

# Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	<b>Welcome</b> p4	Vocabulary review (describing people, food, clothes, objects, family, people, activities, animals)		<i>What class are you in? How old are you? What's your favourite ... ? I can see ... There is / are ... A boy is wearing ...</i>
<b>1</b>	<b>At school</b> p8	School words and verbs Adverbs of sequence	<b>Present simple or present continuous?</b> <i>He plays ... He's watching ...</i>	<b>good at / not good at + nouns:</b> <i>I'm good at English. I'm not good at PE.</i>
<b>Reading time 1:</b> The Swiss Family Robinson <b>Play 1:</b> Charlie's homework				
<b>2</b>	<b>At home together</b> p22	Chores and free time Buildings and breakfast Frequency expressions	<b>Adverbs of frequency:</b> <i>I always / usually / sometimes / hardly ever / never ...</i>	<b>How often do you ... ?</b> <i>How often do you watch a film? Once a month.</i>
<b>Review 1 Cambridge Exams practice:</b> A1 Movers: Reading and Writing Part 3; Speaking Part 1				
<b>3</b>	<b>Around town</b> p34	Places around town Adjectives to describe people Family	<b>to be: present simple or past simple?</b> <i>Yesterday she was sad. Today she's happy.</i>	<b>Wh- questions with was / were:</b> <i>Where were you on Saturday?</i>
<b>Reading time 2:</b> Sam and the number 22 bus <b>Play 2:</b> The outing				
<b>4</b>	<b>Safari adventure</b> p48	Food and tableware Safari	<b>Countable and uncountable nouns with some / any:</b> <i>There's some water.</i>	<b>How much / many ... There's / There are ... :</b> <i>How much spinach is there? There's a lot.</i>
<b>Review 2 Cambridge Exams practice:</b> A1 Movers: Listening Part 1; Speaking Part 2				
<b>5</b>	<b>My grandpa</b> p60	Family and musical instruments Action verbs Dressing up	<b>Past simple regular verbs:</b> <i>Yesterday Grandpa played the drums.</i>	<b>Past simple yes / no questions:</b> <i>Did you like painting at kindergarten? Yes, I did.</i>
<b>6</b>	<b>Under the sea</b> p70	Sea animals Adjectives	<b>Comparing two people, animals or objects:</b> <i>The starfish is slower than the seahorse.</i>	<b>Superlative form of short adjectives:</b> <i>My dad is the tallest.</i>
<b>Review 3 Cambridge Exams practice:</b> A1 Movers: Reading and Writing Part 6; Speaking Part 3				
<b>7</b>	<b>Once upon a time</b> p82	Past simple irregular verbs Adverbs Verbs in the past and places	<b>Past simple irregular verbs:</b> <i>He had a cake. He didn't have an umbrella.</i>	<b>Past simple with Wh- question form:</b> <i>What did you eat?</i>
<b>Reading time 3:</b> The race & The wind and the sun <b>Play 3:</b> The dolphin				
<b>8</b>	<b>Back in time</b> p96	Objects in a history museum Materials Zoo words	<b>there was / were ... :</b> <i>There was a mammoth in the cave!</i>	<b>Yes / No questions with there was / were:</b> <i>Were there any parrots? No, there weren't.</i>
<b>Review 4 Cambridge Exams practice:</b> A1 Movers: Listening Part 2; Speaking Part 4				
<b>9</b>	<b>Sport for all</b> p108	Sports clothes and equipment Healthy eating	<b>have to / don't have to:</b> <i>Tom has to wear a school uniform.</i>	<b>Why ... ? and Because ... :</b> <i>Why do they have to ... ? Because they need ...</i>
<b>Reading time 4:</b> Kings of the Sea <b>Play 4:</b> The coin				
<b>10</b>	<b>Let's celebrate!</b> p122	Months and dates Celebrations Languages	<b>Future plans with going to:</b> <i>He's going to climb.</i>	<b>Questions with going to:</b> <i>Are you going to visit Spain? Yes, I am.</i>
<b>Review 5 Cambridge Exams practice:</b> A1 Movers: Reading and Writing Part 1 and Part 2				

Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and spelling
A story: sequence events What to do when you don't understand a word	Listen for specific words	Say a chant	A story: write a dialogue using speech marks	Let's choose an after-school club!	long e ee or ea /i:/
A blog: infer feelings How to learn new words	Sequence events	Give a presentation	A blog post: use capital letters and punctuation	Let's do a survey!	long o oa or ow /əʊ/
A story: scan and categorise Use a dictionary to find meaning	Follow sequenced information	Provide sequenced information	A story: plan and write a story using a Mind Map	Are you a good detective?	long u oo or ue /u/
A website: contrast two texts Use a dictionary to find spelling	Listen for specific information	Give suggestions and make a plan	A safari website: make paragraphs in a website text	Planning a North Pole adventure	ai or ea /eə/
Poetry: recognise features and interpret meaning Notice rhyme in a poem	Listen for specific information	Ask and answer questions about family	A poem: write rhyming poetry	Fact or opinion?	ai or ay /eɪ/
An information text: identify facts Adjectives	Sequence events	Act out a story	An information text: write a text from notes	Do an animal puzzle	ar or a /ɑ:/
A traditional story: analyse for inference Adverbs	Listen to a traditional story	Act out a story	A story: write a summary	A different point of view	y or igh /aɪ/
A factual text: use labels in a text to aid comprehension Self-motivation	Analyse information	Describe a picture	A description: use topic sentences	Are you a good archaeologist?	oi or oy /oi/
Emails: compare and contrast information Self-reflection	Compare and contrast information	Act out a roleplay	An email: use connectors of addition	Crack the secret code!	ou or ow /au/
A magazine article: identify and infer information How to learn outside the classroom	Listen for specific information	Discuss a topic	A letter: use connectors of sequence	Let's make and play a game!	ir or ur /ɜ:/