

# 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 What's this?</b> p.8	School things	<i>What's this?</i> <i>It's a pen.</i>	<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> <i>What's this? It's ...</i> <b>Writing:</b> counting words in a sentence, writing about my school things (Workbook)
<b>2 Playtime!</b> p.14	Toys	<i>my / your</i> <i>Is this your teddy?</i> <i>Yes, it is.</i> <i>No, it isn't.</i>	<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> <i>What's your favourite ...?</i> <b>W:</b> dividing sentences into words, writing about my favourite toys (WB)
<b>3 This is my nose!</b> p.20	My body	<i>arm / arms</i> <i>This is ...</i> <i>These are ...</i>	<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)
<b>Fluency Time! 1</b> p.26	<b>Introductions</b>		<b>Project: a puppet</b>	
<b>Review 1</b> p.28				
<b>4 He's a hero!</b> p.30	Jobs	<i>She's / He's a teacher.</i> <i>Is she / he a teacher?</i> <i>Yes, she is.</i> <i>No, he isn't.</i>	<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> <i>Is he a doctor?</i> <b>W:</b> capital letters and full stops, writing about my family (WB)
<b>5 Where's the ball?</b> p.36	The park	<i>Where's the ball?</i> <i>in / on / under</i>	<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> <i>Where's the kite?</i> <b>W:</b> capital letters at the start of names, writing about the park (WB)
<b>6 Billy's teddy!</b> 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> <i>Who's this?</i> <b>W:</b> question marks, writing about my family's things (WB)
<b>Fluency Time! 2</b> p.48	<b>Playing outside</b>		<b>Project: a park poster</b>	
<b>Review 2</b> 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 <i>a</i> and <i>an</i> , 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)
<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)
<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)

**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)
<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)
<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)

**Fluency Time! 5 p.114 Finding things Project: a bedroom poster**

**Review 5 p.116**

**Culture p.118 Family, Wild animals, At my school**

**Grammar reference p.124**