

# Scope and Sequence

Unit	Objectives	Vocabulary
<b>Welcome</b>	<ul style="list-style-type: none"> <li>• Review</li> </ul>	
<b>1</b> The Alphabet	<ul style="list-style-type: none"> <li>• Say the alphabet.</li> <li>• Spell words.</li> </ul>	<i>alphabet</i>
<b>2</b> Good Morning!	<ul style="list-style-type: none"> <li>• Greet people at different times of the day.</li> <li>• Identify and present the members of the family.</li> </ul>	<i>aunt, brother, cousin, dad, grandma, grandpa, mum, sister, uncle; teacher, classmate, friend</i>
<b>3</b> Let's Play!	<ul style="list-style-type: none"> <li>• Talk about toys and playground items.</li> <li>• Ask about someone's favourite toy and say which your favourite toy is.</li> </ul>	<i>ball, bike, board game, car, computer game, construction set, doll, kite, puzzle, robot, scooter, teddy bear, train; monkey bars, seesaw, slide, swing</i>
<b>4</b> The Weather	<ul style="list-style-type: none"> <li>• Ask and answer about the weather.</li> <li>• Name the different seasons.</li> <li>• Talk about seasons preferences.</li> </ul>	<i>cloudy, cold, hot, rainy, sunny, windy; autumn, spring, summer, winter</i>
<b>5</b> My School Objects	<ul style="list-style-type: none"> <li>• Talk about school objects.</li> <li>• Ask and answer about the location of objects in a room.</li> </ul>	<i>book, chair, desk, glue, notebook, pen, pencil, pencil case, pencil sharpener, ruler, schoolbag, scissors; in, on, under</i>
<b>6</b> Wild Animals	<ul style="list-style-type: none"> <li>• Identify numbers 11-20.</li> <li>• Recognise wild animals.</li> <li>• Talk about abilities.</li> </ul>	<i>alligator, bat, elephant, giraffe, hippo, kangaroo, lion; fly, jump, run, swim; numbers 11-20</i>
<b>7</b> Different Looks	<ul style="list-style-type: none"> <li>• Describe eye and hair characteristics.</li> <li>• Talk about parts of the body.</li> </ul>	<i>black / blond / brown / red hair, blue / brown / green eyes; long, short, big, small; arm, ear, eye, finger, foot, hair, hand, head, knee, leg, mouth, nose, shoulder, toe</i>
<b>8</b> Lunchtime	<ul style="list-style-type: none"> <li>• Talk about food.</li> <li>• Ask and answer about food preferences.</li> <li>• Offer, accept and refuse food.</li> </ul>	<i>apples, chicken, chips, fish, fruit salad, juice, pasta, pudding, salad, water</i>

	Language Focus	CLIL / Life Skills	Digital Content	Workbook
	<i>How do you spell (dog)?</i>	<b>CLIL:</b> <b>Languages –</b> Sign Language	Music video “ <i>My alphabet song</i> ” to reinforce unit vocabulary.	• pp. 105-106
	<i>Hi. Hello. Good morning / afternoon / evening / night. What’s your name? My name’s (Webby). How are you? I’m fine, thanks. This is my (friend) (Sophie).</i>			• pp. 107-108
	<i>Look at my new (train). Cool! What’s your favourite toy? It’s a (doll).</i>	<b>Life Skills:</b> Winning and Losing	Interactive infographic that shows different toys, to work on unit vocabulary.	• pp. 109-110
	<i>What’s the weather like? It’s (cloudy) today. I like (winter).</i>		Gallery of pictures related to weather conditions.	• pp. 111-112
	<i>Where’s my (pen)? It’s (under) the book.</i>	<b>CLIL: Art –</b> Arts and Crafts	Video on school objects vocabulary, which proposes interactivity from students.	• pp. 113-114
	<i>How many (alligators)? (Eleven) alligators. It’s (a bat). It can (fly).</i>			• pp. 115-116
	<i>I have got (brown eyes) and (brown hair). I have got (big eyes) and (short hair). It’s (Bob).</i>	<b>Life Skills:</b> Respect Diversity		• pp. 117-118
	<i>(Chicken)? Yes, please. / No, thanks. Here you are. I like (chicken)! What about you? I like (fish). / I don’t like (fish).</i>		GIF with ludic approach to revise <i>I like it. / I don’t like it.</i>	• pp. 119-120

