



Scope and sequence



Starter:
Welcome back! p.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 p.8	School things	This / That is ... These / Those are ...	Review of the alphabet and initial sounds	Reading: a description Listening: identifying people and objects Speaking: How many ...? There are ... Writing: capitalisation, writing about my classroom (Workbook)
2 They're happy now! p.14	Feelings	We're / They're ... Are they ...?	Review of digraphs: ch sh th ch: chair teacher sh: shoes fish th: thumb bath	R: a poem: 'My feelings' L: identifying feelings S: Is he sad? No, he isn't. He's ... W: long and short forms, writing about my feelings (WB)
3 I can ride a bike! p.20	Outdoor activities	She can / can't ... Can he ...? Prepositions of place: behind / in front of next to / between	Review of CVC words: a e i o u a: cat van e: peg bed i: bin fig o: mop dog u: bus jug	R: information on a web page L: identifying outdoor toys S: Where's the skateboard? It's in front of the table. W: using a / an, writing about what I can and can't do (WB)
Fluency Time! 1 p.26	Classroom language		Project: a school word wheel	
Review 1 p.28				
4 Have you got a milkshake? p.30	Food Numbers 20-100	Have you got ...? I have / haven't ... Has he got ...? He has / hasn't ...	Consonant blends: gr br fr gr: grass grapes br: brush bread fr: frog frisbee	R: a caption story L: identifying which food items are available S: Have you got apples? Yes, we have. W: question marks and full stops, writing about my lunch (WB)
5 We've got English! p.36	School subjects School rooms	What / When have we got ...? We've got ... our / their	Consonant blends: dr tr cr dr: drum dress tr: truck tree cr: crayon crab	R: a description on a web page L: identifying school rooms S: What have we got in the art room? We've got ... W: capital letters, writing about my school subjects (WB)
6 Let's play after school! p.42	After-school activities	I visit ... I don't have ...	Consonant blends: fl pl bl fl: flower flat pl: plum plate bl: blanket blue	R: information texts L: identifying after-school activities S: I read a book. I don't ride a bike. W: verbs, writing about what I do after school (WB)
Fluency Time! 2 p.48	Shopping		Project: a market stall	
Review 2 p.50				
7 Let's buy presents! p.52	Special days	What does he like? He likes / doesn't like ...	Consonant blends: cl gl sl cl: cloud clock gl: gloves glue sl: slide slippers	R: instructions on making a card L: identifying suitable presents for people according to their preferences S: What does he like? He likes tennis. W: long and short forms, writing about presents for my mum (WB)

	Words	Grammar	Phonics	Skills
8 What's the time? p.58	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: sm sn st sk sm: <i>smile small</i> sn: <i>snow snake</i> st: <i>stairs star</i> sk: <i>sky skates</i>	R: information texts L: listening for time and activities S: <i>He has breakfast.</i> W: identifying <i>Wh</i> - questions, writing about my day (WB)
9 Where does she work? p.64	Places	<i>Where does he work?</i> <i>He works in a ...</i> <i>Does she work in a ...?</i>	Long vowels: a + magic e <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)

Fluency Time! 3 p.70 **Making plans** **Project: a mini book**

Review 3 p.72

10 It's hot today! p.74	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 + magic e <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? p.80	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: o + magic e <i>nose bone</i> <i>rope home</i> <i>stone</i>	R: a poem: 'At the airport' 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! p.86	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: u + magic e <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)

Fluency Time! 4 p.92 **At a party** **Project: a present**

Review 4 p.94

13 Look at all the animals! p.96	Farm animals Adjectives	Comparatives: <i>This cow is bigger than that cow.</i>	Long vowels: ee <i>tree cheese</i> <i>green feet</i> <i>three</i>	R: a parents' letter L: identifying animals by their feelings S: <i>It's nervous. What is it?</i> W: using <i>and</i> to connect sentences, writing about a farm visit (WB)
14 Look at the photos! p.102	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 school article L: identifying people by their feelings and appearance S: <i>He was a fireman (in the school play).</i> W: <i>and / or</i> , writing about me and my friends (WB)
15 Well done! p.108	People Ordinal numbers	Past simple: <i>There were some / weren't any ...</i> Irregular plurals	ng / nk <i>ring king swing</i> <i>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)

Fluency Time! 5 p.114 **Playing games** **Project: a card game**

Review 5 p.116

Culture p.118 **Games, Meals, At home**

Grammar reference p.124