











Syllabus

	Vocabulary		Grammar		Everyday English
 Welcome back! page 2	Numbers 11–20 Weather cloudy, raining, snowing, stormy, sunny, windy Feelings calm, cold, hot, hungry, scared, thirsty Seasons summer, autumn, winter, spring		<i>What's the weather like today?</i> It's ... / Today it's (cloudy) and it's (raining). <i>What season is it?</i> <i>How many (oranges)?</i> (Twenty) (oranges).		<i>How are you?</i> <i>How do you feel?</i> I'm (hot). We're (hungry).
Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 School page 6	bin, board, chair, cupboard, desk, door, poster, window classroom, library, playground, toilet Pronunciation focus board /d/	I can see (a door). / I can't see (a window). She's/He's in the (library). / She/He isn't in the (classroom).	School in the UK boys, children, girls, teacher	New school Wellbeing focus: Connect	Can I go to the ..., please?
 Clothes page 16	gloves, jacket, scarf, shirt, shoes, shorts, socks, trousers badge, cap, dress, skirt Pronunciation focus socks /s/ shirt /ʃ/	I'm wearing (a scarf). / I'm not wearing (gloves). She's wearing (a dress). He's wearing (badges).	Clothes in Scotland blouse, kilt, tie, waistcoat	Clever Grandad Wellbeing focus: Care	Put on your ... Take off your ...
Channel challenge 1 page 26	Review language from Units 1 and 2. Wellbeing focus: Keep learning: Can you teach your family a song or chant?				
 My body and face page 28	arms, ears, eyes, feet, hands, head, legs, nose curly hair, long hair, short hair, straight hair Pronunciation focus hands /æ/ arms /ɑː/	Imperatives: blink (your eyes) clap (your hands) nod (your head) shake (your legs) stamp (your feet) touch (your ears) wave (your arms) wiggle (your nose) He's/She's got (straight hair).	Chinese dance bend, play a drum, stretch, walk	Monster neighbours Wellbeing focus: Connect	She's got ... and ...

Skills		 Wellbeing
<p>Reading: Identifying words about the weather at word and sentence level.</p> <p>Listening: Listening and identifying numbers 11–20; listening to a song about feelings.</p> <p>Speaking: Answering questions requiring counting.</p> <p>Writing: Writing short sentences about the weather; writing numbers 11–20.</p>		<p>Wellbeing focus</p> <p>Lesson 1 Take notice: Do your feelings change when the weather changes?</p> <p>Lesson 3 Take part: Don't worry if you can't draw well!</p> <p>My Wellbeing Journal What's the weather like?</p>
Skills	Project	 Wellbeing
<p>Reading: Identifying words about classroom objects at word level and in sentences; identifying words relating to people in a classroom; following along with captions and speech bubbles in a story; following instructions to make a classroom.</p> <p>Listening: Listening for specific information about classroom objects; listening to a song about classroom 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 final sound /d/; placing stickers and talking about a picture; talking about people found in a classroom and cultural differences; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; collaborating with others to make a classroom.</p> <p>Writing: Writing core language at word and sentence level.</p>	Make a classroom	<p>Wellbeing focus</p> <p>Lesson 1 Keep learning: Which words are difficult?</p> <p>Lesson 4 Take notice: What do you like about your school?</p> <p>Lesson 5 Connect: How is Rudy different at the start and the end?</p> <p>Lesson 7 Keep learning: Speak to your teacher in English when you can.</p> <p>Lesson 8 Take part: Draw ☺ next to your favourite activities.</p> <p>My Wellbeing Journal Keep learning: Keep trying!</p>
<p>Reading: Identifying words about clothes at word level and in sentences; identifying words relating to clothes in Scotland; following along with captions and speech bubbles in a story; following instructions to make a group book.</p> <p>Listening: Listening for specific information about clothes; listening to a song about clothes; 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 initial and final sounds /s/ and /f/; placing stickers and talking about a picture; talking about clothes found in Scotland and cultural differences; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; collaborating with others to make a group book.</p> <p>Writing: Writing core language at word and sentence level.</p>	Make a group book	<p>Wellbeing focus</p> <p>Lesson 1 Keep learning: Can you say other clothes words?</p> <p>Lesson 4 Connect: Have you got similar clothes or dances in your country?</p> <p>Lesson 5 Care: What can you make with old clothes?</p> <p>Lesson 7 Connect: Why is it important to listen to your friends?</p> <p>Lesson 8 Take notice: What can you do better next time?</p> <p>My Wellbeing Journal Care: Help your friends</p>
<p>Learning situation: What's your school like? What's a school like in the UK? Create a collage.</p>		
<p>Reading: Identifying words about the body and face at word level and in sentences; identifying words relating to a Chinese dance; following along with captions and speech bubbles in a story; following instructions to make a monster.</p> <p>Listening: Listening for specific information about the body and face; listening to a song about clothes; 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 initial and medial sounds /æ/ and /ɑ:/; placing stickers and talking about a picture; talking about a Chinese dance and cultural differences; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; collaborating with others to make a monster.</p> <p>Writing: Writing core language at word and sentence level.</p>	Make a monster	<p>Wellbeing focus</p> <p>Lesson 2 Keep learning: Can you wiggle, shake and touch your arms?</p> <p>Lesson 4 Take part: Try the actions!</p> <p>Lesson 5 Connect: Are people sometimes like Maurice?</p> <p>Lesson 7 Care: What do you like about your face or hair?</p> <p>Lesson 9 Take notice: How do you feel when you work with other children?</p> <p>My Wellbeing Journal Connect: Make good friends</p>

Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 Free time activities page 38	drink, eat, fly a kite, paint, play football, read, run, skip boat, paintbrush, plane, robot Pronunciation focus eat /i:/ skip /t/	I'm (painting). / I'm not (playing football). I've got (a plane). / I haven't got (a boat).	Indian food curry, juice, mango, rice	Let's play! Wellbeing focus: Keep learning	Let's OK! No, thank you.
Channel challenge 2 page 48	Review language from Units 3 and 4. Wellbeing focus: Keep learning: Can you try a new activity at home?				
 Home page 50	bathroom, bedroom, dining room, flat, garden, house, kitchen, living room bee, plant, pond, tree Pronunciation focus bedroom /m/ kitchen /n/	Is he/she in the (living room)? Yes, he/she is. / No, he/she isn't. There's a (bee).	A flat in the USA bed, mirror, sofa, TV	Treasure! Wellbeing focus: Care	There's a There's a ... , too.
 Animals page 60	bull, chicken, cow, duck, goat, horse, mouse, sheep body, mouth, tail, wings Pronunciation focus horse /ɔ:/ goat /əʊ/	There are (ducks). There are (two bulls). It's got (a tail). It hasn't got (wings).	Ecuador donkey, field, llama, volcano	Robby's picture Wellbeing focus: Take notice	It's got a ... , but it hasn't got
Channel challenge 3 page 70	Review language from Units 5 and 6. Wellbeing focus: Keep learning: Go for a walk with your family. Say what you can see in English.				
Happy Halloween page 72	bat, ghost, monster, pumpkin, rat, spider They're (black bats).				
Happy Christmas page 73	carrots, Christmas pudding, peas, potatoes, sprouts, turkey He likes (carrots). She doesn't like (sprouts).				
Happy Carnival page 74	clown, dinosaur, pirate, superhero, witch, wizard I want to be a (pirate)!				

Skills	Project	 Wellbeing
<p>Reading: Identifying words about free time activities at word level and in sentences; identifying words relating to Indian food; following along with captions and speech bubbles in a story; following instructions to make a postcard.</p> <p>Listening: Listening for specific information about free time activities; listening to a song about free time activities; 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 medial sounds /i:/ and /ɪ/; placing stickers and talking about a picture; talking about Indian food and cultural differences; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; collaborating with others to make a postcard.</p> <p>Writing: Writing core language at word and sentence level.</p>	<p>Make a postcard</p>	<p>Wellbeing focus</p> <p>Lesson 2 Connect: Are some activities only for boys and some only for girls?</p> <p>Lesson 4 Care: Which foods are good for you?</p> <p>Lesson 5 Keep learning: Which games can you play with no toys?</p> <p>Lesson 7 Keep learning: Which new activities do you want to try?</p> <p>Lesson 8 Take notice: How do you feel about your effort?</p> <p>My Wellbeing Journal Take part: Enjoy what you do</p>
<p>Learning situation: What's your typical dance? Create a video.</p>		
<p>Reading: Identifying words about the home at word level and in sentences; identifying words relating to a flat in the USA; following along with captions and speech bubbles in a story; following instructions to make and play a poster game.</p> <p>Listening: Listening for specific information about free time activities; listening to a song about free time activities; 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 final sounds /m/ and /n/; placing stickers and talking about a picture; talking about a flat in the USA and cultural differences; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; collaborating with others to make and play a poster game.</p> <p>Writing: Writing core language at word and sentence level.</p>	<p>Make a poster game</p>	<p>Wellbeing focus</p> <p>Lesson 1 Take part: Point to the things you want to say in English.</p> <p>Lesson 4 Take notice: What do you like about your home?</p> <p>Lesson 5 Care: Are bees important?</p> <p>Lesson 7 Take notice: Close your eyes and imagine a garden. What can you see?</p> <p>Lesson 8 Keep learning: Who can help you with your English?</p> <p>My Wellbeing Journal Take notice: Notice sounds</p>
<p>Reading: Identifying words about animals in the singular and the plural at word level and in sentences; identifying words relating to the landscape of Ecuador; following along with captions and speech bubbles in a story; following instructions to create a new animal.</p> <p>Listening: Listening for specific information about animals in the singular and the plural; listening to a song about animals; 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 medial sounds /ɔ:/ and /əʊ/; placing stickers and talking about a picture; talking about the landscape of Ecuador and cultural differences; responding to song performances and a story; playing a review game and talking about favourite parts of the unit; collaborating with others to create a new animal.</p> <p>Writing: Writing core language at word and sentence level.</p>	<p>Create a new animal</p>	<p>Wellbeing focus</p> <p>Lesson 2 Connect: Say <i>Pardon?</i> when you don't understand.</p> <p>Lesson 4 Take part: We have all got something to say.</p> <p>Lesson 5 Take notice: How do you feel when you make a mistake?</p> <p>Lesson 6 Keep learning: Questions can have more than one answer.</p> <p>My Wellbeing Journal All about Monkey and me</p>
<p>Learning situation: What's your school garden like? Create a poster.</p>		