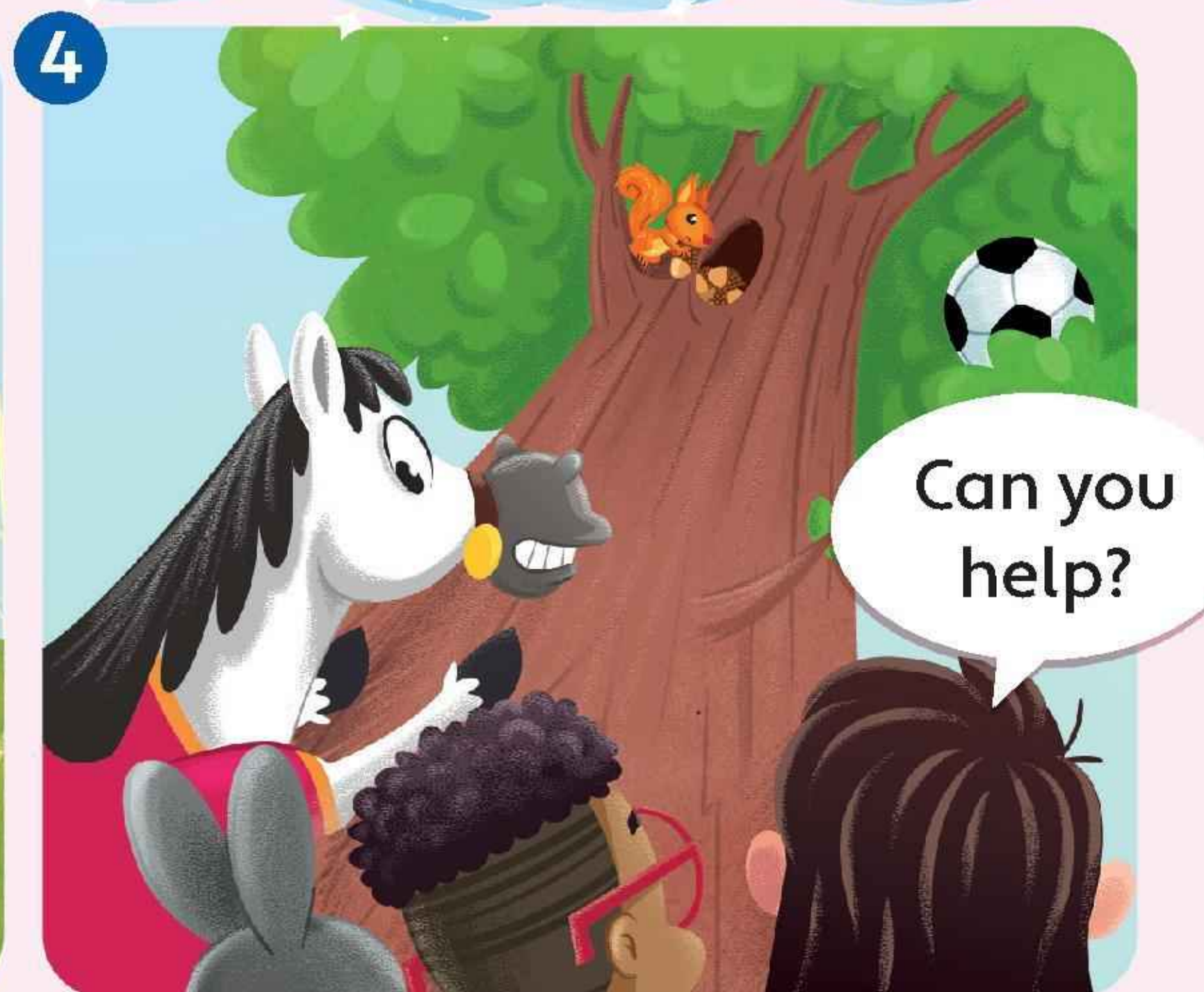
Podstawa programowa: kreatywne myślenie

Creative thinking

What can you do?
Draw and say.

Lesson 3 Story

Animals United

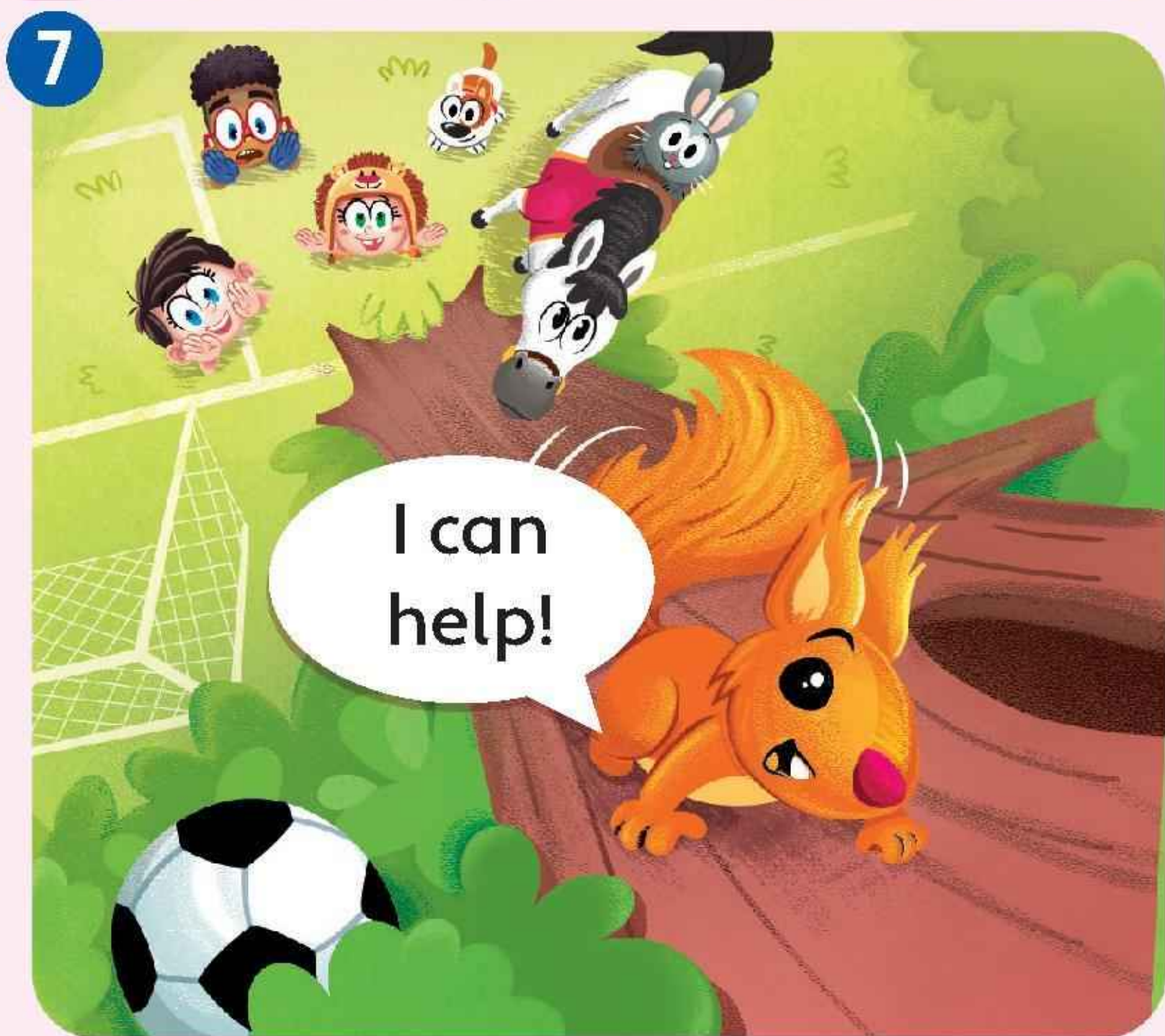


- 1 Play *Do what I can do!*
- 2 2.55 Listen and say.
- 3 2.56 Listen and answer the questions.
- 4 Look and say. What can they do?



Language: *I can (jump). I can't (climb).*

Podstawa programowa: rozwiązywanie problemów, kreatywne myślenie



5 Look, point and say.



Sam's values

It's OK to ask for help.

Creative thinking

Do a role-play
Who can help?

Imagine you are an animal.
What can you do?

Lesson 4 Communication

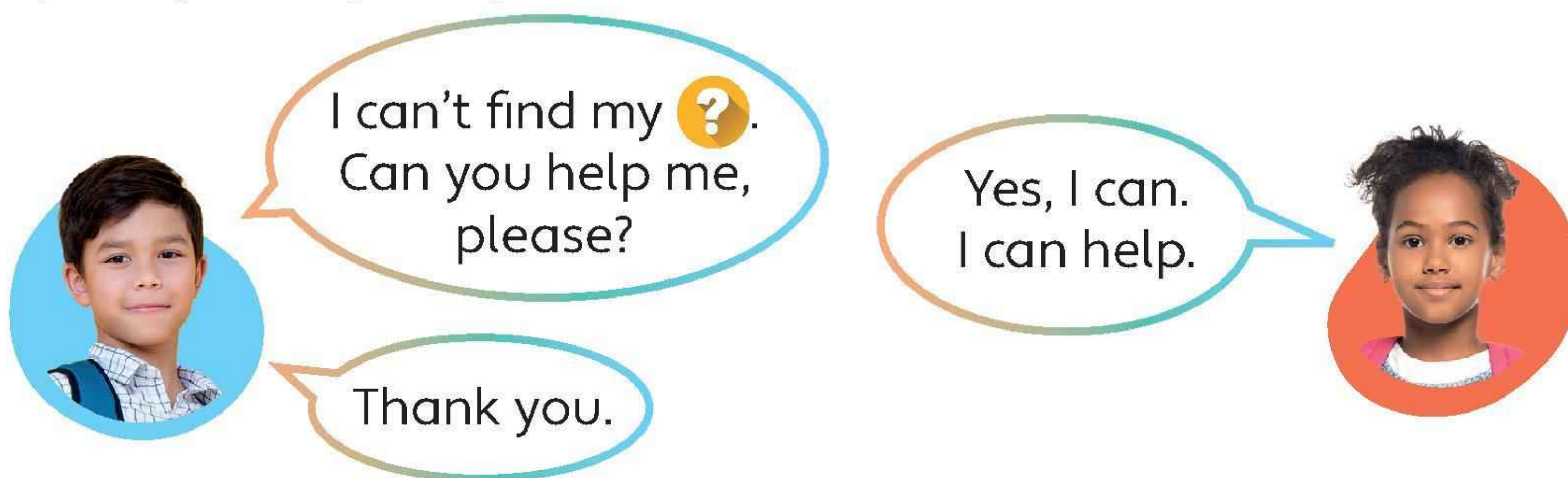
- 1  2.57  Listen and repeat.
- 2  2.58  Listen and point. Say.



- 3  2.59 Listen. Sing and act out the *Can you help me?* song.



- 4 Play *Can you help me, please?*



 Make a classroom poster *Can you help me, please?*

Creative thinking

Do a role-play *Can you help me, please?*

Language: *Can you help me, please? Yes, I can. I can help.*

Podstawa programowa: rozwiązywanie problemów, dbanie o siebie, krytyczne myślenie

Lesson 5 Vocabulary and Grammar

1  Play *Sam's sack*.

2  2.62  Listen, point and say. Play *Mime and guess*.



3  2.63 Look and say. Listen and show Yes or No.



4 Make the spinner. ✂



5  2.64 Listen. Play *Can you ...?*



 What can you do? Write.

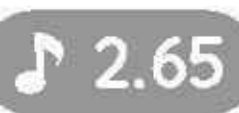
Language: hop, swim, fly a kite, dance; Can you (swim)? Yes, I can. / No, I can't.

Podstawa programowa: współpraca



Lesson 6 Cross-curricular

1  Play *I'm a horse. What can I do?*

2  2.65  Listen. Which of the animals can't climb?

Park animals in action



frog



hedgehog



duck



squirrel

climb

fly

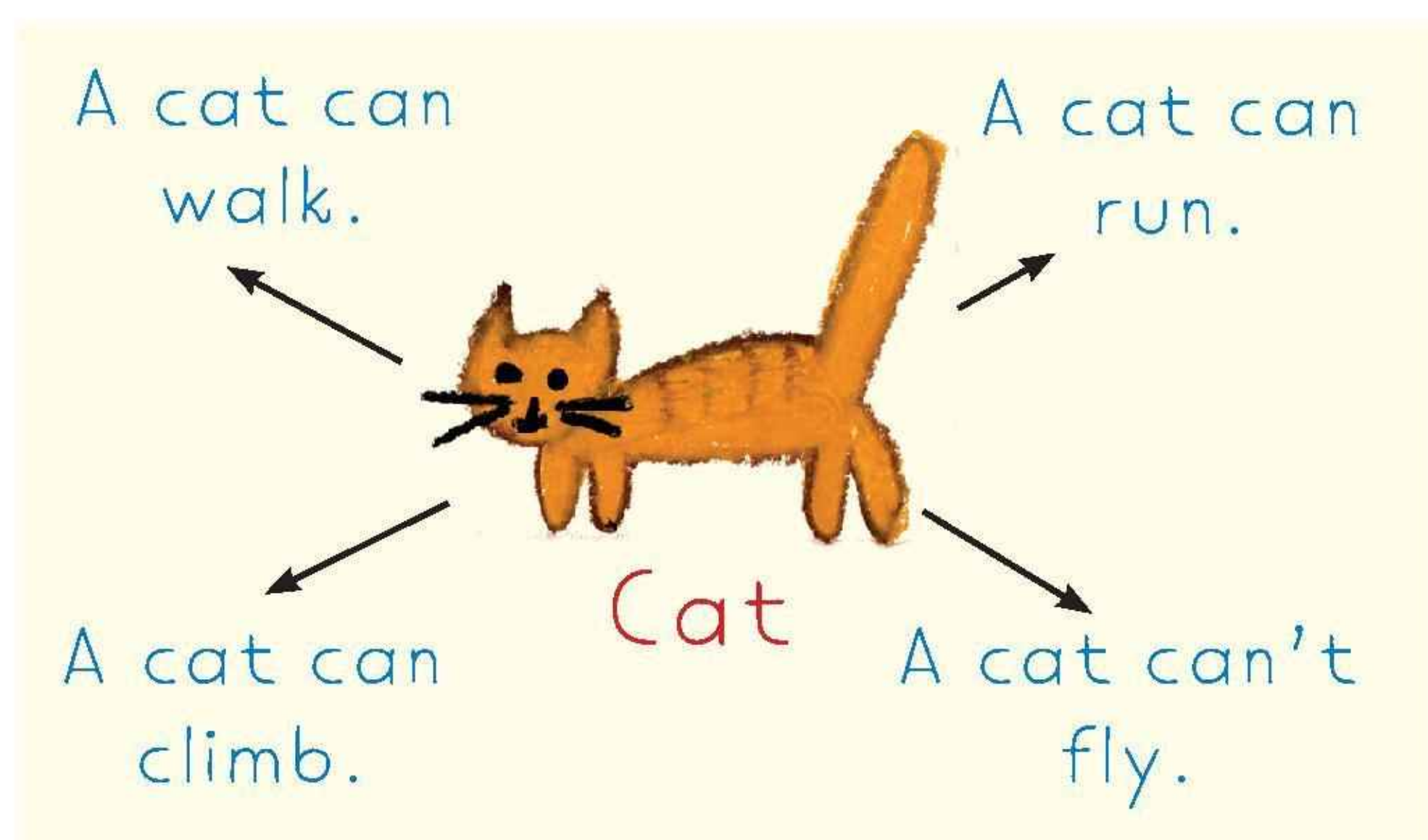
jump

run

swim

walk

3  Make a poster. Point and say.



 Choose three animals. What can they do? Write.

Critical thinking

Can these animals swim, fly, climb?



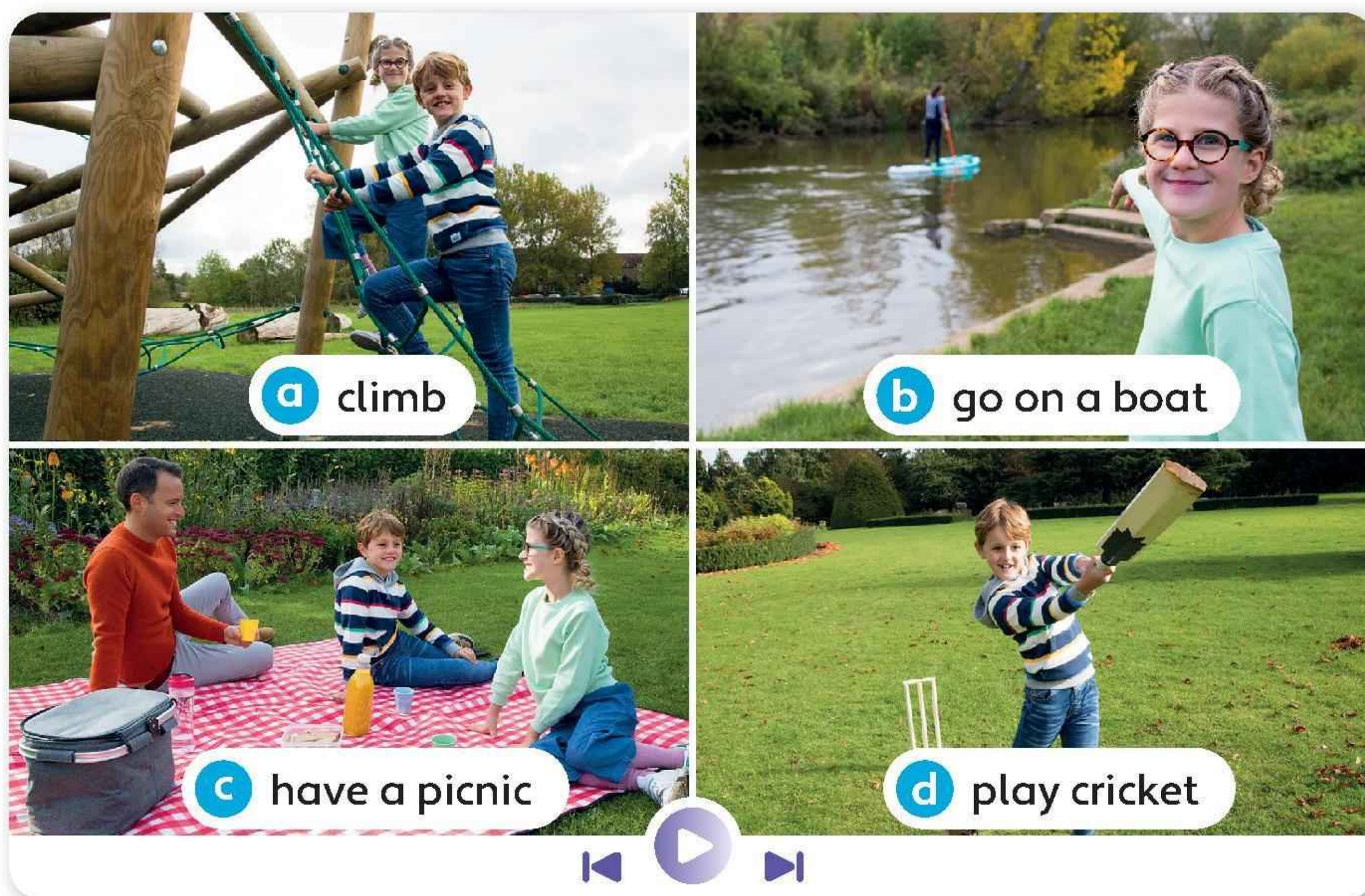
Language: *climb, fly, jump, run, swim, walk;*
A (frog) can/can't (swim).

Podstawa programowa: krytyczne myślenie

Lesson 7 Culture

1  Look and say.

2  2.66 Listen and point. Say in Polish.



3  2.67 Listen and match.



Charlotte

a



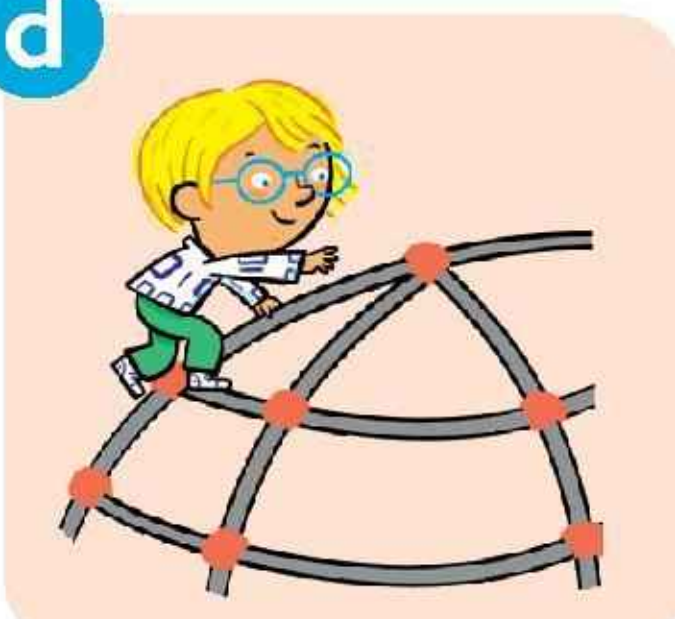
b



c



d



e



f





Ivan

4  What can you do in your park? Ask and say.

 What can you do in the park? Write.

Language: go on a boat, have a picnic, play cricket; I can (run) in the park.
Can you (run) in the park? Yes, I can. / No, I can't.

Podstawa programowa: poczucie przynależności do wspólnoty

Lesson 8 Revision

1  Play Sam's sack.

2  2.68 Listen and point. Match and say.



ride a bike

skip

ride a horse

play football

jump

run

catch a ball

climb

3  Ask and say.



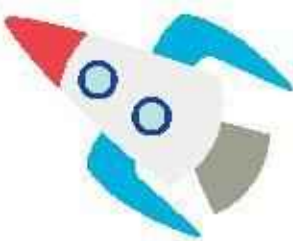
4 Play *I can run!*





5 Play *Sam's six*.

6 Look, find pairs and say.

	windy	feet			rubber		eight
mouth			swim	scary		eyes	
	tall	climb	rocket				body
hamster				grandpa	8	shelf	

7  2.69 Listen and say.



Sam's sounds

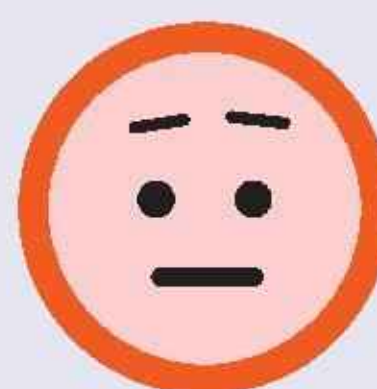
Helen, **h**elp,
Henry, **h**orse



8 Listen to your teacher, think and point.

Self-check

Kids can – I can



Lesson 1 Vocabulary

- 1  What can you see? Say.
 - 2  3.1 Listen and point.
 - 3  3.2  3.3  Listen, point and repeat. Say the chant.
 - 4 Play *I like eggs*.
 - 5 Make the mini-cards.
-  Look and count. How many things do you like?



Language: *burgers, eggs, onions, chips, milkshake, cake, juice, ice cream;
I like (ice cream). I don't like (onions).*

Podstawa programowa: współpraca

Lesson 2 Song

- 1 🎵 3.4 ♻️ Listen and say. What is the extra word?
- 2 🎵 3.5 Listen to the *I'm hungry!* song and point. What do the children like?
- 3 🎵 3.5 🎧 Listen. Sing and act out the *I'm hungry!* song.
- 4 🎮 Play *I like juice too!*

🏃🏻 What is your favourite food?
Think and say.



Critical thinking

Healthy or unhealthy?
Think and draw.

Language: *I like (cake). I don't like (onions). What about you?*

Podstawa programowa: kreatywne myślenie

Lesson 3 Story

The cake competition



1 ♻️ Play *I like ...*.

2 🎵 3.8 ▶️ Listen and say.

3 🎵 3.9 ▶️ Listen and answer the questions.

4 🎮 Look, read and say. Which cake do the children like?

banana burger chips chocolate eggs ice cream



Language: *I like (chocolate). I don't like (onions). I love (ice cream).*

Podstawa programowa: krytyczne myślenie, kreatywne myślenie



5 Look and say.



Sam's values

It's good to taste different products.

Creative thinking

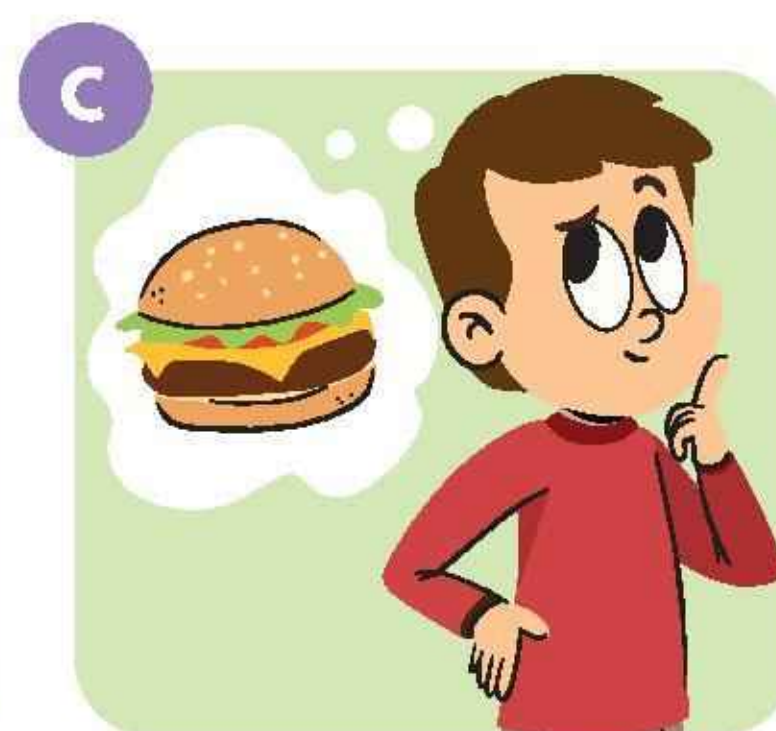
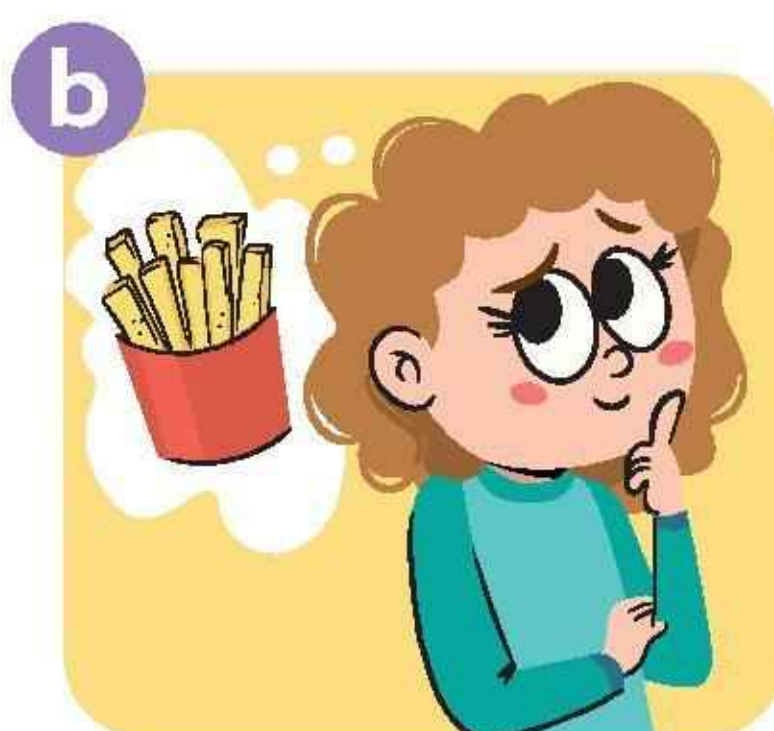
Draw a cake.
Write and say.

 What is in cakes 2 and 3? Write.

Lesson 4 Communication

1  3.10  Listen and repeat.

2  3.11  Look and say. Listen and point.



3  3.12 Listen. Sing and act out the *I'm thirsty* song.



4 Play *Can I have some water, please?*



I'm hungry /
thirsty. Can I have ,
please?

Thank you.

Yes, here you
are.



 Imagine Sam is at a restaurant. Write a dialogue.

Creative thinking

Prepare a funny sketch.

Language: *I'm (hungry). Can I have (a burger), please?*
Yes, here you are. Thank you.

Podstawa programowa: rozwiązywanie problemów,
dbanie o siebie, dbanie o innych

Lesson 5 Vocabulary and Grammar

1  Play Sam's sack.

2  3.15  Listen, point and say. Play *Colour or flavour*.



lemon



mango



cherry



chocolate



vanilla

3  3.16 Look and say. Listen and point.



4 Make the ice cream sundae. ✂



5  3.17 Listen. Play *I like ice cream*.

Do you like
cherry ice cream?

Yes, I do.

Do you like
lemon ice cream?

No, I don't.

 Draw an ice cream sundae. Write.

Language: *lemon, mango, cherry, chocolate, vanilla; Do you like (chocolate) ice cream? Yes, I do. / No, I don't.*

Podstawa programowa: krytyczne myślenie, współpraca



Lesson 6 Cross-curricular

- 1  Play *Five flavours*.
- 2  3.18  Listen. What fruit and vegetables can you remember?

Food rainbow



- 3  Make a food rainbow. Point and say.



Carrots are orange.
I like carrots.

-  Write what fruit and vegetables you eat.

Critical thinking

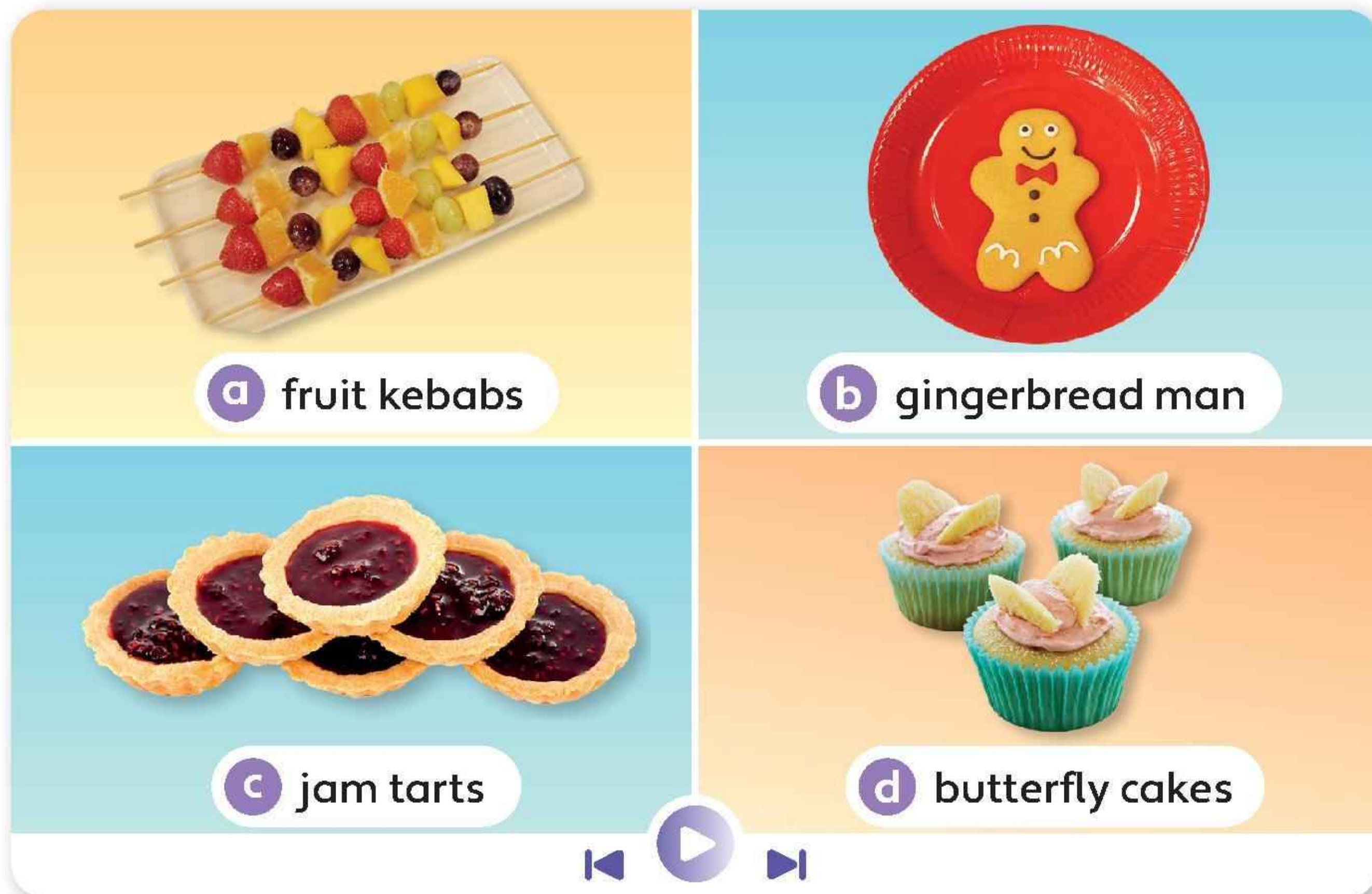
Describe a fruit or a vegetable. Guess.

Language: *fruit, vegetables, strawberries, grapes, carrots, peppers; (Carrots) are (orange). I like (peppers).*

Podstawa programowa: krytyczne myślenie, dbanie o siebie

Lesson 7 Culture

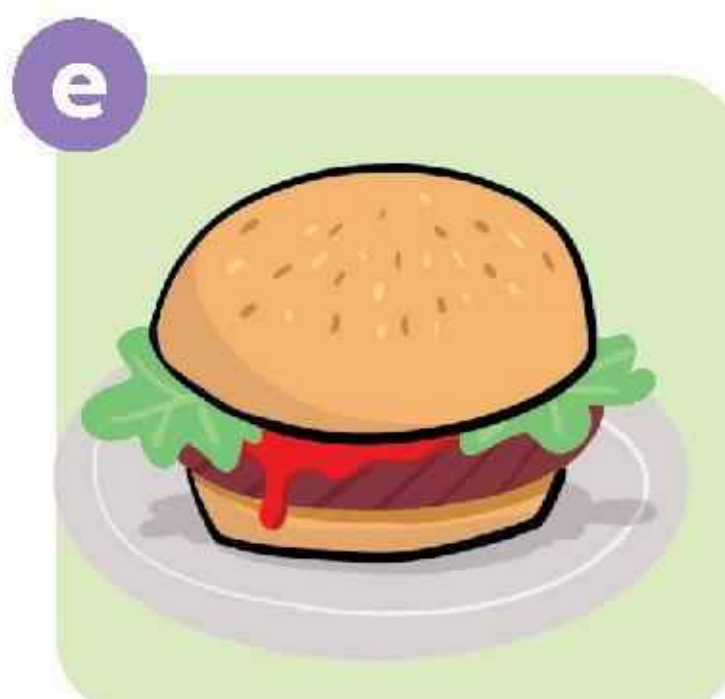
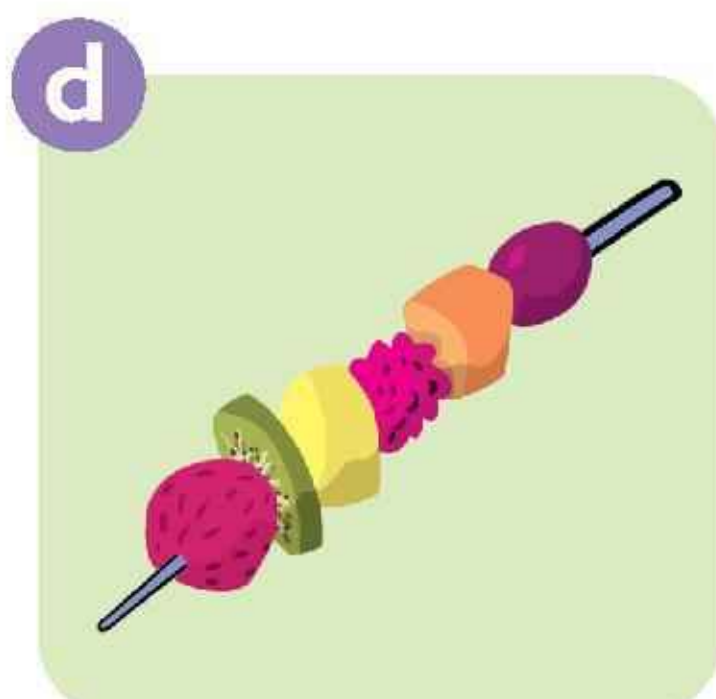
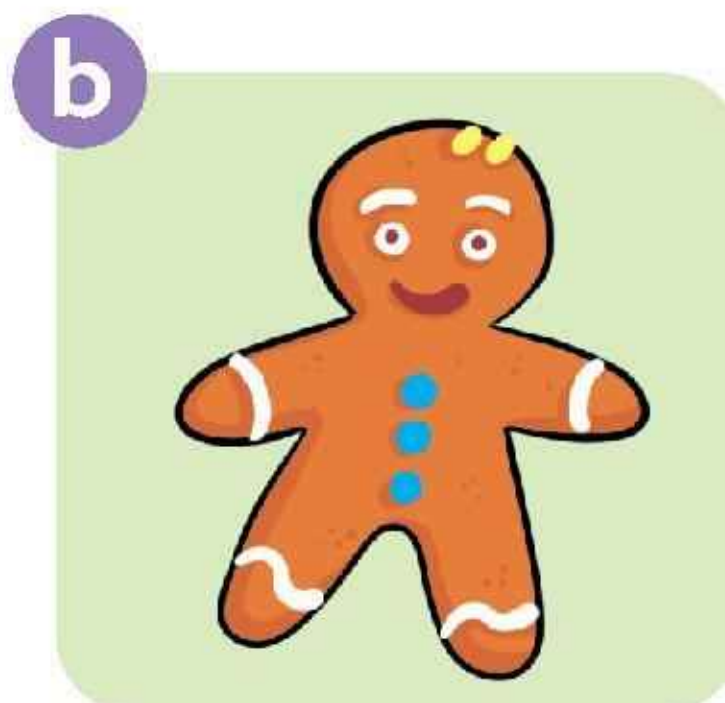
- 1  Look, think and say.
- 2  3.19 Listen and point. Say in Polish.



- 3  3.20 Listen and match.



Tanya



Robert

- 4  Play Can I have some cake, please?

 Imagine a stall with your favourite products. Say or write: *I've got ...*

Language: *fruit kebabs, gingerbread man, jam tarts, butterfly cakes; I'm hungry/thirsty. Can I have (some cake), please? Yes, here you are. Thank you.*

Podstawa programowa: poczucie przynależności do wspólnoty

Lesson 8 Revision

1   Play Sam's sack.

2  3.21 Listen and point. Match and say.

a



b



c



d



e



f



g



h



chips

burgers

cake

milkshake

ice cream

juice

onions

eggs

3 Read and choose. Say.

lemon mango cherry chocolate vanilla

1



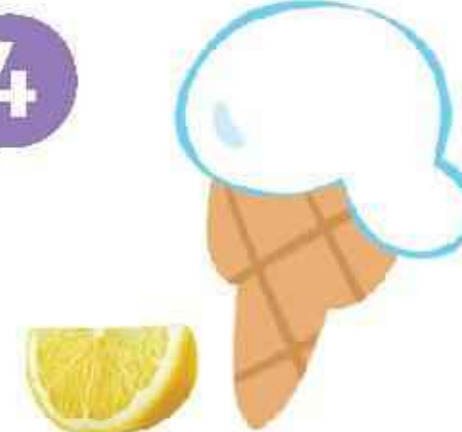
2



3



4



5



4 Play Do you like ...?



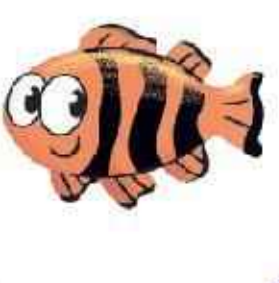
Cumulative revision



6

5 Play *Sam's six*.

6 Look, find pairs and say.

	fast		fingers		ears		hat
bin		cake		rainy		tortoise	
onions	rubber		feet	lemon		skip	cherry
		dance			pink		
old		bike		aunt		climb	

7  3.22 Listen and say.

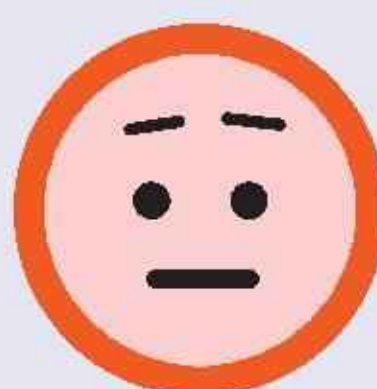
Sam's sounds
three,
thin, thirsty



8 Listen to your teacher, think and point.

Self-check

Kids can – I can



Podstawa programowa: samoregulacja, kierowanie sobą,
 przekonanie o własnej skuteczności

1 3.23 Listen and point. Who can help?

2 Act out the story.

3 Say the mystery words.

Podstawa programowa: samoregulacja, kierowanie sobą, przekonanie o własnej skuteczności

4 Play the *Review 3* race.



 Write three sentences. Use colours.

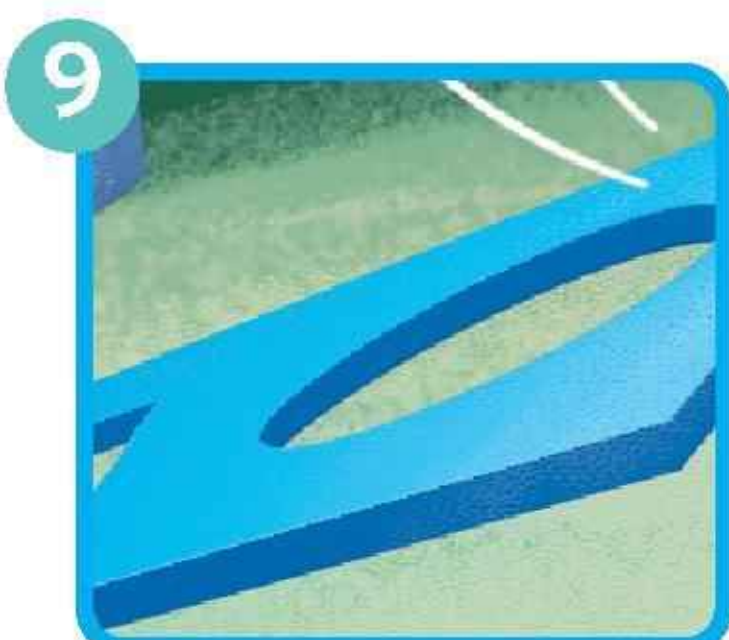
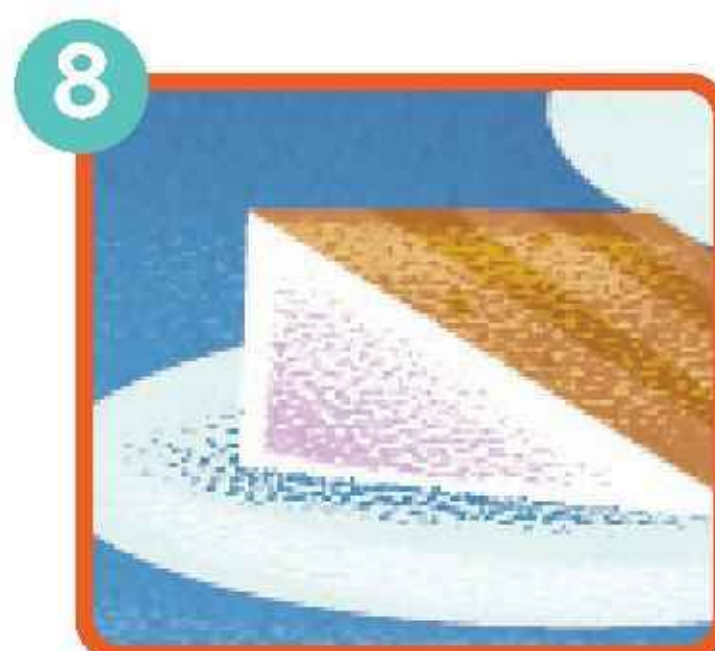
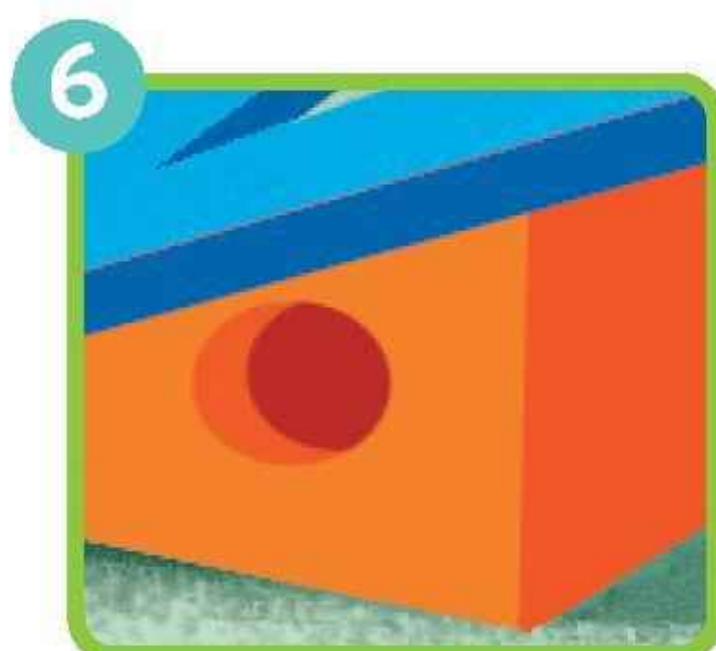
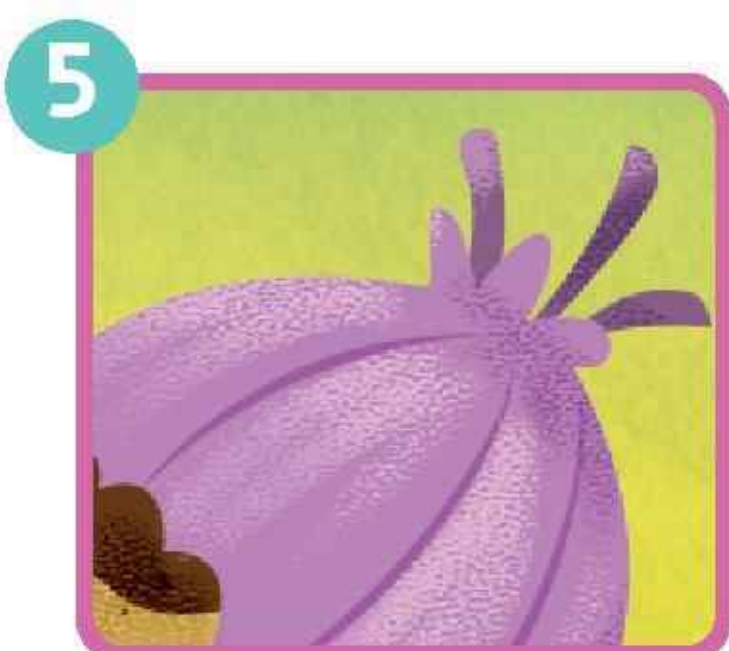
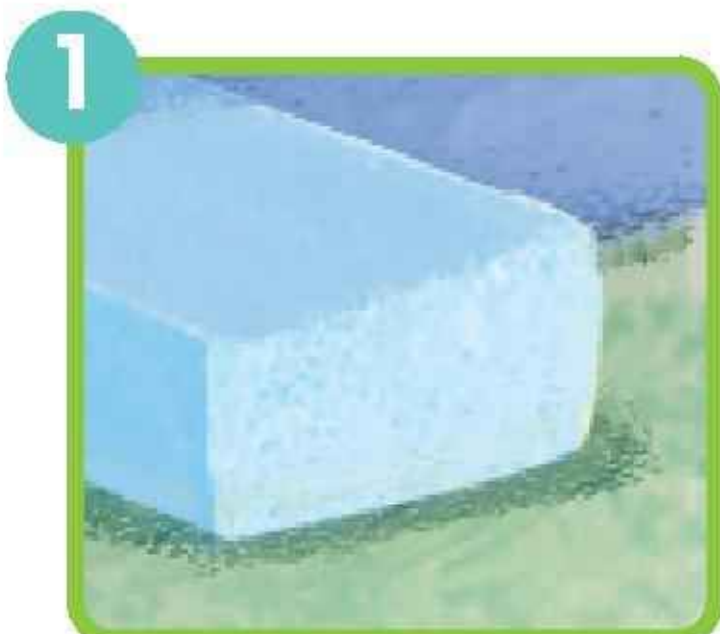
I can run.

7

Do you remember this?

Lesson 1 Story time 1

1  Look, find and say.



2 Play Mime and guess.

3  3.24 Look and say. Listen, find and point.



4 Play 1, 2 or 3.



5 Look and read. Act out.

HEALTHY SNACKS



yoghurt



salad



banana



smoothie

SCHOOL OBJECTS

crayon

pen

pencil

rubber

ruler

sharpener

FOOD

burger

cake

chips

ice cream

juice

milkshake

Can I have a yoghurt, please?



Here you are.

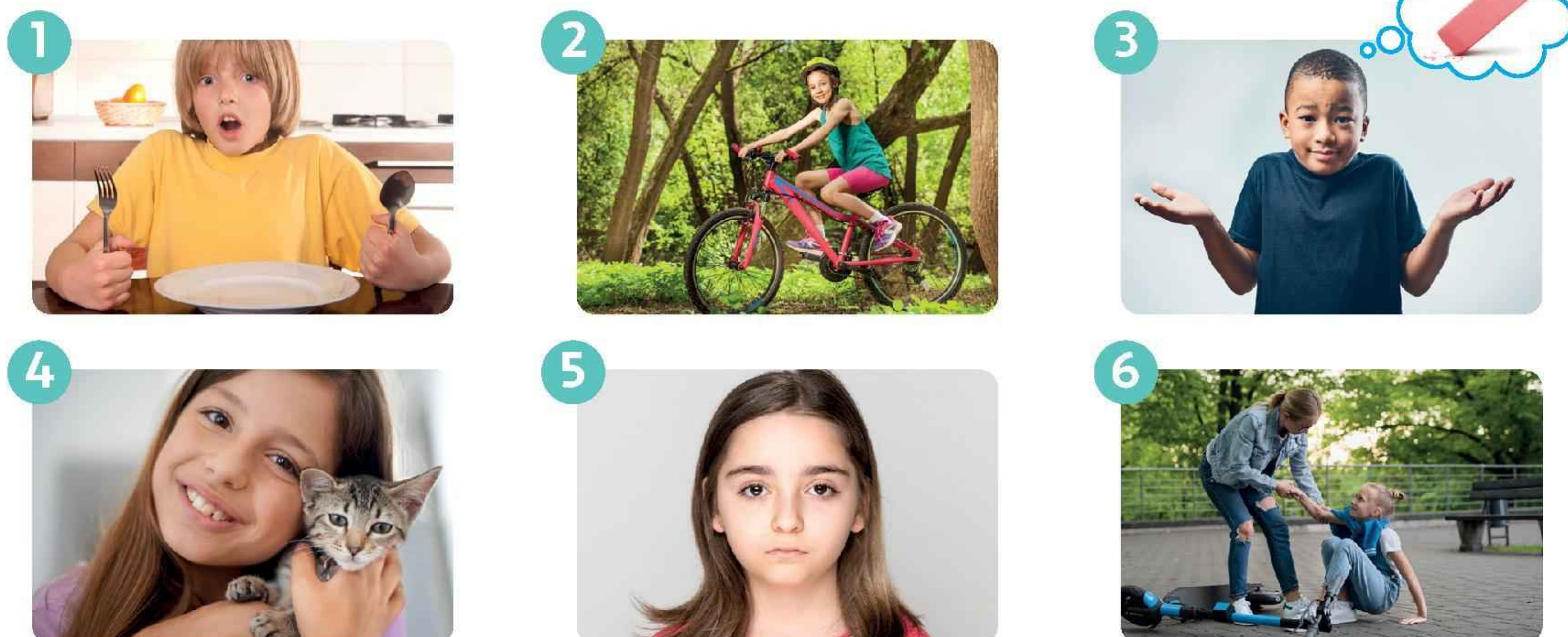
Language: STORY REVISION: Units 1, 3, 6; yoghurt, salad, banana, smoothie; Can I have a (smoothie), please? Here you are.

Lesson 2 Song time 1

1  Look, find and say.



2 Read and match.

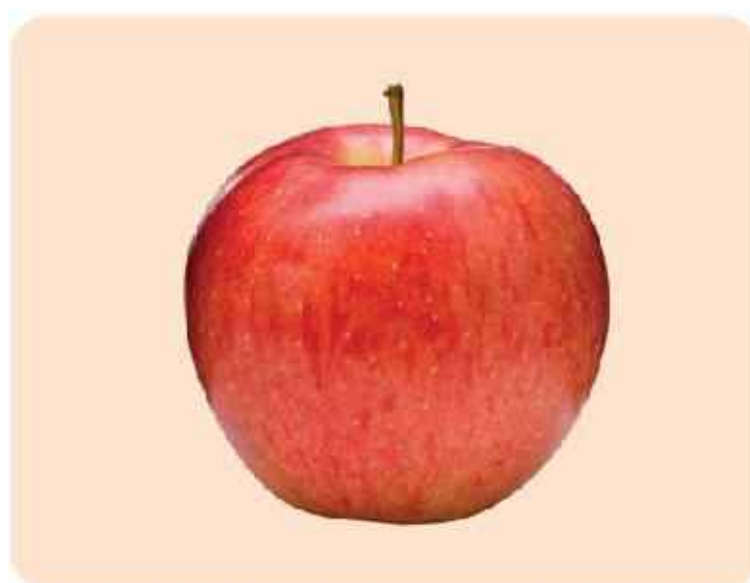


- a I can ride a bike. b My favourite pet's a cat. c I'm hungry!
- d I'm sad. e Where's my rubber? f Can you help me, please?

3 Look and say.



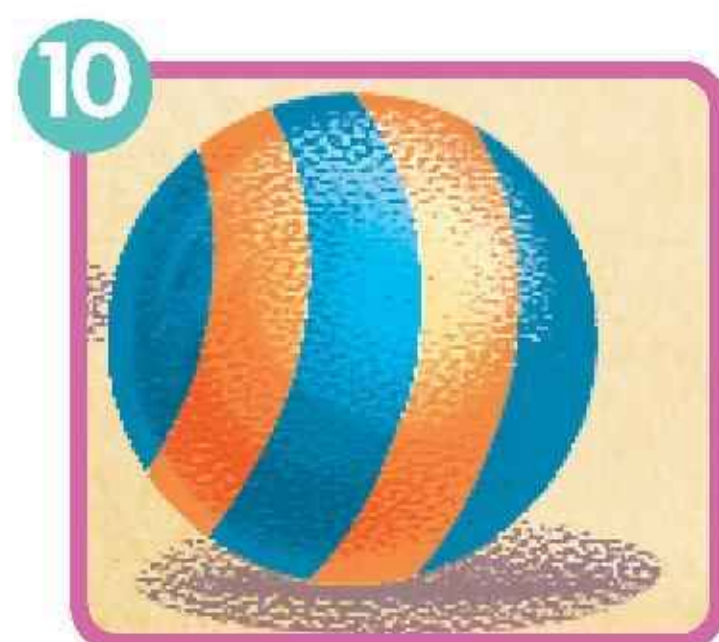
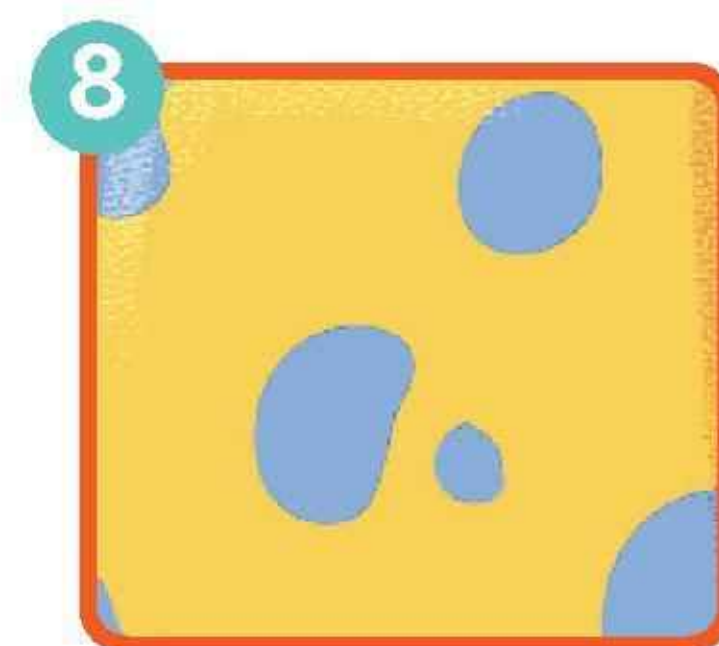
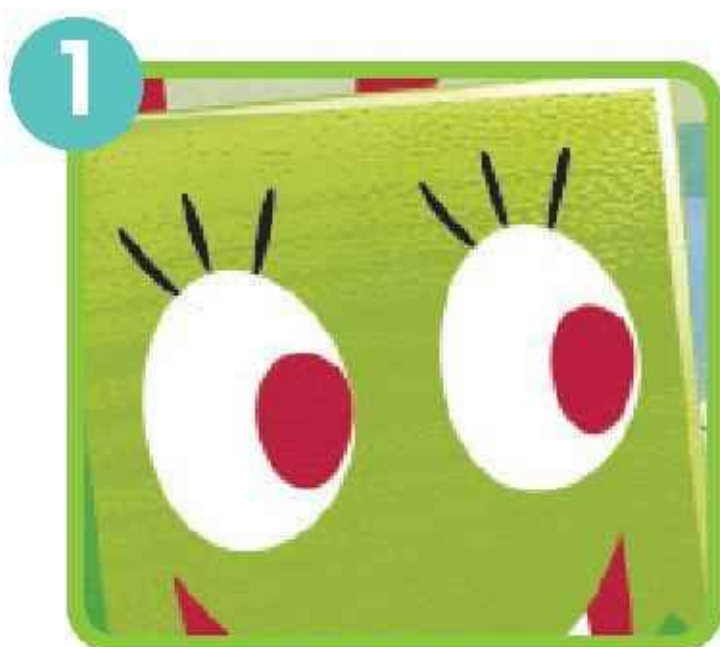
4 3.25 Listen and say. Point and sing.



5 3.26 Play Don't forget the text!

Lesson 3 Story time 2

1  Look, find and say.



2 Play *Mime* and guess.

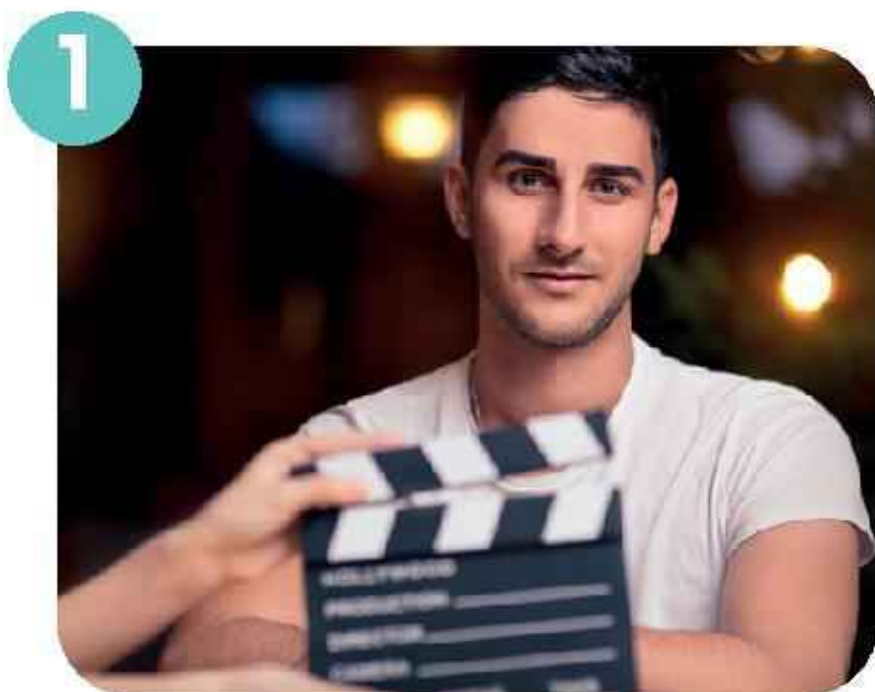
3  3.27 Look and say. Listen, find and point.



4 Play 1, 2 or 3.



5 Look and read. Act out.



actor



doctor



pilot



footballer



teacher



singer

I want to be a doctor. What about you?

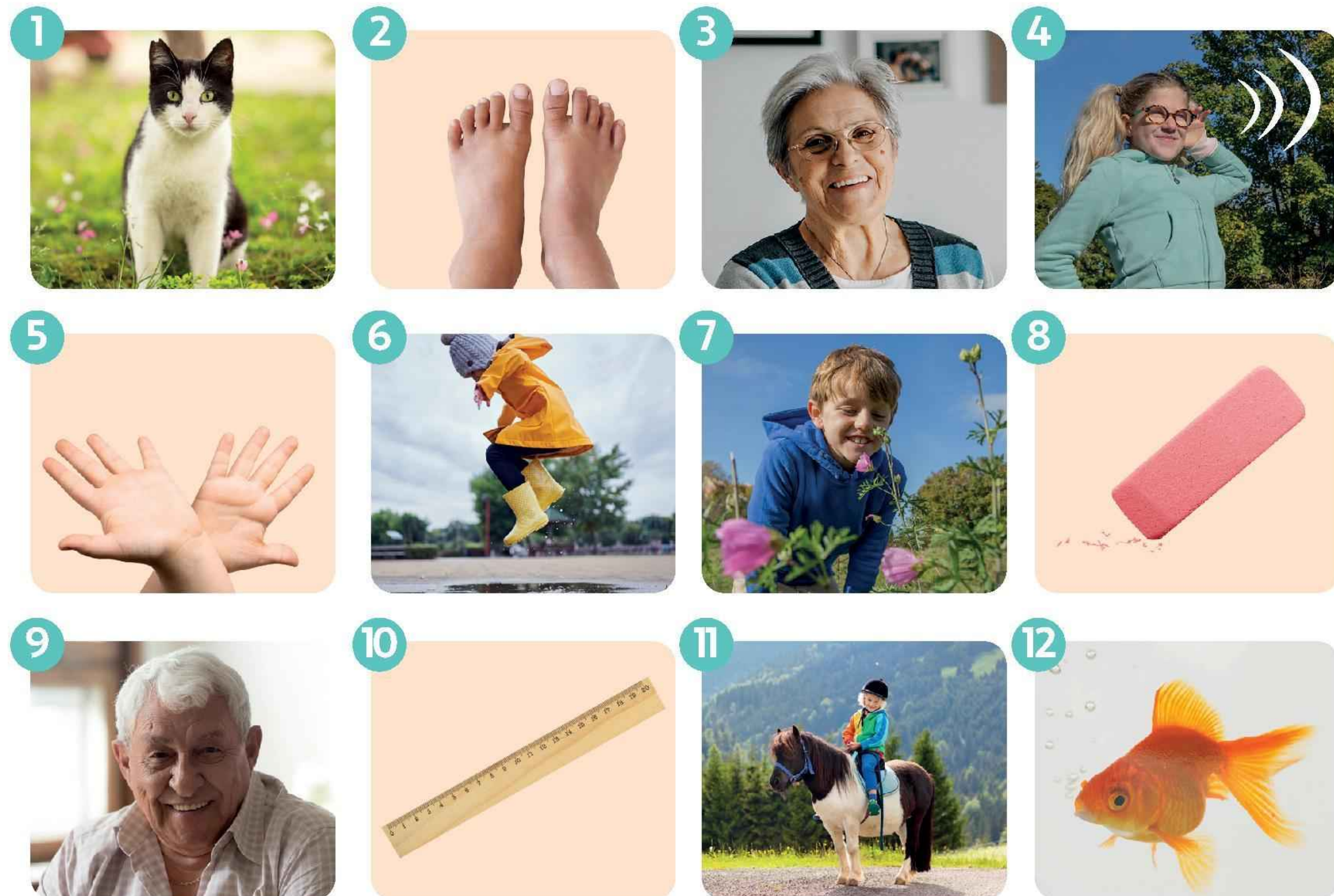


I want to be a ...

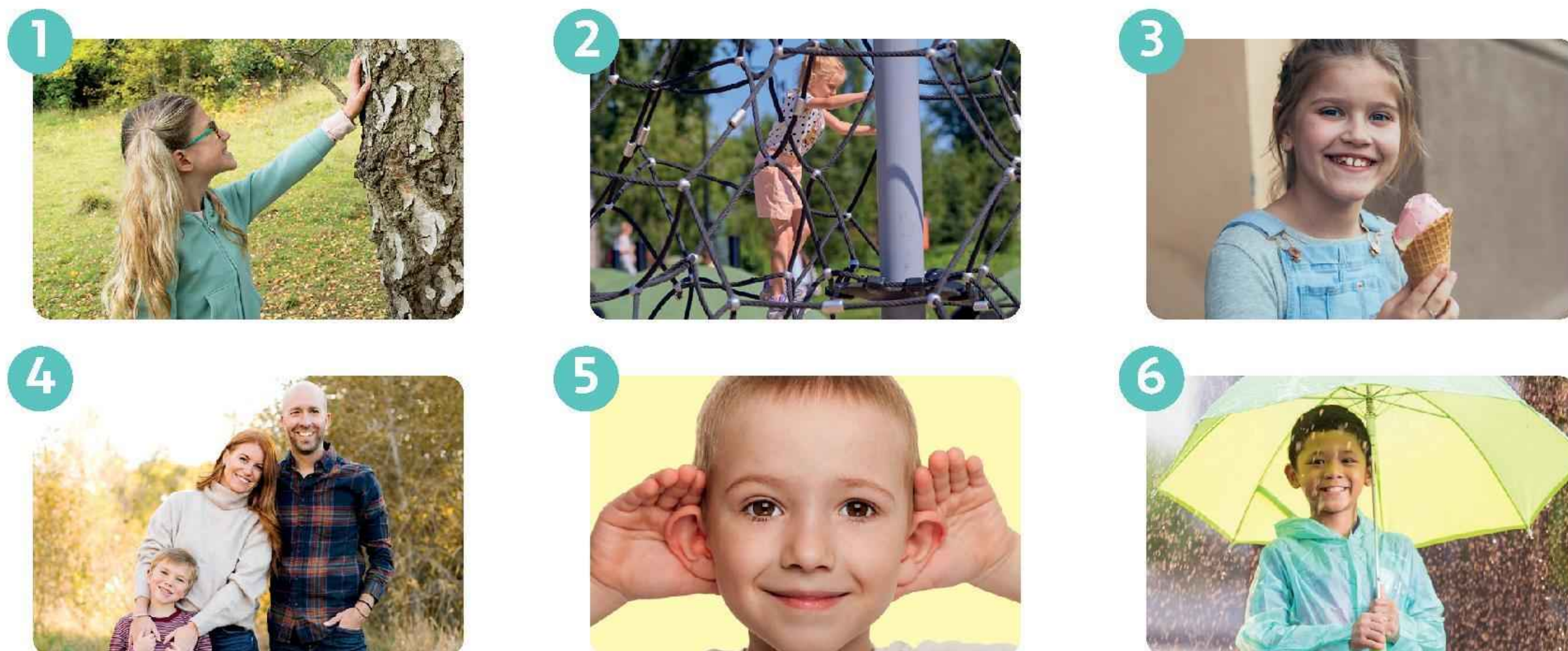
Language: STORY REVISION: Units 2, 4, 5; actor, doctor, pilot, footballer, teacher, singer; I want to be a (teacher). What about you?

Lesson 4 Song time 2

1  Look, find and say.



2 Read and match.



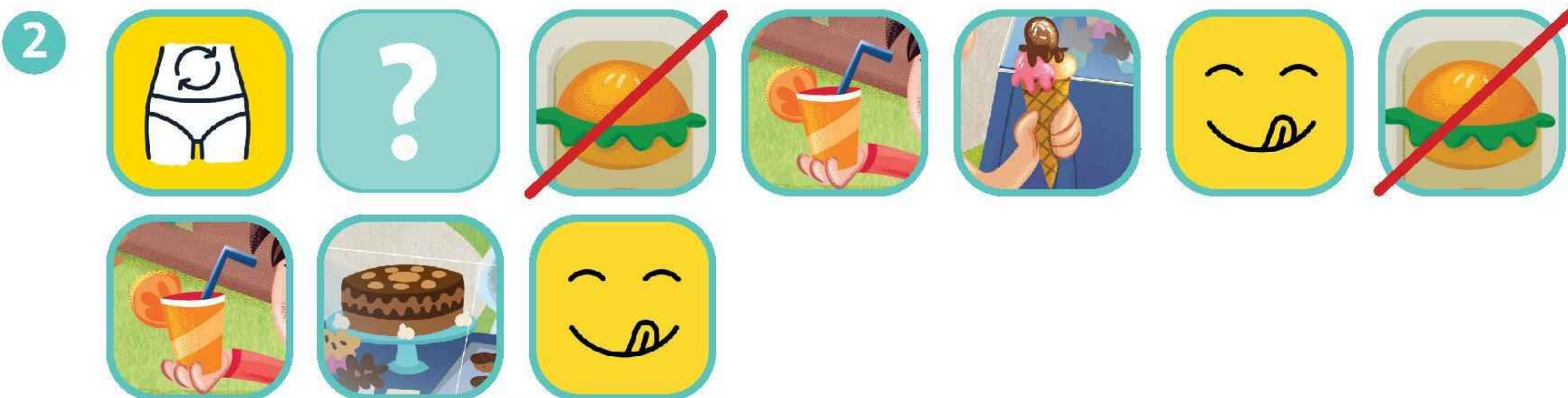
- a I love ice cream. b These are my ears. c I touch with my fingers.
- d It's rainy. e I can climb. f This is my family.

3 Look and say.



4 Listen and sing. Act out.

5 Play *Guess the song!*



Lesson 5

1 Play the Review race.

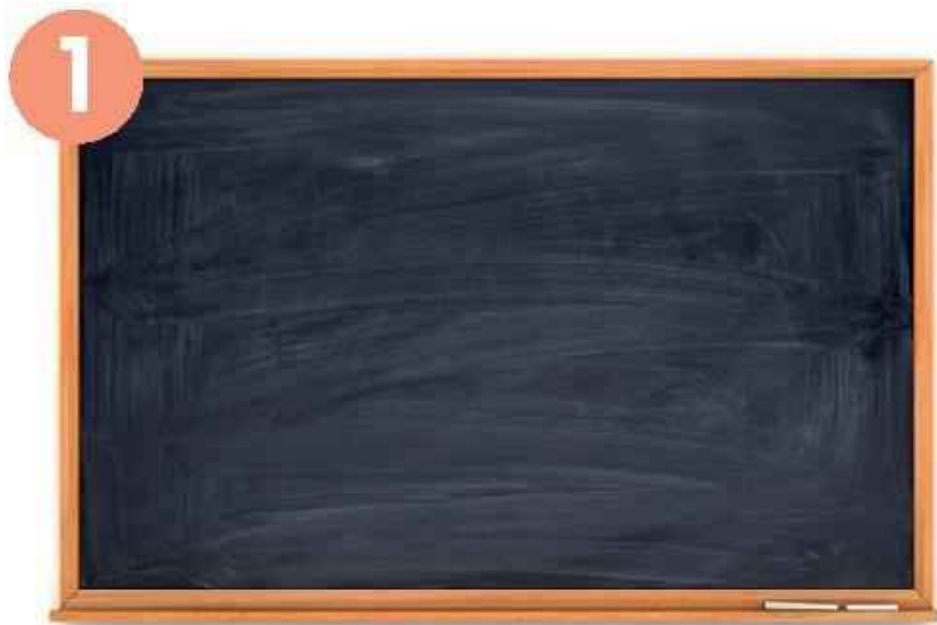




1

Extra vocabulary

- 1  Look around and say.
- 2  3.30 Listen and point. Play *What ...?*



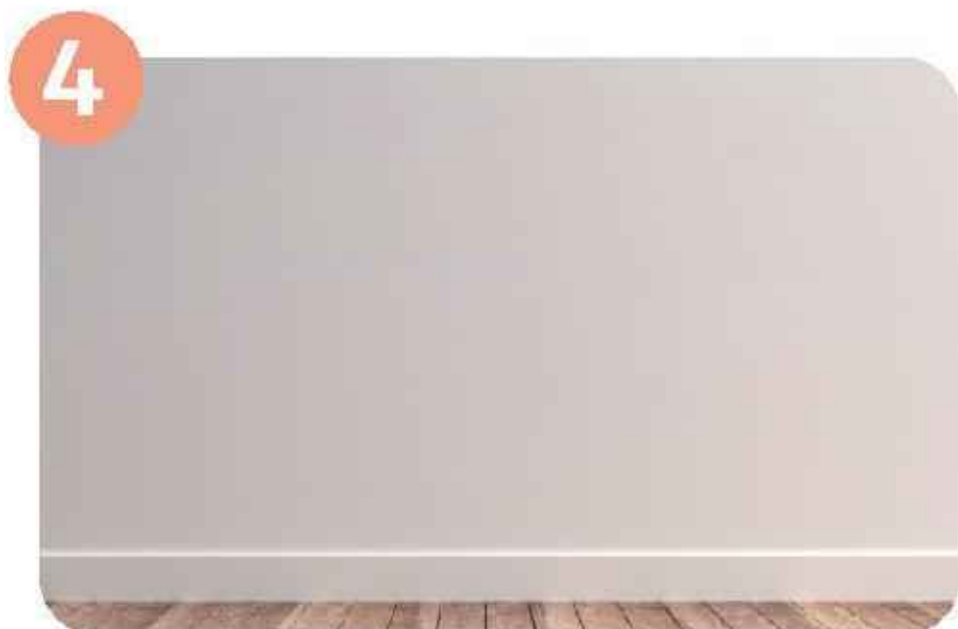
board



window



door



wall



chair



floor

- 3  Point and say.

1						
2						
3						

- 4  3.32 Listen and say the *In my classroom* chant.

 Draw a crazy classroom and say.

Language: *board, window, door, wall, chair, floor; In my classroom, I can see a (chair).*

Podstawa programowa: krytyczne myślenie

2

Extra vocabulary

1  Look, mime and say.

2  3.34 Listen and point. Play *Word or number?*



scared



sleepy



relaxed



angry



tired



cool

3  Look, think and say.



angry



cool



relaxed



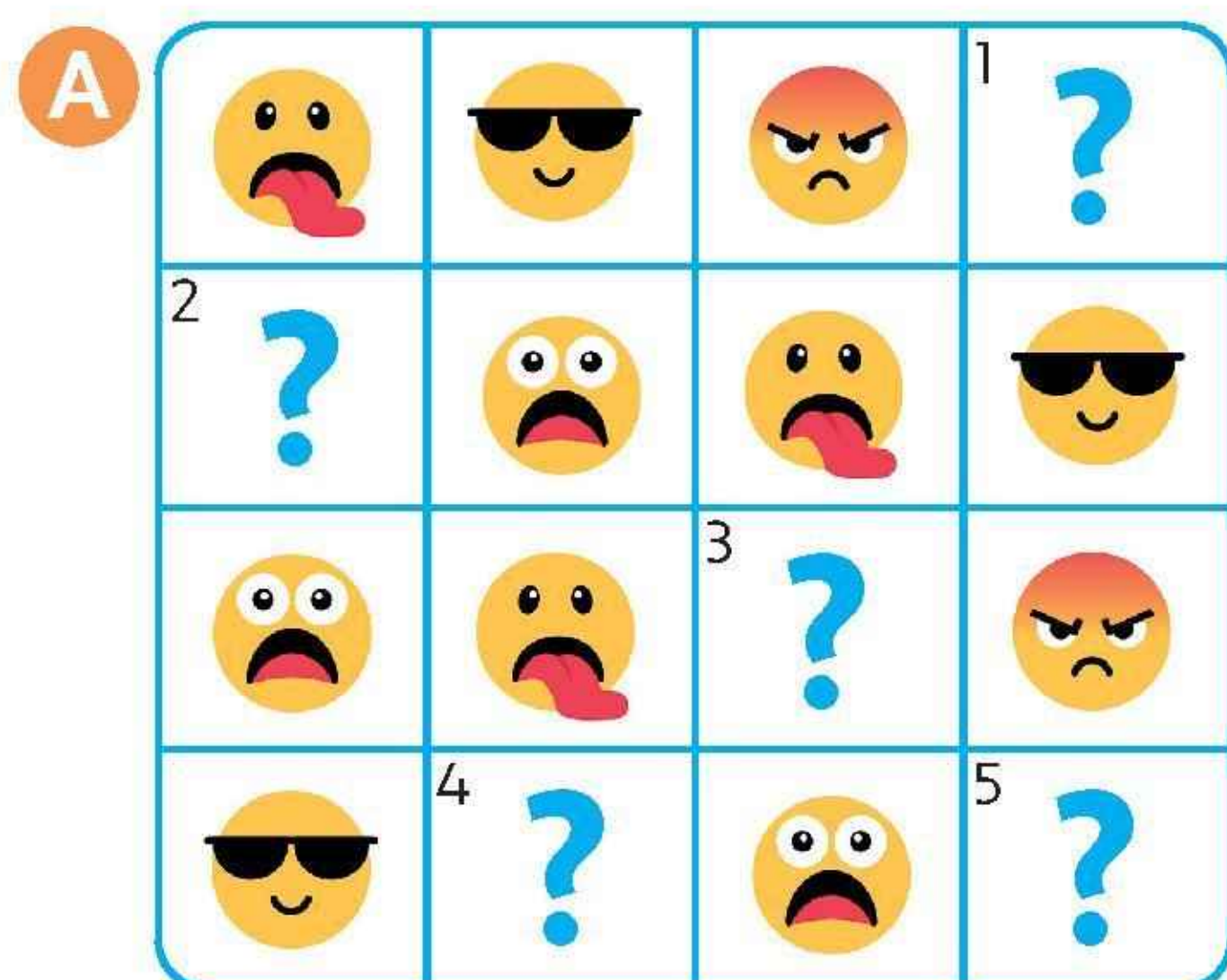
scared



sleepy



tired



4  3.36 Listen and say the *How are you?* chant.

 Draw two emotions and say.

Language: *scared, sleepy, relaxed, angry, tired, cool; How are you today? I'm (cool).*

Podstawa programowa: dbanie o innych, dbanie o siebie

3

Extra vocabulary

1  Ask and say.

2  3.38 Listen and point. Play *More and more*.



bear



fox



frog



hare



snail



wolf

3  Look, find and say.



I can see
one bear. It's
scary.



4  3.40 Listen and say the *I can see a fox* chant.

 Draw with your other hand. Guess.

Language: bear, fox, frog, hare, snail, wolf; *I can see a (wolf). It's (scary).*

Podstawa programowa: współpraca

4

Extra vocabulary

1 Look and mime or say.

2 3.42 Listen and point. Play *What ...?*



cheek



belly



neck



elbows



knees



back

3 Look, read and say.



4 3.44 Listen and say the *This is my belly* chant.

Make small body cards. Stick and say.

Language: *cheek, belly, neck, elbows, knees, back; This is my (neck). These are my (elbows).*

Podstawa programowa: krytyczne myślenie

5

Extra vocabulary

1 🔄 Mime and guess.

2 🎵 3.46 Listen and point. Play *Word or number?*



ride a scooter



swing



slide



play Frisbee

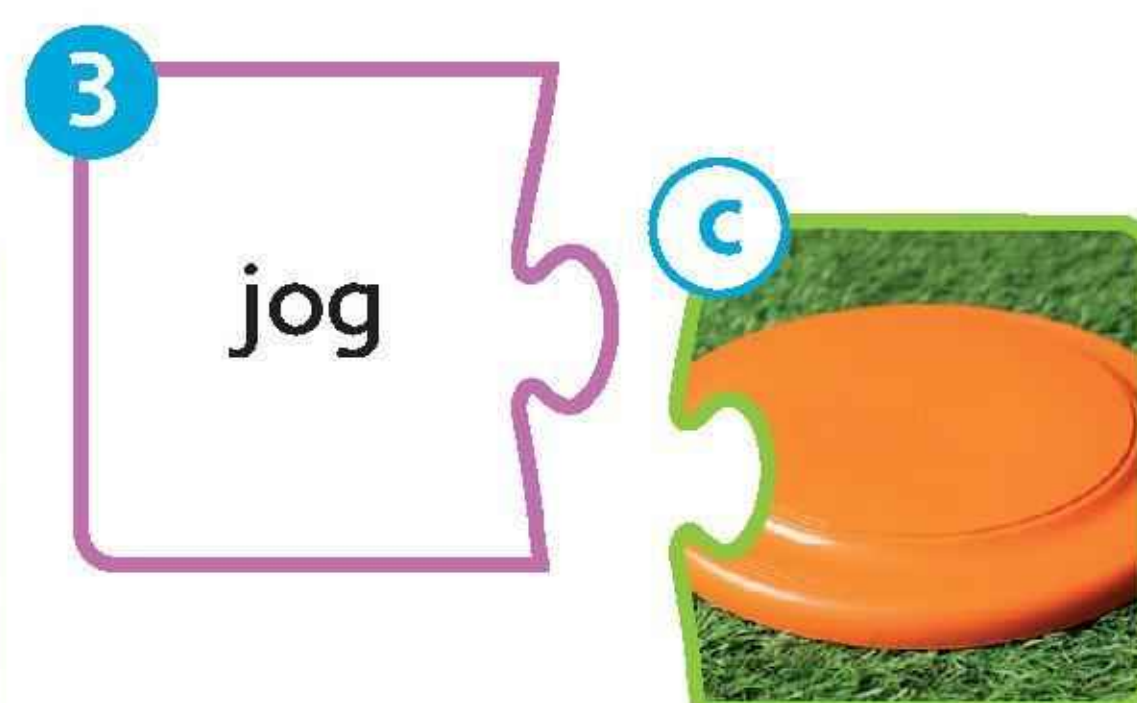


rollerblade



jog

3 🧩 Read and match. Say.



4 🎵 3.48 Listen and say the *I can swing* chant.

👉 Draw, write and say.

Language: *ride a scooter, swing, slide, play Frisbee, rollerblade, jog; I can (slide). I can't (ride a scooter).*

Podstawa programowa: współpraca

6

Extra vocabulary

1  Play Food Chain.

2  3.50 Listen and point. Play *Fast finger*.

1



raspberry

2



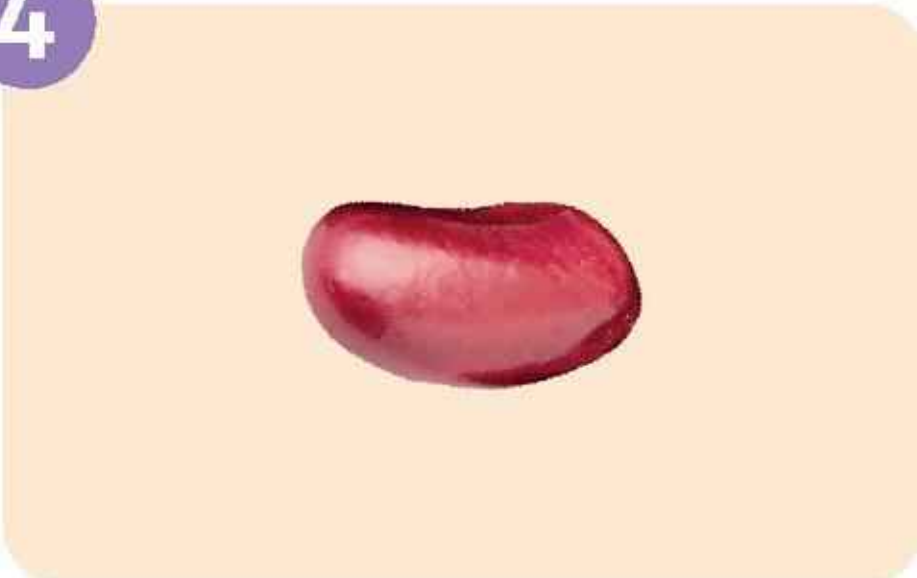
blueberry

3



coconut

4



bean

5



pumpkin

6



spinach

3  Look, read and match. Say.

raspberry blueberry coconut

bean pumpkin spinach

1



2



4  3.52 Listen and say the *I like spinach cake* chant.

 Draw a milkshake, write and say.

Language: *raspberry, blueberry, coconut, bean, pumpkin, spinach; I like (pumpkin cake). It's my favourite food.*

Podstawa programowa: krytyczne myślenie

Christmas



1  Look and say.

2  3.54 Listen, point and say.

1



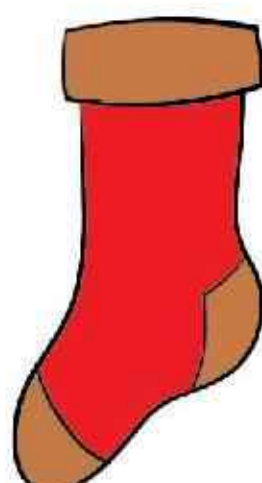
star

2



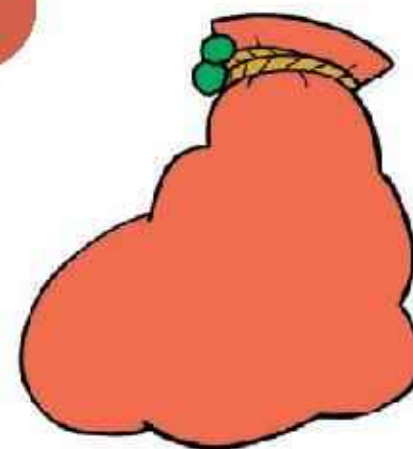
present

3



stocking

4



sack

5

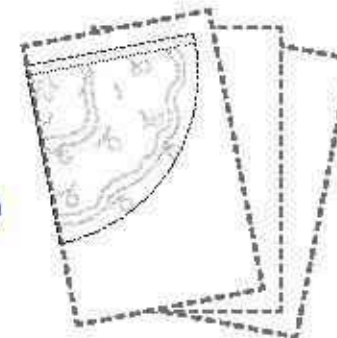


bell

3 Look, count and say.



4  Make your Christmas tree. Show and tell. ✂



This is my Christmas tree.



Merry Christmas!



 Make a Christmas card.

Language: star, present, stocking, sack, bell; This is my Christmas tree. Merry Christmas!

Podstawa programowa: współpraca, przekonanie o własnej skuteczności

Easter



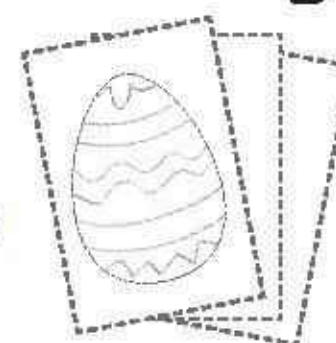
1 Where is the Easter egg? Say.

2 Look, count and say.



3 3.55 Look and say. Listen, sing the *It's Easter* song and act out.

4 Make your Easter egg. Show and tell. ✂



This is my
Easter egg.

Happy
Easter!



Make an Easter card.

Language: *Easter egg; This is my Easter egg. Happy Easter!*

Podstawa programowa: współpraca, przekonanie o własnej skuteczności

Earth Day



1 ♻️ Paper or plastic? Say.

2 🎵 3.57 Listen, point and say.



plastic

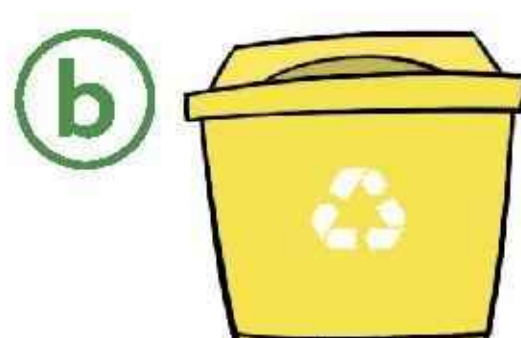
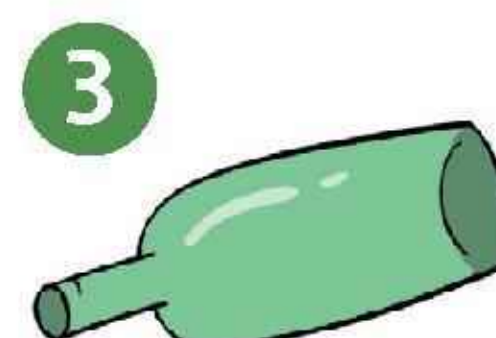


glass



paper

3 🎵 3.58 Look and say. Listen and match.



4 🌐 Make your planet hero cuffs. Show and tell.



I recycle paper.
I'm a planet
hero!



I recycle
plastic.
I'm a planet
hero.



🕒 Draw three recycling bins and write.

Language: *plastic, glass, paper; I recycle (paper). I'm a planet hero!*

Podstawa programowa: współpraca, przekonanie o własnej skuteczności

Picture dictionary

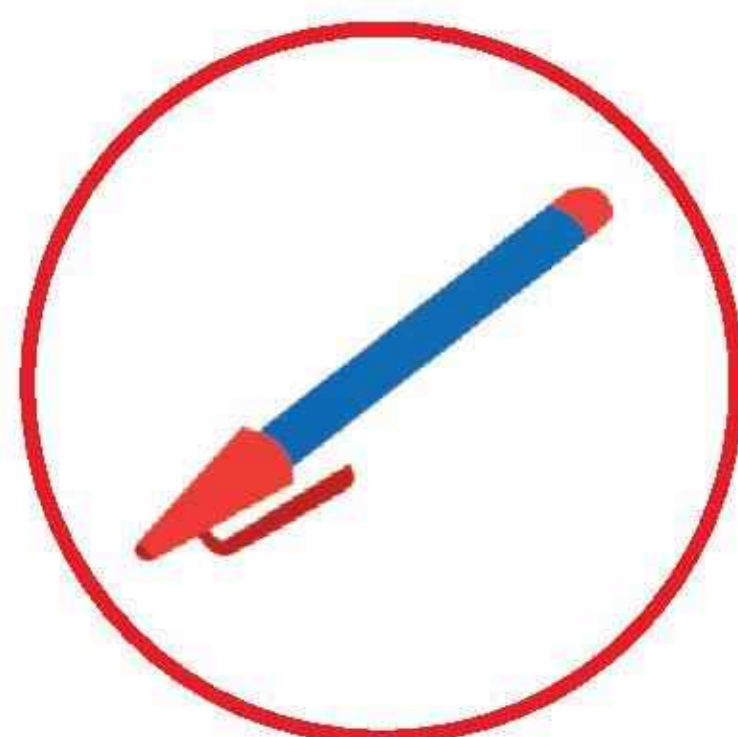
Unit 1



computer



crayon



pen



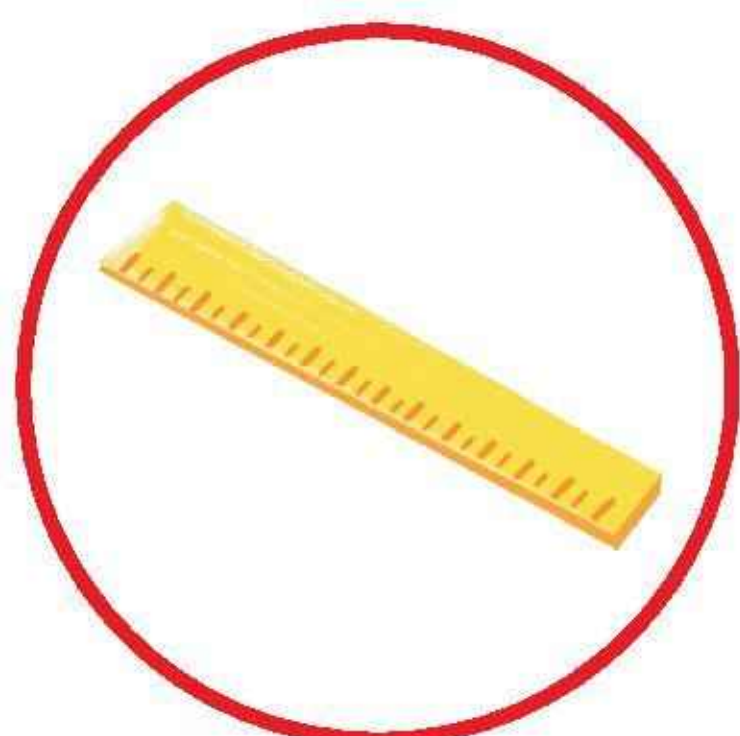
pencil



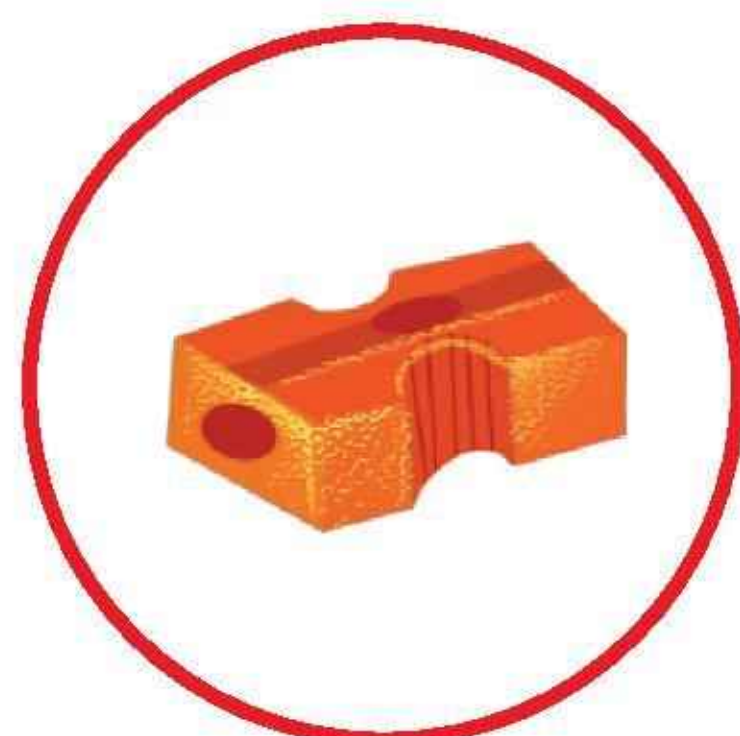
pencil case



rubber



ruler



sharpener



bin



cupboard



desk



shelf

Unit 2



aunt



brother



dad



grandma



grandpa



mum



sister



uncle



old



short



tall



young

Unit 3



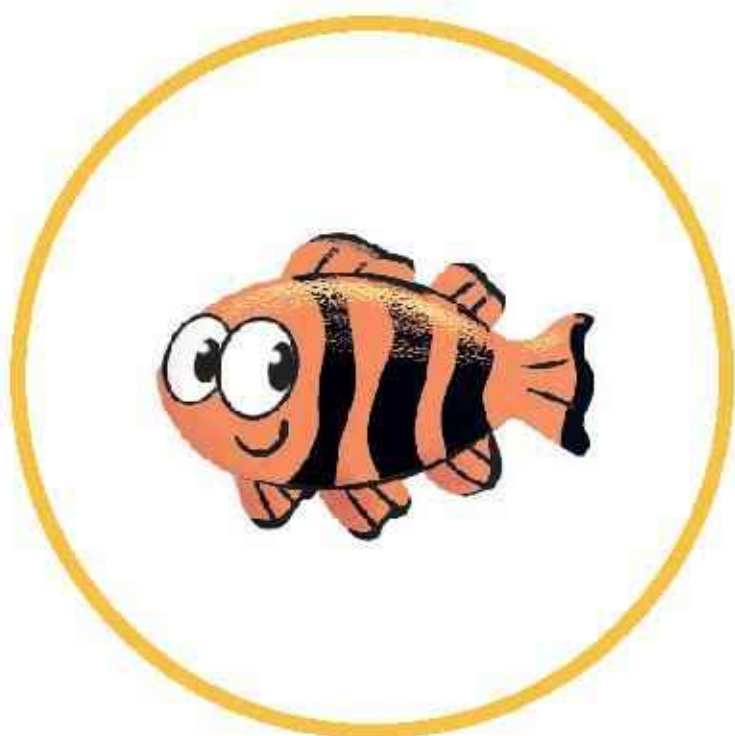
bird



cat



dog



fish



hamster



horse



rabbit



tortoise



fast



friendly



scary



slow

Unit 4



body



ears



eyes



fingers



head



mouth



nose



toes



arms



feet



hands



legs

Unit 5



catch a ball



climb



jump



play football



ride a bike



ride a horse



run



skip



dance



fly a kite

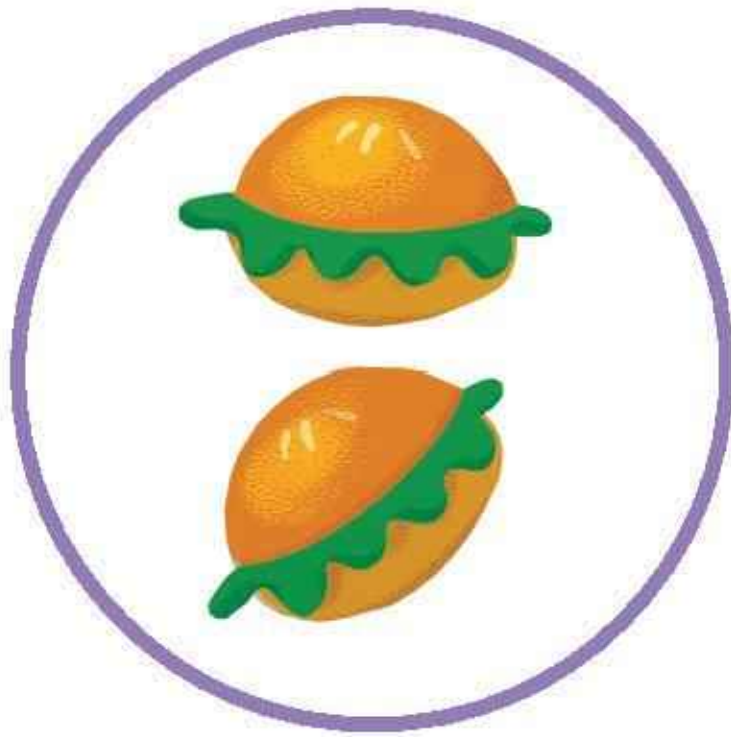


hop



swim

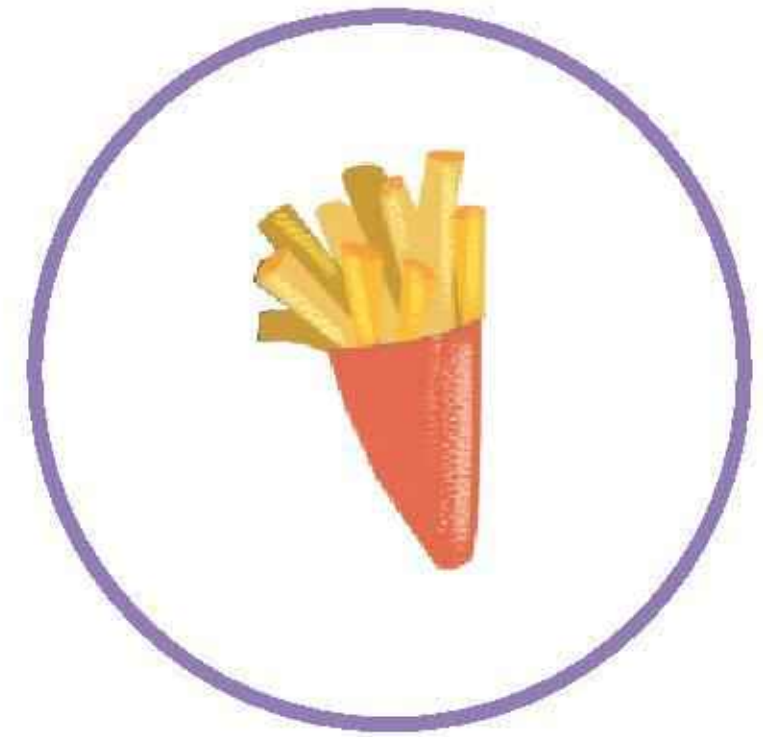
Unit 6



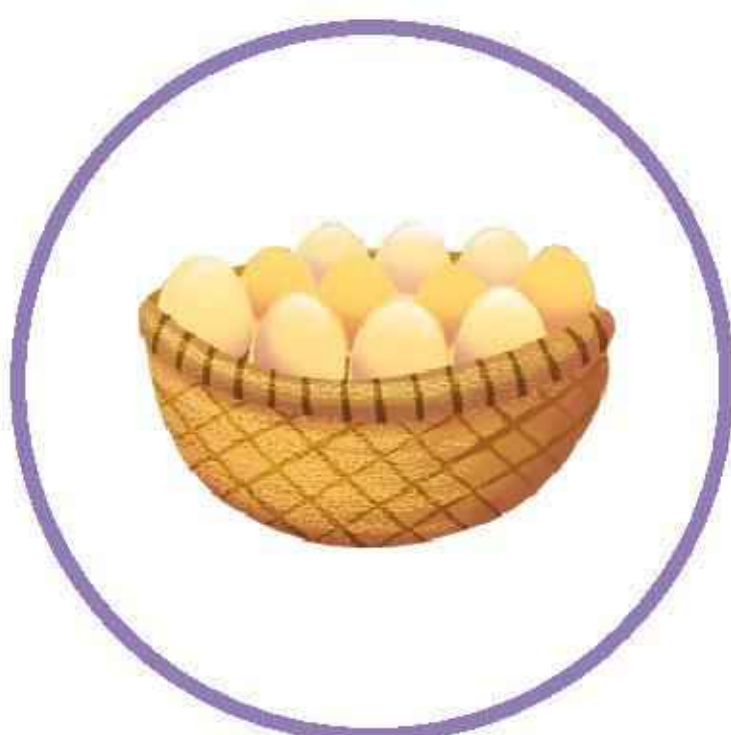
burgers



cake



chips



eggs



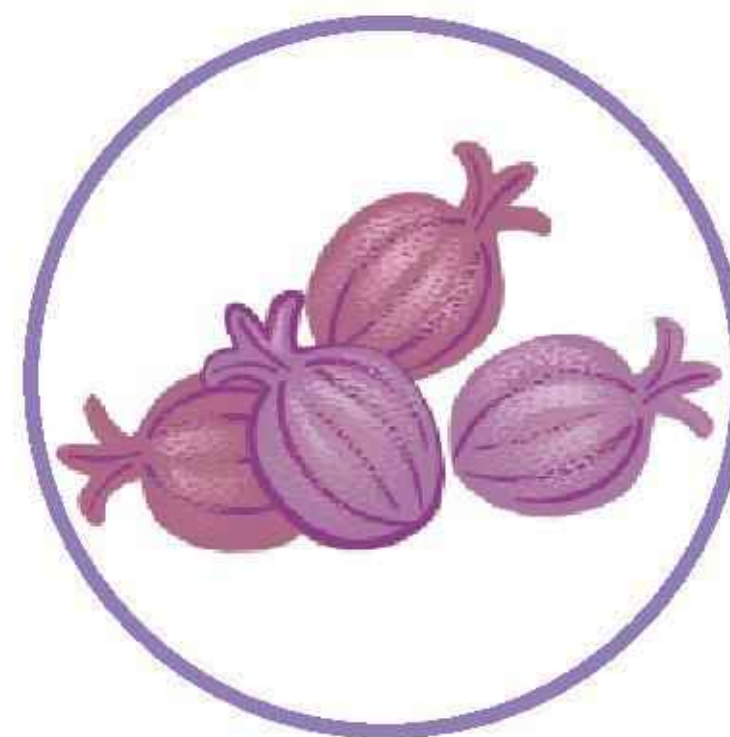
ice cream



juice



milkshake



onions



cherry



chocolate



lemon



mango



vanilla

Autumn gallery



1 Prepare the project.



Collect autumn leaves.



Paint the leaves.



Stamp the leaves on a tree.

2 Describe the colours.



Language: *I can see (red) leaves.*

Podstawa programowa: kreatywne myślenie, współpraca

Winter gallery



1 Prepare the project.



Prepare paper, crayons, scissors, glue and some cotton pads.



Draw your family and pets.



Cut out a frame and decorate it.

2 Describe your family.



Language: *Who's this? This is my (grandpa).*

Podstawa programowa: kreatywne myślenie, współpraca

Spring gallery



1 Prepare the project.



Draw a monster
and cut it out.



Draw a park.



Stick your
monster.

2 Describe your monster.



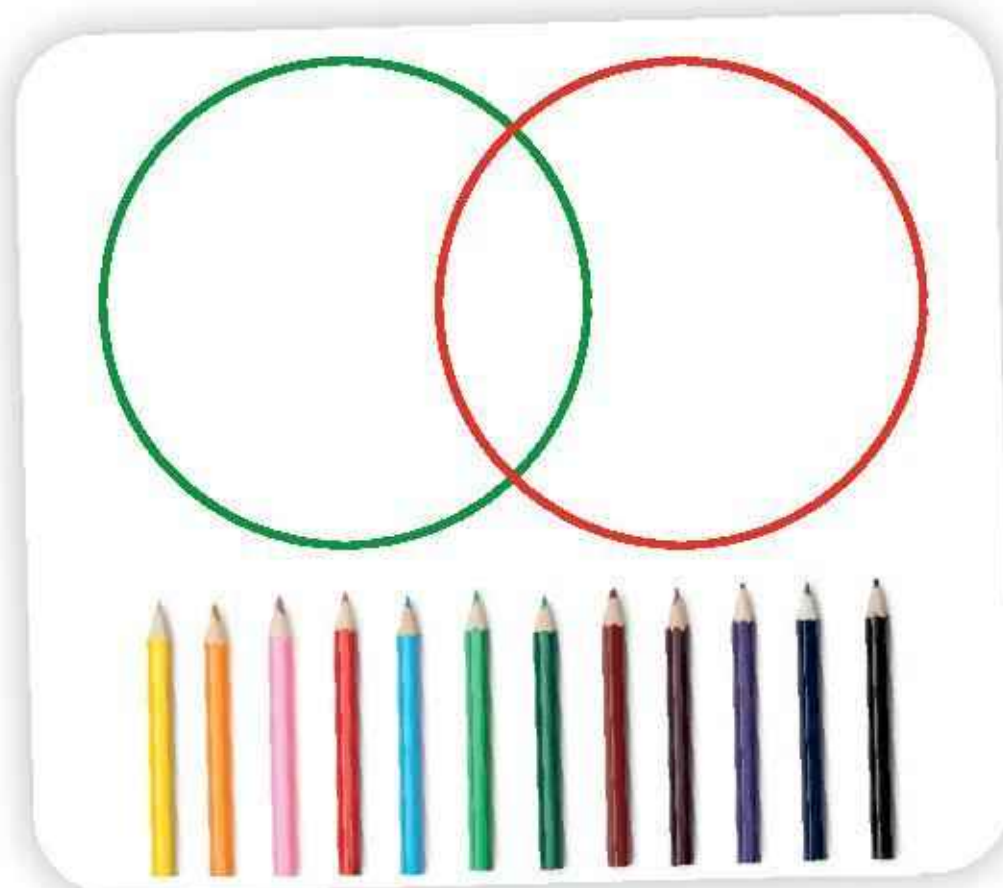
Language: *It's got (two ears) and (four arms). It can (jump). It's here.*

Podstawa programowa: kreatywne myślenie, współpraca

Summer gallery



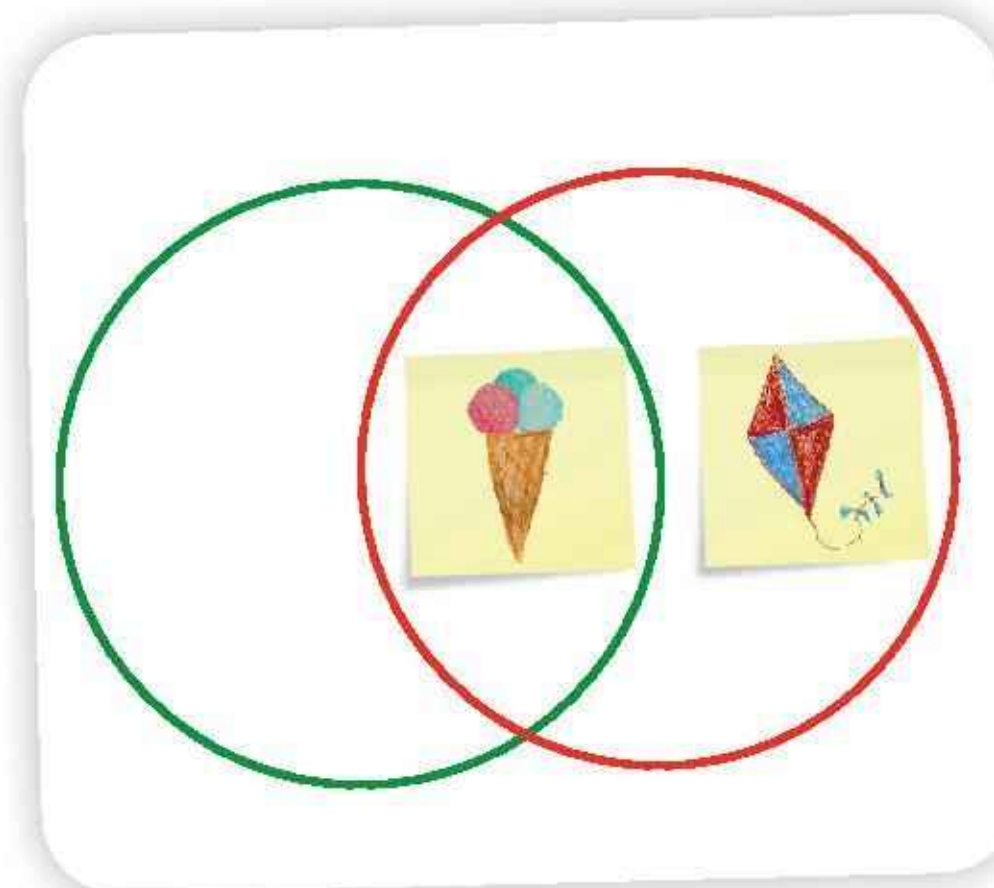
1 Prepare the project.



Work in pairs. Draw two big circles.

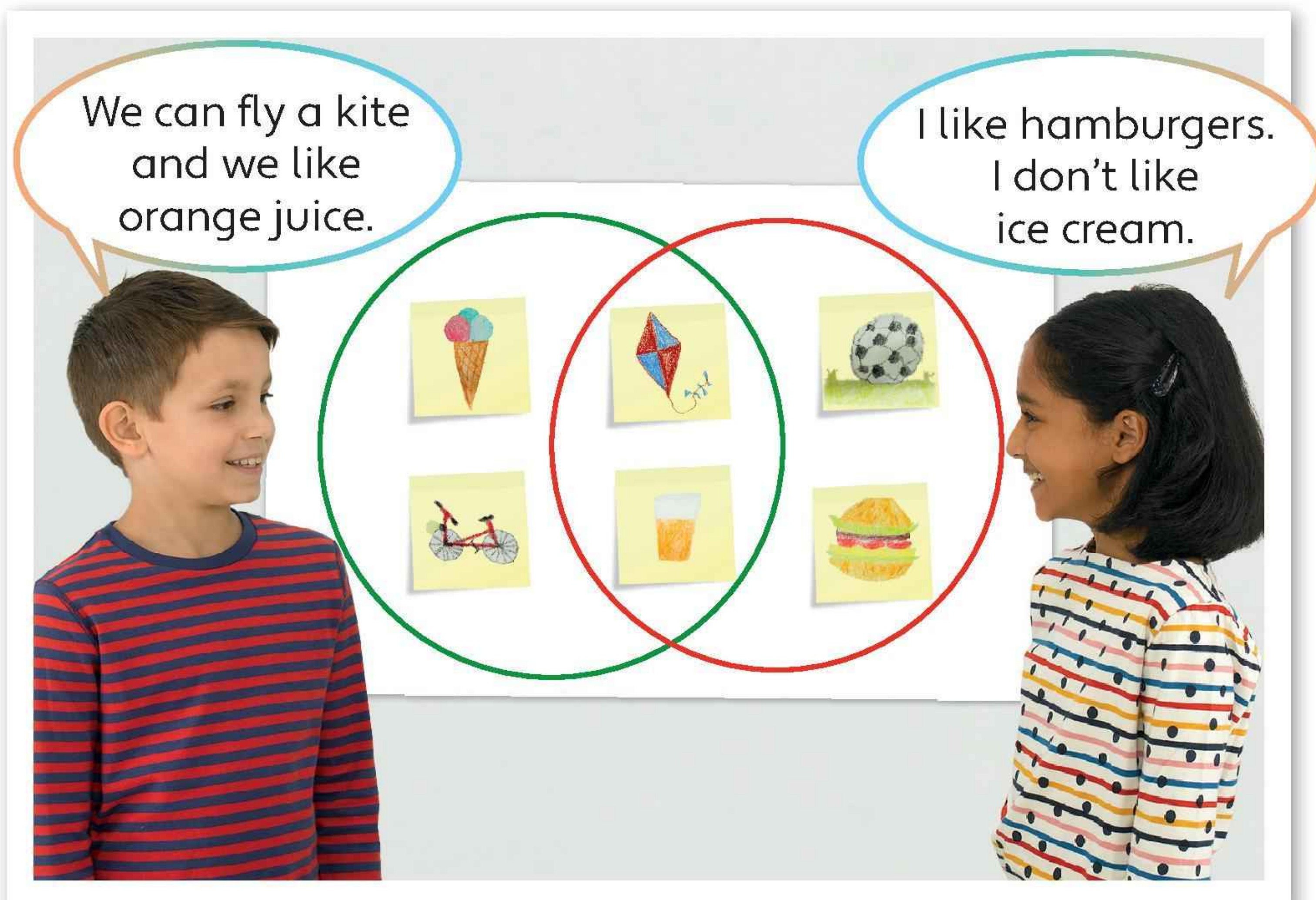


Draw your favourite summer activities and food.



Talk to your friend. Stick the summer activities and food on the poster.

2 Describe what you can do and what you like.



Language: Can you (fly a kite)? Yes, I can. / No, I can't. Do you like (orange juice)? Yes, I do. / No, I don't. We can (fly a kite) and we like (orange juice).

Podstawa programowa: kreatywne myślenie, współpraca



This is me!

Doświadczenie
edukacyjne

1  3.59 Listen and say. Choose and say.



2  3.60 Listen, point and repeat.



8



7



3  3.61 Look, read and say. Listen and check.



I'm ...

I'm ...

I'm from ...

I've got a ...

I can ...

I like ...



7



4  Write and say. Exchange.

I'm Zosia. I'm 7.

Language: I'm (from Poland). I've got (a cat). I can (climb). I like (cake).

Podstawa programowa: poczucie przynależności do wspólnoty, współpraca

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