

# Scope and sequence

## Starter My family

Family    I'm Leo.    I'm seven.    I've got a sister.    The red car is bigger than the blue car.  
Months    When is your birthday?    How old are you?    Numbers 10–100

page 4

### Words

### Grammar

### Phonics

### Skills

## 1 They're from Australia!

page 8

Countries  
Seasons /  
Home

**Present simple: be**  
*Where are you from?*  
*I'm from Egypt.*

**Consonant blends:**  
**cr:** crayon  
**dr:** draw, drink  
**sp:** spoon  
**sn:** snake  
**pl:** play

**Reading:** a story: *The Lazy Bear*  
**L:** identifying details about age, birthday, country and favourite season  
**S:** asking and answering about age, country and favourite season  
**W:** capitalizing proper nouns and sentence beginnings; writing about myself (Workbook–WB)

## 2 My weekend

page 14

Hobbies

**like + verb + ing**  
*I like reading. I don't like fishing.*  
*Does he like playing chess?*  
*Yes, he does. / No, he doesn't.*

**Magic e:**  
**a\_e:** face, space  
**i\_e:** kite, bike  
**o\_e:** rope, stone  
**u\_e:** June, cube

**R:** a hobbies forum  
**L:** identifying details about different penfriends  
**S:** choosing a penfriend based on hobbies  
**W:** full forms and short forms of *be* and *have*; writing an email about my hobbies (WB)

## 3 My things

page 20

My things /  
phrasal verbs  
Collections

**your / our / their**  
*That's their CD player.*  
**Can for permission / requests**  
*Can I use your computer?*  
*Yes, you can. / No, you can't.*

**Words with ar:**  
*car, park, shark, star, scarf*

**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)

## Fluency Time! 1

## Things in common

## Project: a survey chart

page 26

## Review 1

page 28

## Extensive reading: Family

page 30

## 4 We're having fun at the beach!

page 32

Water sports  
Adjectives to  
describe places

**Present continuous: affirmative and negative**  
*I'm swimming.*  
*She isn't snorkelling.*

**all endings:**  
*ball, mall, wall, tall, small*

**R:** a holiday brochure  
**L:** identifying details about beach activities  
**S:** describing what you like doing on the beach  
**W:** spelling rules for the present continuous; writing a postcard about my trip (WB)

## 5 A naughty monkey!

page 38

Zoo animals  
Adjectives to  
describe emotions  
and things

**Present continuous: questions and short answers**  
*Is the crocodile eating the sandwich?*  
*Yes, it is. / No, it isn't.*

**or and aw spellings:**  
**or:** fork, horse, corn  
**aw:** straw, paw, yawn

**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 44

Daily routine  
Time words

**Present simple: affirmative, negative and questions**  
*I have breakfast at eight o'clock.*  
*Do they live in a big house?*  
*Yes, they do. / No, they don't.*

**oy and oi spellings:**  
**oy:** boy, toy, oyster  
**oi:** coin, oil, soil

**R:** a website: Cyber School  
**L:** identifying details about a student's day  
**S:** describing daily routine  
**W:** proper nouns; writing information about me (WB)

## Fluency Time! 2

## Abilities

## Project: a poster

page 50

## Review 2

page 52

## Extensive reading: Animals

page 54

## 7 Places to go!

page 56

Places in town  
Performances

**Present simple and adverbs of frequency:**  
*always, sometimes, never*  
*I sometimes go to the library.*  
**Prepositions of time: on, at, in**  
*My birthday is in May.*

**ow and ou spellings:**  
**ow:** cow, clown, flower  
**ou:** house, trousers, mouse

**R:** a film review  
**L:** identifying details about free time activities  
**S:** describing free time activities  
**W:** verbs, adjectives and prepositions; writing an invitation email (WB)

<b>8</b>	<b>I'd like a melon!</b>			<b>page 62</b>
Food	<b>Countable and uncountable nouns</b> <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>	<b>Id and It endings:</b> <b>Id:</b> <i>child, shield, field</i> <b>It:</b> <i>belt, quilt, adult</i>	<b>R:</b> a recipe <b>L:</b> identifying what people want at the market <b>S:</b> a role play: at the market <b>W:</b> adjective order; writing a recipe (WB)	

<b>9</b>	<b>The fastest animal in the world</b>			<b>page 68</b>
Describing places	<b>Comparative adjectives</b> <i>Russia is bigger than the UK.</i> <b>Superlative adjectives</b> <i>The highest mountain in the world is Mount Everest.</i>	<b>nd, nt and mp endings:</b> <b>nd:</b> <i>sand, pond</i> <b>nt:</b> <i>plant, tent</i> <b>mp:</b> <i>lamp, camp</i>	<b>R:</b> an article: <i>World Records</i> <b>L:</b> identifying geographical features <b>S:</b> describing geographical features <b>W:</b> placement of adverbs of frequency; writing about things I do (WB)	

<b>Fluency Time! 3</b>	<b>Giving directions</b>	<b>Project: a map of an island</b>	<b>page 74</b>
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<b>Review 3</b>	<b>page 76</b>	<b>Extensive reading: Food</b>	<b>page 78</b>
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<b>10</b>	<b>In the park!</b>			<b>page 80</b>
In the park Verbs	<b>must / mustn't for rules and obligations</b> <i>You must turn off your mobile phone.</i> <i>You mustn't walk on the grass.</i>	<b>Long vowel sound a:</b> <i>rain, train</i> <i>Monday, tray</i> <i>case, race</i>	<b>R:</b> a story: <i>The Gingerbread Man</i> <b>L:</b> identifying library rules <b>S:</b> describing library rules <b>W:</b> using <i>and / or</i> in sentences; writing school rules (WB)	

<b>11</b>	<b>In the museum</b>			<b>page 86</b>
Transport Prepositions	<b>Past simple with be: affirmative and negative</b> <i>There was / wasn't a park in our town fifty years ago.</i> <b>lots of, some, any</b> <i>There were / weren't some trains a hundred years ago.</i> <b>Time words and phrases:</b> <i>yesterday, last week / year / Monday, (fifty years) ago, then</i>	<b>Long vowel sound e:</b> <i>ice cream, dream</i> <i>queen, green</i> <i>jelly, happy</i>	<b>R:</b> a history poster: <i>Petra – The Hidden City</i> <b>L:</b> identifying aspects of a historical site <b>S:</b> describing aspects of a historical site <b>W:</b> using paragraphs in writing; writing about my town in the past and now (WB)	

<b>12</b>	<b>A clever baby!</b>			<b>page 92</b>
Adjectives to describe people	<b>Past simple with be and have: affirmative and negative</b> <i>I wasn't tall when I was five. You were happy on holiday.</i> <i>I had a maths lesson last week.</i>	<b>Long vowel sound i:</b> <i>night, light</i> <i>sky, dry</i> <i>smile, shine</i>	<b>R:</b> a poem: <i>My Grandma</i> <b>L:</b> distinguishing details about a grandfather <b>S:</b> making true / false statements about a grandfather <b>W:</b> using <i>and</i> and <i>but</i> in sentences; writing about my family (WB)	

<b>Fluency Time! 4</b>	<b>Describing people</b>	<b>Project: a party scene</b>	<b>page 98</b>
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<b>Review 4</b>	<b>page 100</b>	<b>Extensive reading: Transport</b>	<b>page 102</b>
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<b>13</b>	<b>The Ancient Egyptians</b>			<b>page 104</b>
Verbs Adjectives to describe things	<b>Past simple with regular verbs: affirmative and negative</b> <i>They lived 5,000 years ago.</i> <i>They didn't cook pizza.</i>	<b>Long vowel sound o:</b> <i>snow, elbow</i> <i>coat, soap</i> <i>nose, stone</i>	<b>R:</b> an information poster: <i>Papyrus</i> <b>L:</b> identifying details about someone's day <b>S:</b> describing details of someone's day <b>W:</b> using topic headings in paragraphs; writing about Ancient Egypt and today (WB)	

<b>14</b>	<b>Did you have a good day?</b>			<b>page 110</b>
School things Camping things	<b>Past simple questions</b> <i>Did you have a good day?</i> <i>Yes, I did. / No, I didn't.</i> <b>Wh- questions: what / when / where</b> <i>What did you watch last night? A film.</i>	<b>Long vowel sound u:</b> <i>moon, boot</i> <i>blue, glue</i> <i>tune, tube</i>	<b>R:</b> an interview <b>L:</b> identifying the events of a camping trip <b>S:</b> describing the events of a camping trip <b>W:</b> using time words to show the sequence of events; writing about my school day (WB)	

<b>15</b>	<b>Our holiday!</b>			<b>page 116</b>
Holiday things Time words	<b>be going to + verb</b> <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>	<b>Words with oo:</b> <i>book, wool, wood,</i> <i>hood, cook</i>	<b>R:</b> an email <b>L:</b> identifying details about a boy's school holidays <b>S:</b> discussing plans for the following week <b>W:</b> opening and closing remarks in an email, postcard or letter; writing an email to a friend (WB)	

<b>Fluency Time! 5</b>	<b>Talking about holidays</b>	<b>Project: a photo album</b>	<b>page 122</b>
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<b>Review 5</b>	<b>page 124</b>	<b>Extensive reading: School</b>	<b>page 126</b>	<b>Fiction</b>	<b>page 128</b>
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<b>Culture</b>	<b>The United Kingdom, Sports events, Clothes</b>			<b>page 130</b>
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