## Scope & Sequence A1+



| Welcome<br>unit                        | Numbers and color  |  | ool Club<br>: Meeting and | Subject pronouns and <i>be</i> (affirmative)   |  | School things<br>School subjects |                             | there is / there are<br>a / an<br>Possessive 's                                       |  | The alphabet<br>Spelling |  |
|--|--|--|---------------------------|--|--|----------------------------------|-----------------------------|---|--|--------------------------|--|
|  | Vocabulary   | After School<br>Club video<br>story +<br>Grammar                                 | Listening                 | Speaking and pronunciation   | Reading                                      |                                  | Writing                     | Learning<br>to learn /<br>Learning for<br>life  | Story  |                          | Culture and<br>CLIL/SDG                    |
| <b>Unit 1</b><br>Our<br>feelings       | Feelings<br>adjectives<br>Rooms in a house                                       | <i>be</i> (negative)<br><i>be</i> (questions)                                    | A comic strip             | Expressing and<br>responding to<br>feelings<br>Telling a story<br><b>Pronunciation:</b><br>/æ/and /ʌ/                          | A magazi<br>article: m<br>your feeli         | anaging                          | Top tips                    | Learning for life:<br>Social and<br>emotional<br>learning:<br>Good manners<br>Project | The Secre<br>Episode 1   | t Spring                 | Culture: A<br>different school             |
| <b>Unit 2</b><br>Pets                  | Pets<br>Prepositions of<br>place   | <i>have got:</i><br>affirmative<br><i>have got:</i><br>negative and<br>questions | A dialogue                | Expressing<br>disbelief<br>Saying where<br>things are<br><b>Pronunciation:</b><br>Word stress                                  |  |                                  | The Secre<br>Episode 2      |   | Sustainable<br>Development Goal<br>15: Life on land<br>Wild and free<br>CLIL: Geography<br>Project |                          |  |
| <b>Unit 3</b><br>Our daily<br>lives    | Daily routines<br>Times ( <i>o'clock</i> )<br>Days of the week<br>Food and drink | Present simple<br>affirmative and<br>negative<br>Adverbs<br>of frequency         | An interview              | Talking about your<br>daily routine<br>Describing food<br>you like / don't like<br><b>Pronunciation:</b><br>Syllables          | Food diar<br>My big br<br>the cook           |                                  | A diary entry<br>about food | Learning for life:<br>Creativity:<br>Daily routines<br>Project                        | The Secre<br>Episode 3   |                          | Culture:<br>Breakfasts around<br>the world |
| <b>Unit 4</b><br>Family and<br>friends | Family members<br>Adjectives to<br>describe people                               | Present simple<br>(questions)<br>Possessive<br>adjectives                        | A story                   | Talking about likes<br>and dislikes<br>Describing people<br>Acting out a<br>dialogue<br><b>Pronunciation:</b><br>the sound /h/ | A magazi<br>article:<br>Elephant<br>families | ne                               | Animal families             | Learning to learn:<br>How to remember<br>new words                                    | Story time<br>elephant a<br>rat  |                          | Culture: Families<br>around the world      |

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|   | Vocabulary                                     | After School<br>Club video<br>story +<br>Grammar  | Listening                         | Speaking and pronunciation  | Reading  | Writing                         | Learning<br>to learn /<br>Learning for<br>life                                       | Story                                   | Culture and<br>CLIL/SDG  |
|---|--|---|-----------------------------------|---|--|---------------------------------|--|---|--|
| <b>Unit 5</b><br>Our bodies               | Parts of the body<br>Verbs of<br>movement      | <i>can/can't</i><br>Imperatives<br>Object pronouns  | A sketch                          | Talking about<br>abilities<br>Giving instructions<br><b>Pronunciation:</b><br><i>can/can't</i>            | An article:<br>Amazing facts<br>about the body                                 | Amazing facts                   | Learning for life:<br>Thinking skills:<br>Thinking ahead<br>Project                  | The Secret Spring<br>Episode 4          | Sustainable<br>Development<br>Goal 10: Reduced<br>inequalities<br>Amazing athletes<br>CLIL: Physical<br>education<br>Project               |
| <b>Unit 6</b><br>Our clothes              | Clothes<br>Sports clothes                      | Present<br>continuous<br>Whose? and<br>possessive<br>pronouns<br>this/these/<br>that/those                                  | A dialogue<br><b>Look!</b> Prices | Saying that<br>something looks<br>nice<br>Asking about price<br><b>Pronunciation:</b> /3:/                | An article: Do<br>you need it?<br>(Clothes<br>shopping and the<br>environment) | A "thank you"<br>email          | Learning to learn:<br>How to set and<br>achieve learning<br>goals                    | The Secret Spring<br>Episode 5          | Culture:<br>Traditional clothes<br>around the world  |
| <b>Unit 7</b><br>The<br>sporting<br>world | Countries<br>Sports                            | <i>was/were</i><br>affirmative<br><i>was/were:</i> negative<br>and questions  | A radio<br>interview              | Saying where you<br>are from<br>Describing a<br>sports competition<br><b>Pronunciation:</b><br>was / were | An online article:<br>A mountain biking<br>competition                         | An article about a sports event | Learning for life:<br>Global learning:<br>We all do things<br>differently<br>Project | The Secret Spring<br>episode 6          | Sustainable<br>Development Goal<br>3: Good health<br>and well-being<br>Sport and the<br>body<br>CLIL: Biology<br>Project                   |
| <b>Unit 8</b><br>Fun times                | Entertainment<br>Months and<br>ordinal numbers | Past simple:<br>regular and<br>irregular<br>Prepositions of<br>time<br>Telling the time<br>Look! <i>like</i> + - <i>ing</i> | A dialogue                        | Making<br>suggestions<br>Describing past<br>activities<br><b>Pronunciation:</b><br><i>-ed</i> endings     | An online article:<br>Embarrassing<br>stories                                  | An invitation to a party        | Learning to learn:<br>How to improve<br>your speaking<br>skills                      | Story time:<br>The twins in<br>the city | Sustainable<br>Development Goal<br>11: Sustainable<br>cities and<br>communities<br>Places and spaces<br>CLIL: Social<br>science<br>Project |