

Scope and sequence

Starter: My family

page 4

Family words Adjectives Months of the year Numbers 1–100 Comparatives

	Words	Grammar	Phonics	Skills	
1	They're from Australia!				page 8
	Countries Seasons / Home	Present simple: be <i>Where are you from? I'm from Egypt.</i>	Consonant blends: cr: <i>crayon</i> dr: <i>draw, drink</i> sp: <i>spoon</i> sn: <i>snake</i> pl: <i>play</i>	Reading: a story: 'The Selfish Giant' Listening: identifying details about age, birthday, country and favourite season Speaking: asking and answering about age, country and favourite season Writing: capitalising proper nouns and sentence beginnings; writing about myself (Workbook)	
2	My weekend				page 14
	Hobbies	Like + verb + ing <i>I like reading. I don't like fishing.</i> <i>Does he like playing chess?</i> <i>Yes, he does. / No, he doesn't.</i>	Magic e: a_e: <i>face, space</i> i_e: <i>kite, bike</i> o_e: <i>rope, stone</i> u_e: <i>June, cube</i>	R: a penfriends website L: identifying details about different penfriends S: choosing a penfriend based on hobbies W: full forms and short forms of <i>be</i> and <i>have</i> ; writing an email about my hobbies (WB)	
3	My things				page 20
	My things / phrasal verbs Collections	your / our / their <i>That's their CD player.</i> Can for permission / requests <i>Can I use your computer?</i> <i>Yes, you can. / No, you can't.</i>	Words with ar: <i>car, park, shark, star, scarf</i>	R: a school project L: identifying details about collections S: talking about collections W: punctuation marks: question marks, commas and full stops; writing about a child's collection (WB)	
Review 1					page 26
Extensive reading: family					page 28
4	We're having fun at the beach!				page 30
	Water sports Adjectives to describe places	Present continuous: affirmative and negative <i>I'm swimming. She isn't snorkelling.</i>	all endings: <i>ball, mall, wall, tall, small</i>	R: a holiday brochure L: identifying details about beach activities S: describing what you like doing on the beach W: spelling rules for the gerund form; writing a postcard about my trip (WB)	
5	A naughty monkey!				page 36
	Zoo animals Adjectives to describe emotions and things	Present continuous: questions and short answers <i>Is the crocodile eating the sandwich?</i> <i>Yes, it is. / No, it isn't.</i>	or and aw spellings: or: <i>fork, horse, corn</i> aw: <i>straw, paw, yawn</i>	R: a story: 'The Lion and the Mouse' L: identifying different frames of a cartoon strip S: describing different frames of a cartoon strip W: using speech marks; writing a fact file about animals (WB)	
6	Jim's day				page 42
	Daily routine Time words	Present simple: affirmative, negative and questions <i>I have breakfast at eight o'clock.</i> <i>Do they live in a big house?</i> <i>Yes, they do. / No, they don't.</i>	oy and oi spellings: oy: <i>boy, toy, oyster</i> oi: <i>coin, oil, soil</i>	R: a website about cyber school L: identifying details about a student's day S: describing daily routine W: proper nouns; writing information about me (WB)	
Review 2					page 48
Extensive reading: animals					page 50
7	Places to go!				page 52
	Places in town Performances	Present simple and adverbs of frequency: <i>always, sometimes, never</i> <i>I sometimes go to the library.</i> Prepositions of time: on, at, in <i>My birthday is in May.</i>	ow and ou spellings: ow: <i>cow, clown, flower</i> ou: <i>house, trousers, mouse</i>	R: a film review L: identifying details about free time activities S: describing free time activities W: verbs, adjectives and prepositions; writing an email to invite a friend to the cinema (WB)	

8 I'd like a melon! page 58

Food	Countable and uncountable nouns <i>a / an / some</i> <i>I'd like a melon.</i> <i>Would you like some cereal?</i> <i>Yes, please. / No, thanks.</i>	ld and lt endings: <i>ld: child, shield, field</i> <i>lt: belt, quilt, adult</i>	R: a recipe L: identifying what people want at the market S: a role play: at the market W: adjective order; writing a recipe (WB)
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9 What's the fastest animal in the world? page 64

Describing places	Comparative adjectives <i>Russia is bigger than the UK.</i> Superlative adjectives <i>The highest mountain in the world is Mount Everest.</i>	nd, nt and mp endings <i>nd: sand, pond</i> <i>nt: plant, tent</i> <i>mp: lamp, camp</i>	R: a website: 'World Records' L: identifying geographical features S: describing geographical features W: placement of adverbs of frequency; writing about things I do (WB)
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Review 3 page 70

Extensive reading: food page 72

10 In the park! page 74

In the park Verbs	must / mustn't for rules and obligations <i>You must turn off your mobile phone.</i> <i>You mustn't walk on the grass.</i>	Long vowel sound a: <i>rain, train</i> <i>Monday, tray</i> <i>case, race</i>	R: a story: 'The Gingerbread Man' L: identifying library rules S: describing library rules W: using <i>and / or</i> in sentences; writing school rules (WB)
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11 In the museum page 80

Transport Prepositions	Past simple with be: affirmative and negative <i>There was / wasn't a park in our town fifty years ago.</i> <i>lots of, some, any</i> <i>There were / weren't some trains a hundred years ago.</i> Time words and phrases: <i>yesterday, last week / year / Monday, (fifty years) ago, then</i>	Long vowel sound e: <i>ice cream, dream</i> <i>queen, green</i> <i>jelly, happy</i>	R: a history poster: 'The Vikings' L: identifying aspects of Viking life S: describing aspects of Viking life W: using paragraphs in writing; writing about my town in the past and now (WB)
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12 A clever baby! page 86

Adjectives to describe people	Past simple with be and have: affirmative and negative <i>I wasn't tall when I was five. You were happy on holiday. I had a maths lesson last week.</i>	Long vowel sound i: <i>night, light</i> <i>sky, dry</i> <i>smile, shine</i>	R: a poem: 'My Grandma' L: distinguishing details about a grandfather S: making true / false statements about a grandfather W: using <i>and</i> and <i>but</i> in sentences; writing about my family (WB)
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Review 4 page 92

Extensive reading: transport page 94

13 The Ancient Egyptians page 96

Verbs Adjectives to describe things	Past simple with regular verbs: affirmative and negative <i>They lived 5,000 years ago.</i> <i>They didn't cook pizza.</i>	Long vowel sound o: <i>snow, elbow</i> <i>coat, soap</i> <i>nose, stone</i>	R: an information poster: 'Papyrus' L: identifying details about someone's day S: describing details of someone's day W: using topic headings in paragraphs; writing about Ancient Egypt and today (WB)
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14 Did you have a good day at school? page 102

School things Camping things	Past simple questions <i>Did you have a good day?</i> <i>Yes, I did. / No, I didn't.</i> Wh- questions: what / when / where <i>What did you watch last night? A film.</i>	Long vowel sound u: <i>moon, boot</i> <i>blue, glue</i> <i>tune, tube</i>	R: an interview L: identifying the events of a camping trip S: describing the events of a camping trip W: using time words to show the sequence of events; writing about my school day (WB)
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15 Our holiday! page 108

Holiday things Time words	be going to + verb <i>He's going to play basketball tomorrow.</i> <i>Are you going to swim in the sea?</i> <i>Yes, I am. / No, I'm not.</i>	Words with oo: <i>book, wool, wood,</i> <i>hood, cook</i>	R: a postcard L: identifying details about a boy's school holidays S: discussing plans for the following week W: opening and closing remarks in an email, postcard or letter; writing an email to a friend (WB)
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Review 5 page 114

Extensive reading: school and 'The Prince and the Pauper' page 116

Culture and festivals pages 120-127