











Syllabus

	Vocabulary	Grammar		Everyday English	
 Welcome to Open Up page 2	Numbers 1–10 Colours black, blue, green, orange, pink, purple, red, white, yellow, brown, grey Feelings happy, sad, angry, tired, excited Days of the week	<i>What's your name?</i> I'm ... <i>How old are you?</i> I'm ... <i>How are you? / How do you feel?</i> I'm ...		Hello. / Goodbye. What day is it today? It's ... What's your favourite colour? My favourite colour is ...	
Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 Toys page 6	ball, doll, bike, puzzle, scooter, car, teddy, recorder big, small, new, old Pronunciation focus bike /b/	<i>What's this?</i> It's a ... <i>What's it like?</i> It's ...	Eco-friendly transport electric bus, electric car, helmet	Super Sally Wellbeing focus: Care	It's my ... It's your ...
 Family page 16	mum, dad, brother, sister, grandma, grandad, aunty, uncle short, tall, old, young Pronunciation focus uncle /ʌ/	<i>Who's this?</i> This is my ... <i>What's he/she like?</i> He's ... She's ...	Keep in touch computer, phone, tablet, cousin	Carnival Grandma Wellbeing focus: Take notice	I know. I don't know.
Channel challenge 1 page 26	Review language from Units 1 and 2. Wellbeing focus: Keep learning: Ask your family about toys.				
 Pets page 28	bird, cat, dog, fish, guinea pig, hamster, rabbit, snail boring, funny, noisy, quiet Pronunciation focus hamster /h/	<i>Have you got a ...?</i> I've got a ... I've got 3 ... <i>What's it like?</i> It's a ...	Small pets fish tank, food, plants, water	The boring fish Wellbeing focus: Connect	Is it a ... dog? Yes. / No.

Skills		 Wellbeing
<p>Reading: reading about the names and ages of three Channel children.</p> <p>Listening: listening and identifying numbers; listening to a song about feelings.</p> <p>Speaking: answering personal questions about names and ages; saying how you're feeling.</p> <p>Writing: identifying and tracing numbers; writing personal information including name and age.</p>		<p>Wellbeing focus Connect: It's OK to say how you feel.</p> <p>My Wellbeing Journal 5 Ways to Wellbeing Monkey and the puzzle</p>
Skills	Project	 Wellbeing
<p>Reading: identifying words about toys and simple adjectives at word level; identifying words relating to eco-friendly transport; following instructions to make a puzzle.</p> <p>Listening: listening for specific information about toys; listening to a song about toys; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: saying a pronunciation chant with the sound /b/; describing toys; placing stickers and talking about a picture; talking about forms of eco-friendly transport; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; making and doing a puzzle with a classmate.</p> <p>Writing: tracing and write core language at word level.</p>	Make a puzzle	<p>Wellbeing focus Lesson 2 Take notice: Do you keep your toys tidy Lesson 4 Take part: Do you play inside or outside? Lesson 5 Care: Who helps Super Sally? Lesson 7 Connect: Play with your friends. Lesson 8 Take notice: Say how you feel.</p> <p>My Wellbeing Journal Feelings at the park</p> <p>Take notice Notice your feelings.</p>
<p>Reading: identifying words about family members and simple adjectives at word level; identifying words relating to keeping in touch with family members; following instructions to make a picture to add to a class art gallery.</p> <p>Listening: listening for specific information about family members; listening to a song about family members; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: saying a pronunciation chant with the sound /ʌ/; describing family members; placing stickers and talking about a picture; talking about keeping in touch with family members; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; making a picture as part of a class art gallery and talking about it.</p> <p>Writing: tracing and write core language at word level.</p>	Make a class art gallery	<p>Wellbeing focus Lesson 2 Take part: Do you go out with your family? Lesson 4 Connect: How do you keep in touch? Lesson 5 Take notice: How do you feel in busy place? Lesson 7 Keep learning: Say when you don't know. Lesson 8 Take notice: Say how you feel.</p> <p>My Wellbeing Journal Your important people</p> <p>Connect Connect with others.</p>
<p>Learning situation: What's your favourite toy? Create a chart.</p>		
<p>Reading: identifying words about pets and caring for pets at word and sentence level; identifying words relating to pet-care; identifying words describing personality; following instructions to make class pets.</p> <p>Listening: listening for specific information about pets; listening to a song about pets; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: saying a pronunciation chant with the sound /h/; talking about and describing pets, using the singular and the plural; placing stickers and talking about a picture; talking about how to take care of small pets; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; making a class pet and talking about it.</p> <p>Writing: writing core language at word level.</p>	Make class pets	<p>Wellbeing focus Lesson 2 Care: Are you kind to animals? Lesson 4 Take part: Can you jump like a happy dog? Lesson 5 Connect: Do you like playing with pets? Lesson 7 Take notice: What can you see outside? Lesson 8 Take notice: Say how you feel.</p> <p>My Wellbeing Journal Animal yoga</p> <p>Take part Be active</p>

Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 My bag page 38	pen, rubber, pencil, bag, water bottle, pencil case, book, tablet coat, hat, jumper, T-shirt Pronunciation focus water /w/	Where's the ...? It's in / on / under ... This is my favourite ...	Clean beaches beach, bin, rubbish, sea	Pete's favourite hat Wellbeing focus: Take note	Can I borrow a ..., please? Yes, of course. / No, sorry.
Channel challenge 2 page 48	Review language from Units 3 and 4 Wellbeing focus: Take notice: Learn how to draw a pet.				
 Food page 50	cheese, pizza, bread, fish, oranges, tomatoes, chicken, ice cream melon, bananas, coconut, strawberries Pronunciation focus fish /ɪ/	I like ... I don't like ... Do you like ...? Yes. / No.	A Moroccan market biscuits, beans, carrots, olives	The parrot party Wellbeing focus: Connect	Here you are. Thank you.
 Be active page 60	swim, draw, ride a bike, climb, sing, throw, catch, dance up, down, left, right Pronunciation focus draw /d/	<i>What can you do?</i> I can ... I can't ... Can you ...? Yes. / No.	A forest park forest, forest park,, lake, mountains	Let's dance! Wellbeing focus: Keep learning	It's my turn. It's your turn.
Channel challenge 3 page 70	Review language from Units 5 and 6 Wellbeing focus: Connect: Show your family what you can do.				
Happy Birthday page 72	present, birthday card, birthday cake, balloon, hat, party bag, Happy Birthday!				
Happy Christmas page 73	stocking, star, tree, bells, reindeer, cracker, Happy Christmas!				
Happy Easter page 74	Easter basket, bunny, Easter eggs, flower, chick, lamb, Happy Easter!				

Skills	Project	 Wellbeing
<p>Reading: identifying words about school objects and placement of school objects at word and sentence level; identifying words relating to rubbish and keeping tidy; following instructions to make a calming toy.</p> <p>Listening: listening for specific information about school objects; listening to a song about school objects; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: saying a pronunciation chant with the sound /w/; talking about and describing school objects; placing stickers and talking about a picture; talking about rubbish items found at school; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; making a calming toy and talking about it.</p> <p>Writing: writing core language at word and sentence level, including prepositions of place.</p>	<p>Make a calming toy</p>	<p>Wellbeing focus</p> <p>Lesson 2 Care: Do you tidy the classroom?</p> <p>Lesson 4 Take part: Do you put rubbish in the bin?</p> <p>Lesson 5 Take note: Have you got a favourite hat?</p> <p>Lesson 7 Connect: How do you feel when you share?</p> <p>Lesson 8 Take notice: Say how you feel.</p> <p>My Wellbeing Journal</p> <p>Sharing hands</p> <p>Care</p> <p>Be kind to others</p>
<p>Learning situation: How do you care for your pet? Create a mind map.</p>		
<p>Reading: identifying words about food at word and sentence level; identifying words relating to local markets; following instructions to make a class meal.</p> <p>Listening: listening for specific information about food and food likes and dislikes; listening to a song about food and food likes and dislikes; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: saying a pronunciation chant with the sound /ɪ/; talking about food and food likes and dislikes; placing stickers and talking about a picture; talking about things found at a local market; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; making a class meal and talking about it.</p> <p>Writing: writing core language at word and sentence level.</p>	<p>Make a class meal</p>	<p>Wellbeing focus</p> <p>Lesson 2 Keeping learning: Do you try new foods?</p> <p>Lesson 4 Take part: Do you eat healthy foods?</p> <p>Lesson 5 Connect: Why does Percy feel sad at the start?</p> <p>Lesson 7 Take notice: How do you feel when you say thank you?</p> <p>Lesson 8 Take notice: Say how you feel.</p> <p>My Wellbeing Journal</p> <p>Funny foods</p> <p>Keep learning</p> <p>Be creative</p>
<p>Reading: identifying words about activities and ability at word and sentence level; identifying words relating to outdoor activities; following instructions to make a class dance.</p> <p>Listening: listening for specific information about activities and ability; listening to a song about activities and ability; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: saying a pronunciation chant with the sound /d/; talking about activities and ability; placing stickers and talking about a picture; talking about forest park activities; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; making a class dance and talking about it.</p> <p>Writing: writing core language at word and sentence level.</p>	<p>Make a class dance</p>	<p>Wellbeing focus</p> <p>Lesson 2 Take part: Are you active?</p> <p>Lesson 4 Connect: Who do you spend free time with?</p> <p>Lesson 5 Keep learning: Do you help friends learn?</p> <p>Lesson 7 Care: Do you take turns?</p> <p>Lesson 8 Take notice: Say how you feel.</p> <p>My Wellbeing Journal</p> <p>All about Monkey and me</p>
<p>Learning situation: What fresh food can you find in the market? Create a poster.</p>		