

Scope and sequence



Starter:

Welcome back! 4

I've got brown hair. This is my cousin. He's got green eyes. Where's Billy?
Is he under the bed? There is ... There are... Numbers 1–20 Family Colours Toys

	Words	Grammar	Phonics	Skills
1 Our new things 8	School things	<i>This / That is ... These / Those are ...</i>	Review of the alphabet and initial sounds	Reading: a description Listening: identifying people and objects Speaking: <i>How many ...? There are ...</i> Writing: capitalisation, writing about my classroom (Workbook)
2 They're happy now! 14	Feelings	<i>We're / They're ... Are they ...?</i>	Review of digraphs: <i>ch sh th</i> <i>ch: chair teacher</i> <i>sh: shoes fish</i> <i>th: thumb bath</i>	R: a poem: 'My feelings' L: identifying feelings S: <i>Is he sad? No, he isn't. He's ...</i> W: long and short forms, writing about my feelings (WB)
3 I can ride a bike! 20	Outdoor activities	<i>She can / can't ... Can he ...?</i> Prepositions of place: <i>behind / in front of next to / between</i>	Review of CVC words: <i>a e i o u</i> <i>a: cat van</i> <i>e: peg bed</i> <i>i: bin fig</i> <i>o: mop dog</i> <i>u: bus jug</i>	R: information on a web page L: identifying outdoor toys S: <i>Where's the skateboard? It's in front of the table.</i> W: using <i>a / an</i> , writing about what I can and can't do (WB)
Review 1 26				
4 Have you got a milkshake? 28	Food Numbers 20–100	<i>Have you got ...? I have / haven't ... Has he got ...? He has / hasn't ...</i>	Consonant blends: <i>gr br fr</i> <i>gr: grass grapes</i> <i>br: brush bread</i> <i>fr: frog frisbee</i>	R: a caption story L: identifying which food items are available S: <i>Have you got apples? Yes, we have.</i> W: question marks and full stops, writing about my lunch (WB)
5 We've got English! 34	School subjects School rooms	<i>What / When have we got ...? We've got ... our / their</i>	Consonant blends: <i>dr tr cr</i> <i>dr: drum dress</i> <i>tr: truck tree</i> <i>cr: crayon crab</i>	R: a description on a web page L: identifying school rooms S: <i>What have we got in the art room? We've got ...</i> W: capital letters, writing about my school subjects (WB)
6 Let's play after school! 40	After-school activities	<i>I visit ... I don't have ...</i>	Consonant blends: <i>fl pl bl</i> <i>fl: flower flat</i> <i>pl: plum plate</i> <i>bl: blanket blue</i>	R: information texts L: identifying after-school activities S: <i>I read a book. I don't ride a bike.</i> W: verbs, writing about what I do after school (WB)
Review 2 46				
7 Let's buy presents! 48	Special days	<i>What does he like? He likes / doesn't like ...</i>	Consonant blends: <i>cl gl sl</i> <i>cl: cloud clock</i> <i>gl: gloves glue</i> <i>sl: slide slippers</i>	R: instructions on making a card L: identifying suitable presents for people according to their preferences S: <i>What does he like? He likes tennis.</i> W: long and short forms, writing about presents for my mum (WB)

	Words	Grammar	Phonics	Skills
8 What's the time? 54	Everyday activities Times of the day	<i>What's the time?</i> <i>It's ... o'clock.</i> <i>He ... at ... o'clock.</i>	Consonant blends: <i>sm sn st sk</i> <i>sm: smile small</i> <i>sn: snow snake</i> <i>st: stairs star</i> <i>sk: sky skates</i>	R: information texts L: listening for time and activities S: <i>He has breakfast.</i> W: identifying Wh- questions, writing about my day (WB)
9 Where does she work? 60	Places	<i>Where does he work?</i> <i>He works in a ...</i> <i>Does she work in a ...?</i>	Long vowels: <i>a + magic e</i> <i>lake face</i> <i>gate plane</i>	R: a magazine interview L: listening for detail in an interview S: <i>What are Peter's favourite animals? They're monkeys.</i> W: using commas with <i>and</i> in lists, writing about where my family works (WB)
Review 3 66				
10 It's hot today! 68	Weather Weather activities	<i>What's the weather like?</i> <i>It's ...</i> <i>Put on / Don't put on ...</i>	Long vowels: <i>i + magic e</i> <i>bike white</i> <i>kite line</i> <i>nine</i>	R: a weather report L: identifying the weather at certain times from the weather report S: <i>It's Monday. What's the weather like?</i> W: verbs and adjectives, writing about the weather (WB)
11 What are you wearing? 74	Clothes Time	Present continuous: <i>What are you wearing?</i> <i>What's he wearing?</i> <i>I'm / He's wearing ...</i>	Long vowels: <i>o + magic e</i> <i>nose bone</i> <i>rope home</i> <i>stone</i>	R: a poem: 'At the coach station' L: identifying people by their clothing S: <i>What's she wearing? She's wearing ...</i> <i>He's wearing a red shirt. Who is it?</i> W: writing the time, writing about my clothes (WB)
12 You're sleeping! 80	Celebrations Getting ready	Present continuous: <i>What are you / they doing?</i> <i>I'm / We're / They're ...</i> <i>What's he / she doing?</i> <i>He's / She's ...</i>	Long vowels: <i>u + magic e</i> <i>June tube</i> <i>flute cube</i>	R: a descriptive email L: listening for detail to distinguish between photos S: <i>What's he doing? He's dancing.</i> W: present continuous verbs, writing about a party (WB)
Review 4 86				
13 Look at all the animals! 88	Farm animals Adjectives	Comparatives: <i>This cow is bigger than that cow.</i>	Long vowels: <i>ee</i> <i>tree cheese</i> <i>green feet</i> <i>three</i>	R: an information text L: listening for rules S: <i>Don't open the gate.</i> W: using <i>and</i> to connect sentences, writing about a farm visit (WB)
14 Look at the photos! 94	Memories Tidying up	Past simple: <i>I was / wasn't ...</i> <i>You were / weren't ...</i>	Short & long vowels <i>cub cube</i> <i>tap tape</i> <i>pip pipe</i>	R: a newspaper article L: identifying people by their feelings and appearance S: <i>He was a lion (in the school play).</i> W: <i>and / or</i> , writing about me and my friends (WB)
15 Well done! 100	People Ordinal numbers	Past simple: <i>There were some / weren't any ...</i> Irregular plurals	ng / nk <i>ng: ring king swing</i> <i>nk: bank sink pink</i>	R: a fairytale L: identifying actions and emotions S: <i>What's Suzy doing? She's ...</i> <i>Is she sad? No, she isn't. She's ...</i> W: irregular plurals, writing about a school open day (WB)
Review 5 106				