

Scope and Sequence

Hello! p. 4

Introductions
Song: Nice to meet you!

Language in Use: Hello./Hi. Goodbye./Bye bye.
(Receptive: What's your name?)
My name is _____. Nice to meet you.
Nice to meet you, too.



1

Eyes, nose, mouth
p. 8

2

My home
p. 16

3

Snack time
p. 24

4

My dress is yellow
p. 32



Theme	My body		Home		Snacks		Clothes	
Vocabulary	ears eyes hair	hands mouth nose	a book a door daddy	mummy a window	an apple a banana a biscuit	bread juice water	a dress a shirt shoes	socks trousers
Song	My mouth, my nose, my eyes and my ears		Three bears at home		The banana boat song		All my clothes are blue	
The Sounds of English	/m/ mouth		/d/ door /d/ daddy	/d/ window /d/ hand	/æ/ apple /æ/ hand	/æ/ daddy /æ/ banana	/e/ dress /e/ bread /e/ red	/e/ yellow /e/ hello
Concepts	1, 2		open / close		3, 4, 5		blue, red, yellow	
Language in Use	(Receptive: How many [eyes] have you got?) I've got [two] eyes.		This is my [mummy].		(Receptive: What do you want?) I want [a banana].		(Receptive: What colour is your [shirt]?) It's [yellow].	
Project	Make a poster about the number 2.		Make a house.		Make a banana bear snack.		Make a dressing-up doll.	

Units 1–4 Review/Game pp. 40–41

5

Family
p. 42

6

I like trains
p. 50

7

My dog is small
p. 58

8

Look at the insect!
p. 66



Theme	Family		Toys		Pets		Nature	
Vocabulary	baby brother grandma	grandpa sister	a ball blocks a doll	a lorry a puzzle a train	a bird a cat a dog	a fish a rabbit a turtle	a flower grass an insect	the sun a tree
Song	Grandma's got one apple		I've got a ball		Small, small dog		Let's go, everyone	
The Sounds of English	/b/ baby /b/ book	/b/ banana	/p/ puzzle /p/ grandpa	/p/ apple	/ɪ/ fish /ɪ/ window	/ɪ/ sister	/s/ sun /s/ socks /s/ circle	/s/ grass /s/ dress
Concepts	tall / short		circle, square, triangle		small / big		green, orange, pink, purple	
Language in Use	My [brother] is [tall].		I like [trains].		(Receptive: Is the [dog] big or small?) It's [big].		Look at the [flower]!	
Project	Make a picture frame.		Make a classroom train.		Make a paper plate fish.		Make an apple tree.	

Units 5–8 Review/Game pp. 74–75

Scope and Sequence

Can you help me? p.4

Requests, Polite Language
Song: Can you help me?

Language in Use: Can you help me? Yes, I can. Thank you. You're welcome.
Can I have the [book], please? Yes. Thanks. You're welcome.

1

Table, scissors, crayons p.8



2

Let's play p.16



3

I like rice p.24



4

Animals on the farm p.32



5

Shorts and jumpers p.42



6

I can see a bee p.50



7

I'm happy p.58



8

Boats, cars, bikes p.66



Theme	Classroom objects		Play time		Food / Snacks		Farm animals	
Vocabulary	a chair a computer a crayon a pencil	a pencil box scissors a table	a seesaw a slide a swing	climb jump play run	beans cheese chocolate eggs	milk rice yoghurt	a chicken a cow a donkey	a duck a goat a horse
Song	Where's the crayon?		What can you do?		The rice pudding song		Ali Baba, he's got a big farm	
The Sounds of English	/t/ table /t/ turtle	/t/ tall /t/ two	/ʌ/ run /ʌ/ up	/ʌ/ sun /ʌ/ mummy	/tʃ/ cheese /tʃ/ chocolate	/tʃ/ chair	/k/ cow /k/ computer /k/ cat	/k/ duck /k/ chicken
Concepts	in, on, under		up / down		black, brown, white		6, 7	
Language in Use	(Receptive: Where's the [book]?) It's on the [table].		(Receptive: What can you do?) I can [jump].		(Receptive: Do you like [yoghurt]?) Yes, I do. / No, I don't.		(Receptive: How many [horses] are there?) There are [3 horses].	
Project	Make a pencil holder.		Make a seesaw.		Make a bean shaker.		Make a duck mask.	

Units 1-4 Review/Game pp. 40-41

Theme	Clothes	Nature	Feelings	Transport
Vocabulary	boots a coat a hat a jumper	sandals shorts a T-shirt	angry happy sad tired	an aeroplane a bike a boat a bus
Song	I've got a little doll		Oh, butterfly!	
The Sounds of English	/h/ hat /h/ hand	/h/ horse /h/ hair	/b/ rock /b/ box	/d/ doll /d/ socks
Concepts	hot / cold		8, 9, 10	
Language in Use	(Receptive: Are you wearing [boots]?) Yes, I am. / No, I'm not.		I can see [a butterfly].	
Project	Make a winter hat.		Make a butterfly.	

Units 5-8 Review/Game pp. 74-75

Scope and Sequence

Let's share! p. 4

Express needs, apologies,
Make suggestions,
Give compliments
Song: I need the blue paint

Language in Use: I need the paint. I need the paint, too. Let's share! OK!
I'm sorry! That's OK. I like your picture! Thanks. I like your picture, too!

1

Stand up, sit down p. 8



2

It's raining p. 16



3

Wild animals p. 24



4

Singing and dancing p. 32



5

See, smell, hear p. 42



6

Story time p. 50



7

It's a party! p. 58



8

Our world p. 66



Theme	Classroom activities		Weather		Wild animals		Music	
Vocabulary	colour count draw read	sit down stand up touch write	cloudy mittens raining snowing	sunglasses sunny an umbrella windy	an elephant a frog a lion a monkey	a panda a penguin a tiger a zebra	clapping dancing shouting singing	stamping a drum a guitar a piano
Song	Clap your hands		What's the weather like?		What is this animal?		Sing a song	
The Sounds of English	/r/ read /r/ write /r/ rock /r/ rice		/w/ windy /w/ window /w/ water /w/ swing /w/ white /w/ sweets		/i:/ bee /i:/ read /i:/ leaf /i:/ tree		/g/ guitar /g/ goat /g/ dog /g/ frog	
Concepts	plus, equals		wet / dry		small, smaller / big, bigger		loud / quiet	
Language in Use	What do you like to do? I like to [draw].		What's the weather like? It's [windy].		What's your favourite animal? The [elephant]!		What are you doing? I'm [dancing]!	
Project	Make a counting spider.		Make a rainy day scene.		Make a penguin.		Make a drum.	

Units 1–4 Review/Game pp. 40–41

Theme	The Senses		Stories		Parties		The world	
Vocabulary	drink eat feel hear	see smell taste	a castle a dragon a giant a king	a knight a princess a queen treasure	a balloon a cake candles ice cream	pizza a present sweets	a bridge a cloud a mountain a river	a road the sea the sky
Song	Oh, what can you see?		In a castle		It's a party		Where are you going, friend?	
The Sounds of English	/eɪ/ taste /eɪ/ table /eɪ/ eight /eɪ/ play		/dʒ/ giant /dʒ/ juice /dʒ/ jump		/u:/ balloon /u:/ boots /u:/ shoes /u:/ blue		/əʊ/ road /əʊ/ goat /əʊ/ nose /əʊ/ piano	
Concepts	hard / soft		beginning, middle, end		more / less		the world, a country, a city	
Language in Use	What can you [see]? I can [see] [a crayon].		What's the story about? It's about [a king] and [a dragon].		Would you like some [ice cream]? Yes, please. / No, thanks.		Where do you live? I live in [India].	
Project	Make a five senses poster.		Make a dragon.		Make a pizza.		Make a globe.	

Units 5–8 Review/Game pp. 74–75