

1**Teacher's
Book**
with Digital Pack

Pippa and Pop

British English

Lucy FrinoWith **Caroline Nixon & Michael Tomlinson****CAMBRIDGE**
UNIVERSITY PRESS

Contents

Map of Pippa and Pop Pupil's Book 1	2
Introduction	
Welcome to Pippa and Pop	4
Early literacy development	5
Learning through play	6
Learning to Learn	7
Effective learning with Pippa and Pop	8
How to structure lessons with Pippa and Pop	9
Unit walkthrough	10
Games bank	13
Teaching notes	
Welcome	14
① My friends	19
② My family	43
③ My toys	67
Units 1-3 Review	91
④ My body	95
⑤ Food	119
⑥ Animals	143
Units 4-6 Review	167
⑦ Clothes	171
⑧ Transport	195
⑨ The park	219
Units 7-9 Review	243
Project photocopiable templates	246

Map of Pupil's Book 1

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUE	NUMBERS	CROSS-CURRICULAR	PROJECT
Introduction Page 4							
1 My friends Page 6	<i>Hello Pippa, Pop, Dan, Kim book, crayon, pencil</i>	<i>Hello. I'm (Pippa). What's this? It's a (pencil).</i>	Distinguishing sounds	<i>Duck's friend</i> Be friendly	Numbers: 1, 2	Social studies: Sharing	Make Pippa and Pop masks
2 My family Page 18	<i>brother, sister, daddy, mummy boy, girl, man, woman</i>	<i>She's the (mummy). He's my (brother). He's / She's a (boy).</i>	Distinguishing sounds	<i>The big carrot</i> Help your family	Numbers: 3, 4	Science: How food grows	Make Kim, Dan, Sue and Matt finger puppets
3 My toys Page 30	<i>ball, doll, teddy, train blue, brown, red, yellow</i>	<i>It's a (ball). It's (red).</i>	Distinguishing between letters and objects	<i>Big teddy, small teddy</i> Celebrate differences	Recognising patterns	Maths: Big and small	Make a toy box and toys
Units 1–3 Review Pages 42–43							
4 My body Page 44	<i>ears, eyes, mouth, nose arms, feet, hands, legs</i>	<i>Touch your (nose). Colour the (arms).</i>	Distinguishing between letters and numbers	<i>Bunny's family</i> Be kind	Recognising patterns	Social studies: Feelings	Make a happy and sad face
5 Food Page 56	<i>apples, bananas, biscuits, sandwiches juice, milk, water</i>	<i>I like (apples). I don't like (juice).</i>	The letter sound <i>a</i>	<i>Picky Peter</i> Say thank you	Numbers: 5, 6	Science: Identifying fruit	Make an apple tree or a banana plant

	VOCABULARY	LANGUAGE	SOUNDS AND LETTERS	LITERACY AND VALUE	NUMBERS	CROSS-CURRICULAR	PROJECT
6 Animals Page 68	<i>cat, dog, fish, rabbit</i> <i>chair, table; on, under</i>	<i>Where's the (cat)?</i> <i>Here it is.</i> <i>It's (under) the (chair).</i>	The letter sound <i>e</i>	<i>Emma's new cat</i> Be kind to animals	Numbers: 7, 8	Science: What animals need	Make a cat or a dog
Units 4–6 Review Pages 80–81							
7 Clothes Page 82	<i>hat, jacket, shoes, socks</i> <i>dress, skirt, trousers,</i> <i>T-shirt</i>	<i>(Put on / Take off) your</i> <i>(hat).</i> <i>I've got (a dress).</i>	The letter sound <i>i</i>	<i>Tommy's T-shirt</i> Be considerate	Shapes: <i>circle, square, triangle</i>	Art: Rough and smooth	Make a doll and its clothes
8 Transport Page 94	<i>bike, bus, car, van</i> <i>drive a car, jump,</i> <i>ride a bike, run</i>	<i>I can see a (car).</i> <i>I can (ride a bike).</i>	The letter sound <i>o</i>	<i>The hare and</i> <i>the tortoise</i> Be careful	Numbers: 9, 10	Science: Fast and slow	Make a steering wheel
9 The park Page 106	<i>bird, flower, frog, tree;</i> <i>green, pink</i> <i>butterflies, caterpillars,</i> <i>ladybirds, worms</i>	<i>A (green) (tree).</i> <i>What are these?</i> <i>They're (butterflies).</i>	The letter sound <i>u</i>	<i>Penny in the park</i> Look after nature	One more	Maths: Symmetry	Make a butterfly
Units 7–9 Review Pages 118–119							

Key to teaching notes icons



Video



Presentation Plus



Interactive activity (on Presentation Plus)



Games (on Presentation Plus)



Early literacy development



Cambridge Life Competencies Framework



Learning to Learn