

# Scope and sequence



## Starter: Hello!

p.4

Hello. Goodbye. How are you? I'm fine, thank you. What's your name? My name's ...  
How old are you? I'm ... Numbers 1 – 10 Days of the week Colours of the rainbow

	Words	Grammar	Phonics	Skills
<b>1</b> What's this? p.8	School things	What's this? It's a pen.	<b>Initial sounds:</b> <b>a b c d</b> Aa: apple Bb: bird Cc: cat Dd: dog	<b>Reading:</b> a description <b>Listening:</b> identifying objects <b>Speaking:</b> What's this? It's ... <b>Writing:</b> counting words in a sentence, writing about my school things (Workbook)
<b>2</b> Playtime! p.14	Toys	my / your Is this your teddy? Yes, it is. No, it isn't.	<b>Initial sounds:</b> <b>e f g h</b> Ee: egg Ff: fig Gg: goat Hh: hat	<b>R:</b> a poem: 'My favourite ...' <b>L:</b> identifying favourite things <b>S:</b> What's your favourite ...? <b>W:</b> dividing sentences into words, writing about my favourite toys (WB)
<b>3</b> This is my nose! p.20	My body	arm / arms This is ... These are ...	<b>Initial sounds:</b> <b>i j k l</b> Ii: ink Jj: jam Kk: kite Ll: lion	<b>R:</b> instructions <b>L:</b> identifying different animals <b>S:</b> describing an animal's features <b>W:</b> identifying full sentences, writing about my body (WB)

## Fluency Time! 1 p.26

Introductions

Project: a puppet

## Review 1

p.28

<b>4</b> He's a hero! p.30	Jobs	She's / He's a teacher. Is she / he a teacher? Yes, she is. No, he isn't.	<b>Initial sounds:</b> <b>m n o p</b> Mm: mum Nn: nurse Oo: orange Pp: pen	<b>R:</b> an autobiography <b>L:</b> identifying people by their jobs <b>S:</b> Is he a doctor? <b>W:</b> capital letters and full stops, writing about my family (WB)
<b>5</b> Where's the ball? p.36	The park	Where's the ball? in / on / under	<b>Initial sounds:</b> <b>q r s t u</b> Qq: queen Rr: rabbit Ss: sofa Tt: teddy Uu: umbrella	<b>R:</b> a puzzle text <b>L:</b> identifying objects by location <b>S:</b> Where's the kite? <b>W:</b> capital letters at the start of names, writing about the park (WB)
<b>6</b> Billy's teddy! p.42	My family	Possessive 's	<b>Initial sounds:</b> <b>v w x y z</b> Vv: van Ww: window Xx: box Yy: yo-yo Zz: zebra	<b>R:</b> a caption story <b>L:</b> distinguishing details <b>S:</b> Who's this? <b>W:</b> question marks, writing about my family's things (WB)

## Fluency Time! 2 p.48

Playing outside

Project: a park poster

## Review 2

p.50

	Words	Grammar	Phonics	Skills
<b>7 Are these his trousers?</b> p.52	My clothes	<i>This is her / his T-shirt. Are these his socks? Yes, they are. No, they aren't.</i>	<b>The alphabet:</b> the alphabet letter names and their sequence	<b>R:</b> a caption story <b>L:</b> identifying clothes <b>S:</b> <i>What colour are these trousers?</i> <b>W:</b> contractions: 's, writing about my favourite clothes (WB)
<b>8 Where's Grandma?</b> p.58	My house	<i>Is she in the kitchen? Yes, she is. No, she isn't. Where are Dad and Billy? Are they in the garden? No, they aren't.</i>	<b>Digraphs:</b> sh shoes sheep fish	<b>R:</b> information on a webpage <b>L:</b> listening for location <b>S:</b> <i>Where are the bedrooms?</i> <b>W:</b> identifying vowels, writing about my home (WB)
<b>9 Lunchtime!</b> p.64	My lunch box	<i>I've got two sandwiches. I haven't got my lunch box. an apple (an + a, e, i, o, u)</i>	<b>Digraphs:</b> ch chair teacher chick	<b>R:</b> information texts <b>L:</b> identifying key words <b>S:</b> <i>I've got a banana and a pear ...</i> <b>W:</b> using a and an, writing about my lunch box (WB)

**Fluency Time! 3** p.70 **Getting dressed** **Project: a clothes cube**

**Review 3** p.72

<b>10 A new friend!</b> p.74	My friends Shapes	<i>He / She's got ... He / She hasn't got ... It's got ... It hasn't got ...</i>	<b>Digraphs:</b> th three bath teeth	<b>R:</b> a descriptive letter <b>L:</b> identifying different friends <b>S:</b> <i>She's got blond hair. Who is it?</i> <b>W:</b> contractions: 's / 've, writing about my friend (WB)
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<b>11 I like monkeys!</b> p.80	The zoo	<i>I like monkeys. I don't like elephants. They're big. I'm little.</i>	<b>CVC words:</b> a cat man fan	<b>R:</b> a poem: 'What am I?' <b>L:</b> identifying preferences <b>S:</b> <i>It's grey. It's got big ears.</i> <b>W:</b> identifying adjectives, writing about animals I like (WB)
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<b>12 Dinnertime!</b> p.86	Food Drinks	<i>Do you like carrots? Yes, I do. No, I don't. What do you like? I like yogurt.</i>	<b>CVC words:</b> e bed pen red	<b>R:</b> information texts <b>L:</b> identifying food preferences <b>S:</b> <i>What do you like?</i> <b>W:</b> negative contractions: n't, writing about food I like (WB)
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**Fluency Time! 4** p.92 **At the dinner table** **Project: a food plate**

**Review 4** p.94

<b>13 Tidy up!</b> p.96	My bedroom Numbers 11 – 20	<i>There's ... There are ...</i>	<b>CVC words:</b> i bin fig tin	<b>R:</b> a descriptive letter <b>L:</b> distinguishing details <b>S:</b> <i>Where are the shoes?</i> <b>W:</b> question marks and full stops, writing about my bedroom (WB)
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<b>14 Action Boy can run!</b> p.102	Verbs	<i>He can / can't fly. Can he talk? Yes, he can. No, he can't.</i>	<b>CVC words:</b> o dog fox log	<b>R:</b> descriptions <b>L:</b> identifying animals <b>S:</b> <i>It can run. It's brown and big.</i> <b>W:</b> contractions: can't, writing about what I can do (WB)
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<b>15 Let's play ball!</b> p.108	The beach	<i>Let's + verb</i>	<b>CVC words:</b> u rug jug sum	<b>R:</b> a postcard <b>L:</b> distinguishing details <b>S:</b> <i>Let's play ball!</i> <b>W:</b> identifying verbs, writing about the beach (WB)
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**Fluency Time! 5** p.114 **Finding things** **Project: a bedroom poster**

**Review 5** p.116

<b>Culture</b> p.118	<b>Family, Wild animals</b>	<b>Festivals</b> p.122	<b>Birthdays, Christmas</b>
<b>Grammar reference</b> p.126			