

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
1 What's this? p.8	School things	<i>What's this?</i> <i>It's a pen.</i>	Initial sounds: a b c d Aa: apple Bb: bird Cc: cat Dd: dog	Reading: a description Listening: identifying objects Speaking: <i>What's this? It's ...</i> Writing: counting words in a sentence, writing about my school things (Workbook)
2 Playtime! p.14	Toys	<i>my / your</i> <i>Is this your teddy?</i> <i>Yes, it is.</i> <i>No, it isn't.</i>	Initial sounds: e f g h Ee: egg Ff: fig Gg: goat Hh: hat	R: a poem: 'My favourite ...' L: identifying favourite things S: <i>What's your favourite ...?</i> W: dividing sentences into words, writing about my favourite toys (WB)
3 This is my nose! p.20	My body	<i>arm / arms</i> <i>This is ...</i> <i>These are ...</i>	Initial sounds: i j k l Ii: ink Jj: jam Kk: kite Ll: lion	R: instructions L: identifying different animals S: describing an animal's features W: identifying full sentences, writing about my body (WB)
Fluency Time! 1 p.26	Introductions		Project: a puppet	
Review 1 p.28				
4 He's a hero! 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>	Initial sounds: m n o p Mm: mum Nn: nurse Oo: orange Pp: pen	R: an autobiography L: identifying people by their jobs S: <i>Is he a doctor?</i> W: capital letters and full stops, writing about my family (WB)
5 Where's the ball? p.36	The park	<i>Where's the ball?</i> <i>in / on / under</i>	Initial sounds: q r s t u Qq: queen Rr: rabbit Ss: sofa Tt: teddy Uu: umbrella	R: a puzzle text L: identifying objects by location S: <i>Where's the kite?</i> W: capital letters at the start of names, writing about the park (WB)
6 Billy's teddy! p.42	My family	Possessive 's	Initial sounds: v w x y z Vv: van Ww: window Xx: box Yy: yo-yo Zz: zebra	R: a caption story L: distinguishing details S: <i>Who's this?</i> W: 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
7 Are these his trousers? p.52	My clothes	<i>This is her / his T-shirt. Are these his socks? Yes, they are. No, they aren't.</i>	The alphabet: the alphabet letter names and their sequence	R: a caption story L: identifying clothes S: <i>What colour are these trousers?</i> W: contractions: 's, writing about my favourite clothes (WB)
8 Where's Grandma? 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>	Digraphs: <i>sh</i> <i>shoes</i> <i>sheep</i> <i>fish</i>	R: information on a webpage L: listening for location S: <i>Where are the bedrooms?</i> W: identifying vowels, writing about my home (WB)
9 Lunchtime! 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>	Digraphs: <i>ch</i> <i>chair</i> <i>teacher</i> <i>chick</i>	R: information texts L: identifying key words S: <i>I've got a banana and a pear ...</i> W: 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

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

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