



CAMBRIDGE

Primary

PRIMARY --- STAGE 1

Ongoing work:

The learning objectives listed below should be taught, reinforced and developed throughout the entire school year. You may wish to allocate time each day to teaching these learning objectives, or you may prefer to allocate a set amount of time each week.

Summary of learning objectives₁	Suggested activities₁
<ul style="list-style-type: none"> • Develop reading skills, using a range of strategies to identify words and sentences • Develop skills as independent readers • Recognize an increasing range of high frequency words. • Hold a pencil comfortably and form letters correctly₁ 	<p>Share simple large print and picture books with learners. When reading point out:</p> <ul style="list-style-type: none"> • new high frequency words • phonically regular words • how the words relate to the picture • the role of punctuation including question marks • the idea of a sentence • how the pronoun I is always represented by a capital letter • spelling patterns in rhyming words <hr style="border-top: 1px dotted black;"/> <p>As learner themselves, either individually or in guided reading groups, encourage them to use all the information they can to work out words and make sense of what they read.</p> <p>Encourage them to use all the skills that have been modeled and ask them to explicitly state which strategies they are using to work out words. To develop their skills as readers encourage them to:</p> <ul style="list-style-type: none"> • make use of full stops • talk about the story, including all the issues that have been discussed as a class • read aloud from books independently • speak confidently to a group to share an experience <hr style="border-top: 1px dotted black;"/> <p>Introduce an additional 25-30 high frequency words each term. By the end of stage 1 learners should recognize around 140 common words.</p> <hr style="border-top: 1px dotted black;"/> <p>Teach and reinforce the recognition and spelling of high frequency words in regular sessions. This could include:</p> <ul style="list-style-type: none"> • pointing out high frequency words when reading • using them in writing activities and oral sentence construction • reinforcing them in handwriting exercises <hr style="border-top: 1px dotted black;"/> <p>Teach and reinforce handwriting in regular sessions. All taught letters should be correctly formed in all writing.₁</p>

Module3Topics:Hello
SchoolDeadline

October

1a

<u>Tasks</u>	<u>Learning objectives</u>	
Communication objectives:	<ul style="list-style-type: none"> To greet someone To introduce oneself and inquire about one's name To count (1-5) To identify colors To identify and talk about classroom objects 	
Structures:	<ul style="list-style-type: none"> What's your name? My name is ... How are you? Fine thanks! How old are you? I'm 6. What is it? it's a rubber Is it a ruler? No, it isn't. Yes, it is. 	
Vocabulary:	<ul style="list-style-type: none"> Greetings: Hi/Hello/Goodbye/Bye Numbers: 1-5 Colors: red, blue, yellow, green. Classroom objects: pen, pencil, rubber, book, ruler, computer, chair, desk, bag. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Maths: counting and identifying shapes. Language arts: fiction Art: finger puppets, drawing, coloring. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Let's play Listen and sing 	
Phonics :	<ul style="list-style-type: none"> A-apple. B-bag C-cat D-dog 	
Reading:	<ul style="list-style-type: none"> Know how to predict the contents of a book. Develop a sense of themselves as readers. Increase familiarity with favorite books. Retell stories. 	
Writing:	<ul style="list-style-type: none"> Write simple vocabulary regarding school. 	
Speaking:	<ul style="list-style-type: none"> Simple vocabulary 	

<u>Module</u> <u>1 & 2</u> <u>Topics:</u> Family and Friends <u>Deadline</u> November 1b	<u>Tasks</u>	<u>Learning objectives</u>	
	Communication objectives:	<ul style="list-style-type: none"> To identify and talk about family members and friends To identify and talk about pets 	
	Structures:	<ul style="list-style-type: none"> How are you? Fine, thank you. Who's that? It's my (grandmother) This is my (dog). My dog is brown. Is that your (sister)? Yes, it is. No, it isn't. 	
	Vocabulary:	<ul style="list-style-type: none"> Family: mother/mum, father/dad, brother, sister, grandfather, grandmother, baby, teacher, me Numbers: 5-10 Colors: red, blue, yellow, green. Pets: rabbit, bird, fish, tortoise, cat, dog 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: family album, family tree Language arts: fiction Art: family album, drawing, coloring. 	
	Listening:	<ul style="list-style-type: none"> Sing a song Story time Let's play Smart kids Recognize different kinds of instructions 	
	Phonics :	<ul style="list-style-type: none"> E-egg, F-fish, G- green, H-hat 	
	Reading:	<ul style="list-style-type: none"> Recognize different kinds of instructions Know how to predict the contents of a book. Develop a sense of themselves as readers. Increase familiarity with favorite books. 	
Writing:	<ul style="list-style-type: none"> Write simple words with correct spelling 		
Speaking	<ul style="list-style-type: none"> Give instructions 		

Module
4 10

Topics:
You and me

Deadline

December

1c

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To count (1-10) To ask and answer about somebody's age. To talk about feelings and physical appearance. To talk about classroom instructions. 	
Structures:	<ul style="list-style-type: none"> How old are you? I'm(six). You're (seven) Are you (happy)? Yes, I am. No, I'm not Stand up, sit down. 	
Vocabulary:	<ul style="list-style-type: none"> Actions: come, sit down, stand up, clap your hands, point to the (door), touch the (window). Numbers: 11-15, Adjectives: big, small, thin, fat, short, tall, hungry, thirsty, happy, sad. People: boy, girl 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: appearance, feelings, helping friends Language arts: fiction Maths: counting Science: size Art: stick and plasticine figures, coloring. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Let's play Smart kids Recognize different kinds of instructions 	
Phonics :	<ul style="list-style-type: none"> I-ink J-jam K- kite L-lollipop 	
Reading:	<ul style="list-style-type: none"> Join in with reading simple repetitive rhymes and poems Develop reading skills using a range of strategies to identify words. Share and enjoy rhymes 	
Writing:	<ul style="list-style-type: none"> Write simple words with correct spelling 	
Speaking	<ul style="list-style-type: none"> Share and enjoy rhymes 	

Module
55

Topics:
Party time.

Deadline

January

2a

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To talk about quantity. To identify and talk about party items. To identify and talk about colors. To talk about weather and seasons 	
Structures:	<ul style="list-style-type: none"> How many (boys/girls)? Happy birthday (Lisa). This is for you. Thank you. What are these? They're (Lollipops). What color are they?. They're (pink). What's the weather like in summer? It's hot 	
Vocabulary:	<ul style="list-style-type: none"> Toys: doll, guitar, teddy bear, yo-yo. Weather and seasons: sunny, cold, hot, raining, snowing, windy. Party items: present, balloon, cake, lollipop, hat. Colors: pink, orange, brown, white, black. Numbers: simple sums (up to 10) 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: birthdays Language arts: fiction Maths: counting Art: birthday card, coloring 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time Smart kids Recognize different kinds of instructions 	
Phonics :	<ul style="list-style-type: none"> M-mum N-nose O-orange P-pen 	
Reading:	<ul style="list-style-type: none"> Know how to predict the contents of a book. Develop a sense of themselves as readers Become familiar with different ways of retelling familiar tales. Retell stories 	
Writing:	<ul style="list-style-type: none"> Write simple words with correct spelling 	
Speaking	<ul style="list-style-type: none"> Retell stories 	

**Module
6 10**

Topics:
Toys and
games

Deadline

February

2b

<u>Tasks</u>	<u>Learning objectives</u>	
Communication objectives:	<ul style="list-style-type: none"> To give and follow simple instructions To identify and talk about toys. To talk about possession. To talk about means of transport 	
Structures:	<ul style="list-style-type: none"> This is a train. Is this a taxi? Yes, it is. No, it isn't. I have got a (kite) I haven't got a (ball). Have you got a (car)? Yes, I have. No, I haven't 	
Vocabulary:	<ul style="list-style-type: none"> Transport: taxi, plane, car, bus, train. Toys: car, computer game, ball, kite, bike, train, plane, robot. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant PE: physical activities Language arts: fiction Art: toy poster, drawing, coloring. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time Smart kids Recognize and follow precise instructions 	
Phonics :	<ul style="list-style-type: none"> Q-queen R.red S-sad T-tall 	
Reading:	<ul style="list-style-type: none"> Use alphabetical texts. Know how to predict the contents of a book. Develop a sense of themselves as readers 	
Writing:	<ul style="list-style-type: none"> Write simple words with correct spelling 	
Speaking	<ul style="list-style-type: none"> Talk in the manner of a non-chronological text. 	

Module
75

Topics:
My body

Deadline

March

2c

<u>Tasks</u>	<u>Learning objectives</u>	
Communication objectives:	<ul style="list-style-type: none"> To give and follow simple instructions To identify and talk about parts of the body. To describe physical appearance. 	
Structures:	<ul style="list-style-type: none"> Don't (touch you nose). She has got (long) (legs). He hasn't got (big) (feet). Has it got (a long tail)? Yes, it has. No, it hasn't. 	
Vocabulary:	<ul style="list-style-type: none"> Parts of the body: eyes, ears, mouth, nose, head, arms, legs, feet, hands, fingers, toes, teeth, tail. Action verbs: touch. Adjectives: long, big, short, small. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song PE: physical activities Science: describing animals Language arts: fiction Art: puppets, drawing. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time Smart kids Recognize and follow precise instructions 	
Phonics :	<ul style="list-style-type: none"> U-umbrella V-van W-whale 	
Reading:	<ul style="list-style-type: none"> Join in with reading simple repetitive rhymes and poems Share and enjoy rhymes 	
Writing:	<ul style="list-style-type: none"> Write simple words with correct spelling 	
Speaking	<ul style="list-style-type: none"> Share and enjoy rhymes 	

Module
8 10

Topics:
Food

Deadline

April

3a

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To identify and talk about food To talk about likes and dislikes To ask for something politely To thank. 	
Structures:	<ul style="list-style-type: none"> I like (apples). I don't like (beans). What's your favorite food)? (pizza). Two (bananas) please. Here you are. Thanks. A (banana), and an (apple). 	
Vocabulary:	<ul style="list-style-type: none"> Food: bananas, grapes, mangoes, strawberries, oranges, apples, fish, carrots, rice, eggs, beans, pizza, burger, ice cream, pasta 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song Health: food pyramid Social studies: preferences, being polite. Maths: counting Language arts: fiction. Art: food plates, food mobile. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Our world Smart kids Recognize and follow precise instructions 	
Phonics :	<ul style="list-style-type: none"> X-fox Y-yoyo Z-zoo 	
Reading:	<ul style="list-style-type: none"> Know how to predict the contents of a book. Develop a sense of themselves as readers. Retell stories 	
Writing:	<ul style="list-style-type: none"> Hold a pencil comfortably and form letters correctly. Write simple words with correct spelling 	
Speaking	<ul style="list-style-type: none"> Develop a sense of themselves as readers. Retell stories 	

Module
2

Topics:
My house

Deadline

May

3b

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To identify and talk about rooms in a house To describe location and position of things. To identify furniture. To describe one's house and bedroom To identify and talk about clothes. 	
Structures:	<ul style="list-style-type: none"> Where is the (ball)? It's (in) the (wardrobe). Where are the (shoes)? They're under the (table). His (trousers are green). Her (dress is yellow). 	
Vocabulary:	<ul style="list-style-type: none"> Rooms of the house: kitchen, bedroom, living room, bathroom. Prepositions of place: in, on, under. Furniture: bed, wardrobe, table, sofa, chair etc.. Clothes: shoes, trousers, shirt, dress, t-shirt etc.. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song Science: position of objects. Social studies: describing one's bedroom/house. Language arts: fiction poem. Art: bedroom poster 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time Smart kids Recognize and follow precise instructions 	
Phonics :	<ul style="list-style-type: none"> A-Z a few words for each letter 	Alphabet song
Reading:	<ul style="list-style-type: none"> Develop a sense of themselves as readers. Recount their own experiences 	
Writing:	<ul style="list-style-type: none"> Write simple words with correct spelling 	
Speaking	<ul style="list-style-type: none"> Recount their own experiences 	

<u>Tasks</u>	<u>Learning objectives</u>	
Communication objectives:	<ul style="list-style-type: none"> To identify and talk about places in a town. To identify and talk about zoo animals. To count 1-10. 	
Structures:	<ul style="list-style-type: none"> There's a (toy shop) (behind) the cinema. There are (monkeys) at the (zoo). How many (bears) are there? There are (20 bears). 	
Vocabulary:	<ul style="list-style-type: none"> Prepositions of place: over, behind, next to, in front of Places: bookshop, toy shop, cinema, fast food restaurant, pet shop, zoo Animals: bear, crocodile, monkey, parrot, lion, giraffe, tiger. Numbers: 1-10. Simple sums (up to 10) 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song. Maths: counting, adding, subtracting. Social studies: zoo poster Language arts: fiction. Art: zoo poster 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Our world Smart kids Recognize and follow precise instructions 	
Phonics :	<ul style="list-style-type: none"> A-Z 	
Reading:	<ul style="list-style-type: none"> Develop a sense of themselves as readers. Recite poems and rhymes 	
Writing:	<ul style="list-style-type: none"> Write simple words with correct spelling 	
Speaking	<ul style="list-style-type: none"> Recite poems and rhymes Develop a sense of themselves as readers. 	

Module
10

Topics:
Places

Deadline

June

3c

PRIMARY --- STAGE 2

Ongoing work:

The learning objectives listed below should be taught, reinforced and developed throughout the entire school year. You may wish to allocate time each day to teaching these learning objectives, or you may prefer to allocate a set amount of time each week.

	Summary of learning objectives
Listening	<ul style="list-style-type: none"> • Understand specific information and detail of short, supported talk on an increasing range of general curricular topics. • Understand an increased range of short, basic, supported classroom instructions. • Understand the meaning of very short, simple texts on a general range of topics. • Use contextual clues to predict content and meaning in short supported talk.
Reading	<ul style="list-style-type: none"> • Recognize, identify and sound with support a limited range of language at text level. • Understand the meaning of simple short sentences on general curricular topics. • Understand specific information and detail of short, supported talk on an increasing range of general curricular topics. • Read and follow with support familiar instructions for classroom activities. • Begin to read with support very short fiction or non-fiction texts with confidence and enjoyment. • Understand the main points of very simple texts on some topics using contextual clues.
Writing	<ul style="list-style-type: none"> • Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities. • Plan write and check short sentences on familiar topics. • Write short familiar instructions with support for their peers. • Include full stops and question marks during guided writing.
Speaking	<ul style="list-style-type: none"> • Use basic vocabulary for range of curricular topics. • Ask questions to find out about an increasing range of personal information. • Give short, basic descriptions of people and objects. • Contribute a growing range of suitable words, phrases, and sentences during exchanges. • Make basic statements which provide personal information on a limited range of topics. • Describe basic present actions on a range of general topics. • Use adjectives on familiar topics to give information and describe things
Use of English	<ul style="list-style-type: none"> • Recognize words that are spelled out on a limited range of general curricular topics. • Spell a growing number of familiar high-frequency words accurately during guided activities.

**Module
12**

**Module
1 & 2**

Topics:
Hello
School

Deadline

October

1a

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To greet someone To introduce oneself and inquire about one's name To count (1-10) To identify colors To identify and talk about classroom objects 	
Structures:	<ul style="list-style-type: none"> I'm (Lisa). What's your name? My name's (John). What color is it? (it's red) What's this? (It's a pen) What's that? (It's an apple) Is it a computer? Yes, it is. No, it isn't. 	
Vocabulary:	<ul style="list-style-type: none"> Greetings: Hi/Hello/Goodbye/Bye Numbers: 1-10 Colors: red, blue, yellow, green. Classroom objects: pen, pencil, rubber, book, ruler, computer, chair, desk, bag. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Maths: counting and identifying shapes. Language arts: fiction Art: finger puppets, drawing, coloring. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Let's play Listen and sing 	
Phonics :	<ul style="list-style-type: none"> A-apple. B-bag C-cat D-dog E-egg F-fish G-green H-hat I-ink 	
Reading:	<ul style="list-style-type: none"> Know how to predict the contents of a book. Develop a sense of themselves as readers. Increase familiarity with favorite books. Retell stories. 	
Writing:	<ul style="list-style-type: none"> Write simple stories based on stories you have read together 	
Speaking:	<ul style="list-style-type: none"> Simple vocabulary 	

Module
3

Topics:
Family and
Friends

Deadline

November

1b

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To identify and talk about family members and friends to ask and answer about one's well-being to identify and talk about pets 	
Structures:	<ul style="list-style-type: none"> How are you? Fine, thank you. Who's that? It's my (grandmother) This is my (dog) Is that your (sister)? Yes, it is. No, it isn't. 	
Vocabulary:	<ul style="list-style-type: none"> Family: mother/mum, father/dad, brother, sister, grandfather, grandmother, friend, teacher, me Numbers: 1-10 Colors: red, blue, yellow, green. Pets: rabbit, bird, fish, tortoise, cat, dog 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: family album, family tree Language arts: fiction Art: family album, drawing, coloring. . 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Let's play Smart kids Recognize different kinds of instructions 	
Phonics :	<ul style="list-style-type: none"> J-jam K-kite L-lollipop M-mum N-nose 	
Reading:	<ul style="list-style-type: none"> Recognize different kinds of instructions Know how to predict the contents of a book. Develop a sense of themselves as readers. Increase familiarity with favorite books. 	
Writing:	<ul style="list-style-type: none"> Write simple instructions based on instruction texts you have read together Read own writing aloud and talk about it 	
Speaking	<ul style="list-style-type: none"> Give instructions . 	

**Module
14**

**Module
4**

Topics:
You and me

Deadline

December

1c

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To count (11-15) To ask and answer about somebody's age. To talk about feelings To talk about physical appearance 	
Structures:	<ul style="list-style-type: none"> How old are you? I'm(six). You're (seven) Are you (happy)? Yes, I am. No, I'm not He's (thin). Is she (sad)? Yes, she is. No, she isn't. 	
Vocabulary:	<ul style="list-style-type: none"> Numbers: 11-15, Adjectives: big, small, thin, fat, short, tall, hungry, thirsty, happy, sad. People: boy, girl 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: appearance, feelings, helping friends Language arts: fiction Maths: counting Science: size Art: stick and plasticine figures, coloring. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Let's play Smart kids Recognize different kinds of instructions 	
Phonics :	<ul style="list-style-type: none"> O-orange P-pen Q-queen R-red S-sad T-tall 	
Reading:	<ul style="list-style-type: none"> Join in with reading simple repetitive rhymes and poems Develop reading skills using a range of strategies to identify words. Share and enjoy rhymes 	
Writing:	<ul style="list-style-type: none"> Write simple rhymes based on rhymes you have read together Read own writing aloud and talk about it 	
Speaking	<ul style="list-style-type: none"> Share and enjoy rhymes Read own writing aloud and talk about it 	

Module**5****Topics:**

Party time.

Deadline

January

<u>Tasks</u>	<u>Learning objectives</u>	
Communication objectives:	<ul style="list-style-type: none"> To talk about quantity. To identify and talk about party items. To identify and talk about colors. 	
Structures:	<ul style="list-style-type: none"> How many (dolls)? 2 (dolls). Happy birthday (Lisa). This is for you. Thank you. What are these? They're (Lollipops). What color are they?. They're (pink). Are they (lollipops)? Yes, they are. No, they aren't. 	
Vocabulary:	<ul style="list-style-type: none"> Toys: doll, guitar, teddy bear, yo-yo. Party items: present, balloon, cake, lollipop, hat. Colors: pink, orange, brown, white, black. Numbers: 1-15 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: birthdays Language arts: fiction Maths: counting Art: birthday card, coloring 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time Smart kids Recognize different kinds of instructions 	
Phonics :	<ul style="list-style-type: none"> U-umbrella V-van W-whale X-fox Y-yo-yo Z-zoo 	
Reading:	<ul style="list-style-type: none"> Know how to predict the contents of a book. Develop a sense of themselves as readers Become familiar with different ways of retelling familiar tales. Retell stories 	
Writing:	<ul style="list-style-type: none"> Write simple tales based on tales you have read together Read own writing aloud and talk about it 	

**Module
16**

2a

Speaking	<ul style="list-style-type: none"> • Retell stories • Read own writing aloud and talk about it 	
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**Module
6**

Topics:
Toys and games

Deadline

February

2b

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> • To give and follow simple instructions • To identify and talk about toys. • To talk about possession 	
Structures:	<ul style="list-style-type: none"> • (stand up/sit down/point.../touch...) • I have got a (kite) • I haven't got a (ball). • Have you got a (car)? Yes, I have. No, I haven't 	
Vocabulary:	<ul style="list-style-type: none"> • Actions: come, sit down, stand up, clap your hands, point to the (door), touch the (window). • Toys: car, computer game, ball, kite, bike, train, plane, robot. 	
Cross-curricular connections:	<ul style="list-style-type: none"> • Music: song, chant • PE: physical activities • Language arts: fiction • Art: toy poster, drawing, coloring. 	
Listening:	<ul style="list-style-type: none"> • Sing a song • Story time • Once upon a time • Smart kids • Recognize and follow precise instructions 	
Phonics :	<ul style="list-style-type: none"> • /p/ pen pencil pink • /b/ book ball bike 	
Reading:	<ul style="list-style-type: none"> • Use alphabetical texts. • Know how to predict the contents of a book. • Develop a sense of themselves as readers 	
Writing:	<ul style="list-style-type: none"> • Write simple reports based on reports that have been read together • Read own writing aloud and talk about it • Develop awareness of analogy as a useful strategy for reading and writing 	
Speaking	<ul style="list-style-type: none"> • Talk in the manner of a non-chronological text. • Read own writing aloud and talk about it 	

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Module <u>7</u>	Tasks	Learning objectives	
	Communication objectives:	<ul style="list-style-type: none"> To give and follow simple instructions To identify and talk about parts of the body. To describe physical appearance. 	
Topics: My body	Structures:	<ul style="list-style-type: none"> Don't (touch you nose). She has got (long) (legs). He hasn't got (big) (feet). Has it got (a long tail)? Yes, it has. No, it hasn't. 	
	Vocabulary:	<ul style="list-style-type: none"> Parts of the body: eyes, ears, mouth, nose, head, arms, legs, feet, hands, fingers, toes, teeth, tail. Action verbs: touch. Adjectives: long, big, short, small. 	
Deadline	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song PE: physical activities Science: describing animals Language arts: fiction Art: puppets, drawing. 	
	Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time Smart kids Recognize and follow precise instructions 	
March	Phonics :	<ul style="list-style-type: none"> /t/ tail toy table /d/ desk doll dog 	
	Reading:	<ul style="list-style-type: none"> Join in with reading simple repetitive rhymes and poems Share and enjoy rhymes 	
2c	Writing:	<ul style="list-style-type: none"> Write simple rhymes based on rhymes you have read together. Develop awareness of analogy as a useful strategy for reading and writing. 	
	Speaking	<ul style="list-style-type: none"> Share and enjoy rhymes Read own writing aloud and talk about it 	

Module
18

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Module
8

Topics:
Food

Deadline

April

<u>Tasks</u>	<u>Learning objectives</u>	
Communication objectives:	<ul style="list-style-type: none"> To identify and talk about food To talk about likes and dislikes To ask for something politely To thank. 	
Structures:	<ul style="list-style-type: none"> I like (apples). I don't like (beans). What's your favorite food)? (pizza). Two (bananas) please. Here you are. Thanks. A (banana), and an (apple). 	
Vocabulary:	<ul style="list-style-type: none"> Food: bananas, grapes, mangoes, strawberries, oranges, apples, fish, carrots, rice, eggs, beans, pizza, burger, ice cream, pasta 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song Health: food pyramid Social studies: preferences, being polite. Maths: counting Language arts: fiction. Art: food plates, food mobile. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Our world Smart kids Recognize and follow precise instructions 	
Phonics :	<ul style="list-style-type: none"> /k/ kite car cat /g/ guitar girl gum 	
Reading:	<ul style="list-style-type: none"> Know how to predict the contents of a book. Develop a sense of themselves as readers. Retell stories 	
Writing:	<ul style="list-style-type: none"> Hold a pencil comfortably and form letters correctly. 	

	<ul style="list-style-type: none"> • Write simple stories based on stories you have read together. 	
3a	Speaking <ul style="list-style-type: none"> • Develop a sense of themselves as readers. • Retell stories 	

Module 9	Tasks	Learning objectives	
	Communication objectives:	<ul style="list-style-type: none"> • To identify and talk about rooms in a house • To describe location and position of things. • To identify furniture. • To describe one's house and bedroom • To identify and talk about clothes. 	
Topics: My house	Structures:	<ul style="list-style-type: none"> • Where is the (ball)? It's (in) the (wardrobe). • Where are the (shoes)? They're under the (table). • His (trousers are green). • Her (dress is yellow). 	
	Vocabulary:	<ul style="list-style-type: none"> • Rooms of the house: kitchen, bedroom, living room, bathroom. • Prepositions of place: in, on, under. • Furniture: bed, wardrobe, table, sofa, chair. • Clothes: shoes, trousers, shirt, dress, t-shirt. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> • Music: song • Science: position of objects. • Social studies: describing one's bedroom/house. • Language arts: fiction poem. • Art: bedroom poster 	
Deadline	Listening:	<ul style="list-style-type: none"> • Sing a song • Story time • Once upon a time • Smart kids • Recognize and follow precise instructions 	
May	Phonics :	<ul style="list-style-type: none"> • /f/ feet fish fat • /v/ van vase violin 	
	Reading:	<ul style="list-style-type: none"> • Develop a sense of themselves as readers. • Recount their own experiences • Read own writing aloud and talk about it. 	

**Module
20**

3b

	<ul style="list-style-type: none"> • Develop awareness of analogy as a useful strategy for reading and writing. 	
Writing:	<ul style="list-style-type: none"> • Recount their own experiences • Write simple recounts based on recount texts that have been read together. • Read own writing aloud and talk about it. 	
Speaking	<ul style="list-style-type: none"> • Recount their own experiences • Develop a sense of themselves as readers. • Read own writing aloud and talk about it. 	

**Module
10**

Topics:
Places

Deadline

June

<u>Tasks</u>	<u>Learning objectives</u>	
Communication objectives:	<ul style="list-style-type: none"> • To identify and talk about places in a town. • To identify and talk about zoo animals. • To count 16-20. 	
Structures:	<ul style="list-style-type: none"> • There's a (toy shop) (behind) the cinema. • There are (monkeys) at the (zoo). • How many (bears) are there? There are (20 bears). 	
Vocabulary:	<ul style="list-style-type: none"> • Prepositions of place: over, behind, next to, in front of • Places: bookshop, toy shop, cinema, fast food restaurant, pet shop, zoo • Animals: bear, crocodile, monkey, parrot, lion, giraffe, tiger. • Numbers: 16-20 	
Cross-curricular connections:	<ul style="list-style-type: none"> • Music: song. • Maths: counting, adding, subtracting. • Social studies: zoo poster • Language arts: fiction. • Art: zoo poster 	
Listening:	<ul style="list-style-type: none"> • Sing a song • Story time • Our world • Smart kids • Recognize and follow precise instructions 	
Phonics :	<ul style="list-style-type: none"> • /m/ mum mouth monkey • /n/ nine nose nurse 	
Reading:	<ul style="list-style-type: none"> • Develop a sense of themselves as readers. • Recite poems and rhymes • Read own writing aloud and talk about it. 	

3c

	<ul style="list-style-type: none">• Develop awareness of analogy as a useful strategy for reading and writing.	
Writing:	<ul style="list-style-type: none">• Write simple poems based on poems you have read together• Read own writing aloud and talk about it.•	
Speaking	<ul style="list-style-type: none">• Recite poems and rhymes• Develop a sense of themselves as readers.• Read own writing aloud and talk about it.	

PRIMARY --- STAGE 3

Module **Ongoing work:**

The learning objectives listed below should be taught, reinforced and developed throughout the entire school year. You may wish to allocate time each day to teaching these learning objectives, or you may prefer to allocate a set amount of time each week.

Summary of learning objectives	
Listening	<ul style="list-style-type: none"> • Understand a limited range of unsupported basic questions which ask for personal information. • Deduce meaning from context in short, supported talk on a limited range of topics. • Understand supported narratives on a limited range of general and curricular topics. • Recognize the opinion of the speaker(s) in basic, supported talk on a range of topics. • Understand the main points of short, supported talk on a range of topics. • Understand a short sequence of supported classroom instructions. • Understand most specific information and detail of short, supported talk on a range of topics. • Identify rhyming words
Reading	<ul style="list-style-type: none"> • Understand with support some specific information and detail in short, simple texts. • Understand the main points of short simple texts on a limited range of general and curricular topics by using contextual clues. • Recognize, identify, sound with support an increasing range of language at text level. • Recognize the attitude or opinion of the writer in short texts on a limited range of topics. • Read and follow with some support familiar instructions for classroom activities. • Recognize the difference between fact and opinion in short, simple texts on a range of topics. • Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. • Find with support books, worksheets and other print materials in a class or school library according to classification.
Writing	<ul style="list-style-type: none"> • Write with support short sentences which describe people, places and objects. • Use joined-up handwriting in a growing range of written work. • Use upper and lower case letters accurately when writing names, places and short sentences when writing independently. • Write with support longer sentences on a limited range of general and curricular topics. • Plan, write and check sentences with support on a limited range of general and curricular topics. • Link with some support sentences using basic coordinating connectors. • Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently.
Speaking	<ul style="list-style-type: none"> • Use basic vocabulary for an increasing range of topics. • Provide basic information about themselves at sentence level on a limited range of topics. • Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges. • Relate basic stories and events on a growing range of topics. • Ask questions to find out general information on a limited range of topics. • Keep interaction going in short, basic exchanges on a limited range of topics. • Give an opinion at sentence level on a limited range of topics. • Organize talk at sentence level using basic connectors on a limited range of topics.

<u>Module</u> 1	<u>Tasks</u>	<u>Learning objectives</u>	
<u>Topics:</u> <i>We're back!</i>	Communication objectives:	<ul style="list-style-type: none"> To spell. To greet and introduce someone. To identify and talk about classroom objects To count 1-20 To identify and use colors. To understand the use of a/an/the. 	
	Structures:	<ul style="list-style-type: none"> Spell (book). My name's (Lisa). This is John. What's your name? I'm (Mary). What's this? It's a (bag) What's that? It's an (apple) What are these? They're (apples). What color is it? It's (red) 	
	Vocabulary:	<ul style="list-style-type: none"> Classroom objects: bag, book, pen, pencil, ruler, rubber, computer, desk, board, pencil case, chair Numbers: 1-20 Colors: red, blue, yellow, green, pink, orange, brown, white, black. Food: Apple, apples. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Maths: counting, addition. Language arts: fiction Art: alphabet line, drawing, coloring. 	
	Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Recognize words and sentences in supported classroom instructions 	
<u>Deadline</u> <i>October</i>	Phonics :	<ul style="list-style-type: none"> Short A : cat, hat, man, van, dad, sad. 	
	Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. 	
	Writing:	<ul style="list-style-type: none"> Use joined-up handwriting in a limited range of written work. Use upper and lower case letters accurately. 	
	Speaking:	<ul style="list-style-type: none"> Using simple vocabulary to find out about personal information. Take turns when speaking with others in short, basic exchanges. 	
<i>Ia scheme of work</i>			

Module
Module
24

Topics:
Home and
Family

Deadline

November

1b
scheme
of work

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To identify and talk about family members and friends. To identify and talk about toys. To identify and talk about items in the house. To describe location. To identify and use possessive adjectives singular forms. 	
Structures:	<ul style="list-style-type: none"> Who is that? It's my (sister). Is that your (mother)? Yes, it is. No, it isn't. Where's the (doll)? It's (under) the (sofa). Where are the (dolls)? They're (next to) the (bed)/ They're (between) the (bed) and the (TV). 	
Vocabulary:	<ul style="list-style-type: none"> Prepositions of place Family and friends: father, mother, sister, brother, grandfather, grandmother, uncle, cousin, baby, friend. Toys: Jigsaw puzzle, board game, doll, teddy bear. Items in the house: bed, wardrobe, sofa, tv, window. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: family mobile, family tree. Language arts: fiction Art: family mobile, drawing and colouring. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Recognize words and sentences in supported classroom instructions Understand and follow specific instructions. 	
Phonics :	<ul style="list-style-type: none"> Short E: bed, red, egg, leg, pen, ten 	
Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. Understand specific information in a short, simple text. 	
Writing:	<ul style="list-style-type: none"> Plan, write and check short sentences. Write short familiar instructions. Use upper and lower case letters accurately. Including full stops and question marks in writing short sentences. 	
Speaking:	<ul style="list-style-type: none"> Give short, basic descriptions of objects around the house. Take turns when speaking with others in short, basic exchanges. 	

<u>Module</u> <u>3</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>Topics:</u> <i>Friends</i>	Communication objectives:	<ul style="list-style-type: none"> To count in tens (10-50) To identify pets. To talk about possession. To describe physical appearance To talk about body parts adding an adjective. 	
	Structures:	<ul style="list-style-type: none"> I've got (a book). Have you got (a snake)? Yes, I have. No, I haven't. (she) has got (curly hair). (she) hasn't got (curly hair). Has (he) got (brown eyes)? Yes, he has. No, he hasn't. 	
	Vocabulary:	<ul style="list-style-type: none"> Numbers: 10-50 by tens. Pets: cat, dog, lizard, snake, rabbit. Appearance: Curly hair, straight hair, long hair, short hair. Parts of the body and face: eyes, big mouth, small nose, white tooth/teeth, big ears, small ears, long legs, big feet. Adjectives: big, small, long, colors, short. 	
<u>Deadline</u>	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant. Maths: counting Language arts: fiction Art: missing pet poster, drawing, coloring. 	
<i>December</i>	Listening:	<ul style="list-style-type: none"> Sing a song Story time Our world. Recognize words and sentences in supported classroom instructions Understand and follow specific instructions. 	
	Phonics :	<ul style="list-style-type: none"> Short I: wig, big, fin, thin, dish, fish 	
	Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. Understand specific information in a short, simple text. 	
	Writing:	<ul style="list-style-type: none"> Write a description of someone in the family. Plan, write and check short sentences. Write short familiar instructions. Use upper and lower case letters accurately. Including full stops and question marks in writing short sentences. 	
<i>Ic scheme of work</i>	Speaking:	<ul style="list-style-type: none"> Give short, basic descriptions of people. Take turns when speaking with others in short, basic exchanges. 	

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To identify animals and their habitats. To describe wild animals and talk about what they can or can't do. To talk about ability. To talk about quantity. To identify and use possessive adjectives plural forms. 	
Structures:	<ul style="list-style-type: none"> Its (tail) is (long). Their (heads) are (small). Can you (swim)? Yes, I can. No I can't. (it) can (jump). (it) can't (fly). Can (it swim)? Yes, it can. No, it can't. How many (elephants) can you see? I can see (3 elephants). 	
Vocabulary:	<ul style="list-style-type: none"> Body parts: head, wings, tail, legs, horns. Actions: talk, swim, jump, run, fly, climb, see etc. Animals: parrot, monkey, elephant, penguin, hippo, crocodile, tiger, lion, zebra, giraffe. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant science: wild animals Language arts: fiction Art: Animal mosaic, drawing, coloring. 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Recognize words and sentences in supported classroom instructions Understand and follow specific instructions. 	
Phonics :	<ul style="list-style-type: none"> Short O: box, fox, top, hop, pot, hot 	
Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. Understand specific information in a short, simple text. 	
Writing:	<ul style="list-style-type: none"> Plan, write and check short sentences. Write short familiar instructions. Use upper and lower case letters accurately. Including full stops and question marks in writing short sentences. 	
Speaking:	<ul style="list-style-type: none"> Give short, basic descriptions of animals and what they or can't do. Take turns when speaking with others in short, basic exchanges. 	

<u>Module</u> <u>5</u> <u>Topics:</u> <i>My town</i> <u>Deadline</u> <i>February</i> <i>2b</i> <i>scheme</i> <i>of work</i>	<u>Tasks</u>	<u>Learning objectives</u>	
	Communication objectives:	<ul style="list-style-type: none"> To identify and talk about places in a town. To talk about weather. To talk about location. 	
	Structures:	<ul style="list-style-type: none"> There is a (park). There are (3 restaurants). Is there a (park in your town)? Yes, there is. No, there isn't. What's the weather like? It's (sunny). Where is the (hospital)? It's opposite the (supermarket) 	
	Vocabulary:	<ul style="list-style-type: none"> Prepositions of place: opposite, by Places: pet shop, toy shop, school, restaurant, park, supermarket, hospital, police station, playground, cinema. Weather: It's raining, sunny, cloudy, windy, hot, cold. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: describing one's town. Language arts: fiction Art: model town, drawing, coloring. 	
	Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Recognize words and sentences in supported classroom instructions Understand and follow specific instructions. 	
	Phonics :	<ul style="list-style-type: none"> Short U: bug, rug, up, cup, sun, run. 	
	Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. Understand specific information in a short, simple text. 	
	Writing:	<ul style="list-style-type: none"> Plan, write and check short sentences. Write short familiar instructions. Use upper and lower case letters accurately. Including full stops and question marks in writing short sentences. 	
Speaking:	<ul style="list-style-type: none"> Give short, basic descriptions of the town and the location of shops. Take turns when speaking with others in short, basic exchanges. 		

Module
6
Module
28

Topics:
My favourite food.

Deadline

March

*2c
scheme
of work*

<u>Tasks</u>	<u>Learning objectives</u>	
Communication objectives:	<ul style="list-style-type: none"> To identify and talk about food. To talk about likes and dislikes. 	
Structures:	<ul style="list-style-type: none"> What's your favorite food? I like (sandwiches). I don't like (meat). Do you like (apples)? Yes, I do. No, I don't. I want (fruit). I don't want (soda). It's good for you. It's bad for you. What do you have for breakfast? I have (cereal). 	
Vocabulary:	<ul style="list-style-type: none"> Meals: Breakfast – lunch – dinner – snack. Food and drinks: meat, rice, chicken, cheese, tomatoes, sandwiches, crisps, bananas, beans, spaghetti, milk, orange juice, doughnuts, vegetables, sweets, soda, fruit, salad cereal, burger, chips, bread. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Health: food groups Social studies: preferences. Language arts: fiction Art: food pyramid, drawing, colouring 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Recognize words and sentences in supported classroom instructions Understand and follow specific instructions. 	
Phonics :	<ul style="list-style-type: none"> a_e : cake, lake, cave, wave, gate, Kate 	
Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. Understand specific information in a short, simple text. 	
Writing:	<ul style="list-style-type: none"> Plan, write and check short sentences. Write short familiar instructions. Use upper and lower case letters accurately. Including full stops and question marks in writing short sentences. 	
Speaking:	<ul style="list-style-type: none"> Give short, basic descriptions of their favorite food. Take turns when speaking with others in short, basic exchanges. 	

<u>Module</u> <u>7</u>	<u>Tasks</u>	<u>Learning objectives</u>	
Topics: <i>On time.</i>	Communication objectives:	<ul style="list-style-type: none"> To identify the days of the week. To tell the time on the hour. To talk about everyday activities. To identify and talk about the months of the year. To count (20-50) 	
	Structures:	<ul style="list-style-type: none"> What day is it? It's (Monday). What's your favourite day? What's the time? It's (9) o'clock. What time do you (get up)? I (get up) at (7) o'clock. February is (after) January and June is (before) March. 	
	Vocabulary:	<ul style="list-style-type: none"> Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Time: morning, night, it's (12) o'clock. Everyday activities: get up, go to bed, go to school, go home. Months: January, February, March, April, May, June, July, August, September, October, November, December. 	
Deadline	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Maths: time addition. Language arts: fiction, rhyme Art: Calendar, drawing, coloring. 	
<i>April</i>	Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Recognize words and sentences in supported classroom instructions Understand and follow specific instructions. 	
	Phonics :	<ul style="list-style-type: none"> AI: rain, tail, pail AY: hay, say, day 	
	Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. Understand specific information in a short, simple text. 	
	Writing:	<ul style="list-style-type: none"> Plan, write and check short sentences. Write short familiar instructions. Use upper and lower case letters accurately. Including full stops and question marks in writing short sentences. 	
<i>3a scheme of work</i>	Speaking:	<ul style="list-style-type: none"> Give short, basic descriptions of their usual day using the everyday activities and the time on the hour. Take turns when speaking with others in short, basic exchanges. 	

**Module
8
Module
30**

Topics:
At work &
Clothes

Deadline

May

*3b
scheme
of work*

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To identify occupations and talk about what someone does To tell the time on the hour and half past. To identify and talk about clothes. To identify and talk about possession To recognize the use of (I'm wearing). 	
Structures:	<ul style="list-style-type: none"> Do you work in a (restaurant)? Yes, I do. No, I don't. She (sings). He (plays the piano). Does she (dance)? Yes, she does. No, she doesn't What time does (Mr Sanchez go to the hospital). At (7.30) Whose (hat/trousers) is/are this/these? It's/they're (Pat's). Is this (her t-shirt)? Yes, it is. No, it isn't. Are these (his trainers)? Yes, they are. No, they aren't. I'm wearing a (dress). He's wearing (shorts). Is she wearing (glasses)?. Yes, she is. No, she isn't. 	
Vocabulary:	<ul style="list-style-type: none"> Jobs: police officer, teacher, waiter, doctor, singer, actor, musician, dancer, chef. Actions: work, sing, play the piano, dance, cook. Time: half past 3, half past 4 Terms of address: Mr, Mrs Clothes: jeans, hat, shorts, coat, jacket, socks, trainers, glasses, t-shirt, gloves, scarf, dress, trousers, skirt, pyjamas, jumper. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Social studies: Occupations Language arts: fiction Art: picture diary, collage fashion model, drawing and coloring 	
Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Recognize words and sentences in supported classroom instructions Understand and follow specific instructions. 	
Phonics :	<ul style="list-style-type: none"> I E: kite, white, ice, rice, line, nine. O E: nose, rose, Rome, home, cone, bone 	
Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. Understand specific information in a short, simple text. 	
Writing:	<ul style="list-style-type: none"> Plan, write and check short sentences. Write short familiar instructions. Use upper and lower case letters accurately. Including full stops and question marks in writing short sentences. 	
Speaking:	<ul style="list-style-type: none"> Give short, basic descriptions of their occupation and what they are wearing. Take turns when speaking with others in short, basic exchanges. 	

<u>Module</u> 9	<u>Tasks</u>	<u>Learning objectives</u>	
<u>Topics:</u> <i>Having fun</i>	Communication objectives:	<ul style="list-style-type: none"> To identify and talk about sports and games. To talk about activities happening at the moment of speaking. 	
	Structures:	<ul style="list-style-type: none"> I'm (playing). He's (riding a bike). Are you (skipping)? Yes, I am. No, I'm not. Is (she) (playing tag)? Yes, she is. No, she isn't. He isn't (sitting). Are they (playing hide and seek)? Yes, they are. No, they aren't. 	
	Vocabulary:	<ul style="list-style-type: none"> Sports and Games: basketball, hide and seek, tag, football. Sports equipment: ball Activities: riding a bike, reading, eating, drinking, skipping, playing football, catching, chasing, sitting, making, watching TV, listening to music, playing a computer game, sleeping. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song, chant Language arts: fiction Art: window drawing, coloring. 	
	<u>Deadline</u>	Listening:	<ul style="list-style-type: none"> Sing a song Story time Once upon a time (listen and chant) Recognize words and sentences in supported classroom instructions Understand and follow specific instructions.
<i>June</i>	Phonics :	<ul style="list-style-type: none"> OA: coat, boat, goat, goal, toad, road. 	
	Reading:	<ul style="list-style-type: none"> Recognize, identify and sound with support a limited range of language at text level. Understand the meaning of simple short sentences on general topics. Understand specific information in a short, simple text. 	
	Writing:	<ul style="list-style-type: none"> Plan, write and check short sentences. Write short familiar instructions. Use upper and lower case letters accurately. Including full stops and question marks in writing short sentences. 	
	Speaking:	<ul style="list-style-type: none"> Give short, basic descriptions of what they are doing t the moment of speaking. Take turns when speaking with others in short, basic exchanges. 	
<i>3c scheme of work</i>			

PRIMARY --- STAGE 4

Ongoing work: The learning objectives listed below should be taught, reinforced and developed throughout the entire school year. You may wish to allocate time each day to teaching these learning objectives, or you may prefer to allocate a set amount of time each week.

	Summary of learning objectives
Listening	<ul style="list-style-type: none">• Understand the main points of supported extended talk.• Deduce meaning from context in short, supported talk.• Understand a sequence of supported classroom instructions.• Understand most specific information and detail of short, supported talk.• Understand an increasing range of unsupported basic questions.• Recognise the opinion of the speaker(s) in basic, supported talk.• Understand supported narratives, including some extended talk.• Identify rhymes and repetition.
Reading	<ul style="list-style-type: none">• Understand the main points of an increasing range of short simple texts.• Understand with little or no support specific information and detail in short, simple texts.• Recognise the attitude or opinion of the writer in short texts.• Recognise the difference between fact and opinion in short, simple texts.• Read with some support an increasing range of short fiction and non-fiction texts with confidence read with and enjoyment.• Recognise, identify and sound with some support a range of language at text level.• Read and follow with limited support familiar instructions for classroom activities.• Recognise the difference between fact and opinion.• Use with some support familiar paper and digital reference resources to check meaning and extend understanding.
Writing	<ul style="list-style-type: none">• Use with some support appropriate layout at text level for a limited range of written genres.• Write with support factual and imaginative descriptions at text level which describe people, places and objects.• Write with support a sequence of short sentences in a paragraph.• Use joined-up handwriting in a range of written work across the curriculum with some speed and fluency.• Punctuate written work at text level on a limited range of topics with some accuracy when writing independently..• Use with some support appropriate layout at text level.• Link with some support sentences into a coherent paragraph using a variety of basic connectors.• Plan, write, edit and proofread work at text level with support.
Speaking	<ul style="list-style-type: none">• Provide basic information about themselves and others at sentence level.• Ask questions to find out general information.• Respond with limited flexibility at sentence level to unexpected comments• Provide basic information about themselves and others at sentence level• Organise talk at sentence level using connectors• Communicate meaning clearly at sentence level during, pair, group and whole class exchanges.• Keep interaction going in basic exchanges.• Relate basic stories and events.• Give an opinion at sentence level.

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>1</u>	Communication objectives:	<ul style="list-style-type: none"> To talk about friends and family. To describe physical appearance. To count 10-100. To talk about possession. To talk about what someone can and can't do. To tell the time 	
<u>Topics:</u> Welcome!	Structures:	<ul style="list-style-type: none"> Who's that? It's (John). What's her name? (her) name is (Anna). I've got (big teeth). She's got (brown eyes). Have you got (twenty shells)? Yes, I have. No, I haven't. Has she got (50 dollars)? Yes, she has. No, she hasn't. He can't (paint) but he can (do karate). Can they (dive)? Yes, they can. No, they can't. What's the time? It's 3 o'clock. It's half past 3. 	
	Vocabulary:	<ul style="list-style-type: none"> Words appearance: pretty, ugly, straight hair, curly hair, blonde hair. Numbers 10-100. Actions: do karate, paint, fly, jump etc... 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song Social studies: counting, time. Language arts: fiction, using periods, writing a paragraph about one's family. 	
<u>Deadline</u>	Phonics :	<ul style="list-style-type: none"> L blends: plane, blonde, clown, glue 	
October	Listening:	<ul style="list-style-type: none"> Understand the main points of short, supported talk on a range of topics. Understand most specific information and detail of short, supported talk on a range of topics. Understand a short sequence of supported classroom instructions. 	
	Reading:	<ul style="list-style-type: none"> Understand the main points of short simple texts. Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. Read and follow with some support familiar instructions for classroom activities. 	
	Writing:	<ul style="list-style-type: none"> Write with support short sentences which describe people, places and objects. Plan, write and check sentences with support Link with some support sentences using basic coordinating connectors Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently. 	
1a scheme of work	Speaking:	<ul style="list-style-type: none"> Use basic vocabulary for an increasing range of topics. Provide basic information about themselves at sentence level on a limited range of topics. Ask questions to find out general information. Give an opinion at sentence level. Relate basic stories and events on a growing range of topics. 	

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>2</u>	Communication objectives:	<ul style="list-style-type: none"> To talk about everyday activities / To recognize and use adverbs of frequency in a sentence To identify the means of transport. To talk about how one gets around. To talk about occupations. 	
<u>Topics:</u> Everyday	Structures:	<ul style="list-style-type: none"> I always (do my homework). He sometimes (combs his hair). You never (brush your teeth). Do they (walk to school)? Yes, they do. No, they don't. Does she (take a bus to school)? Yes, she does. No she doesn't. What do you do? I'm a (firefighter). What does he do? He's a (dentist). What do you want to be? I want to be a (pilot). She wants to be a (farmer). 	
	Vocabulary:	<ul style="list-style-type: none"> Everyday activities: do my homework, brush my teeth, have a shower, get dressed, comb my hair, take a bus, drive, walk, take the train. Occupations: firefighter, lifeguard, dentist, pilot, farmer, photographer. Work-related activities: put out fires, save people, fix teeth, fly a helicopter, take pictures, grow fruit and vegetables. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song. Social studies: occupations. Language art: fiction, capital "I", writing a paragraph about one's day 	
<u>Deadline</u>	Phonics :	<ul style="list-style-type: none"> R blends: pretty, brush, crayon, grey, fruit, tree, drive. 	
November	Listening:	<ul style="list-style-type: none"> Understand the main points of short, supported talk on a range of topics. Understand most specific information and detail of short, supported talk on a range of topics. Understand a short sequence of supported classroom instructions. 	
	Reading:	<ul style="list-style-type: none"> Understand the main points of short simple texts. Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. Read and follow with some support familiar instructions for classroom activities. 	
	Writing:	<ul style="list-style-type: none"> Write with support short sentences which describe people, places and objects. Plan, write and check sentences with support Link with some support sentences using basic coordinating connectors Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently. 	
1b scheme of work	Speaking:	<ul style="list-style-type: none"> Use basic vocabulary for an increasing range of topics. Provide basic information about themselves at sentence level on a limited range of topics. Ask questions to find out general information. Give an opinion at sentence level. Relate basic stories and events on a growing range of topics. 	

Module
3

Topics:
Right now

Deadline
December

1c
scheme of
work

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To talk about activities happening at the moment of speaking. To talk about sports. To talk about household chores. 	
Structures:	<ul style="list-style-type: none"> What are you doing? I'm (playing the guitar). I'm not (playing volleyball). What is he doing? He's (doing the washing-up). He isn't (skateboarding). What are they doing? They're (making a cake). They aren't (watching TV). Is she (doing gymnastics)? Yes, she is. No, she isn't. Are they playing tennis? Yes, they are. No, they aren't. 	
Vocabulary:	<ul style="list-style-type: none"> Leisure activities: playing the guitar. Sports and equipment: playing volleyball-tennis- baseball, hitting the ball, doing gymnastics, throwing the ball, plying table tennis, skateboarding, exercising, using a bat. Household chores: making a cake, cleaning, doing the washing-up, watering the plants, making the bed. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song Health: exercising. Art: drawing, silhouettes. Language art: fiction 	
Phonics :	<ul style="list-style-type: none"> S blends: smile, snake, spider, stop, skate, scarf, sleep, swim. 	
Listening:	<ul style="list-style-type: none"> Understand the main points of short, supported talk on a range of topics. Understand most specific information and detail of short, supported talk on a range of topics. Understand a short sequence of supported classroom instructions. 	
Reading:	<ul style="list-style-type: none"> Understand the main points of short simple texts. Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. Read and follow with some support familiar instructions for classroom activities. 	
Writing:	<ul style="list-style-type: none"> Write with support short sentences which describe people, places and objects. Plan, write and check sentences with support Link with some support sentences using basic coordinating connectors Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently. 	
Speaking:	<ul style="list-style-type: none"> Use basic vocabulary for an increasing range of topics. Provide basic information about themselves at sentence level on a limited range of topics. Ask questions to find out general information. Give an opinion at sentence level. Relate basic stories and events on a growing range of topics. 	

Module
4

Topics:
Year in, year
out

Deadline

January

2a
scheme of
work

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To talk about seasons. To learn prepositions of time. To talk about the weather in different parts of the world. To talk about months and days of the week. To talk about sports played in different seasons. 	
Structures:	<ul style="list-style-type: none"> What's your favorite season? It's (spring). I have (karate) on (Saturday). When is your birthday? It's in (March). What do you do in (summer)? I (go swimming) in the (summer). He (goes skiing) in the (winter) 	
Vocabulary:	<ul style="list-style-type: none"> Seasons/months/days of the week. The world around us: tree, snowman, flower, beach. Weather: it's snowing, it's sunny, cool, windy. Sports: go windsurfing, go skiing, go sailing. Clothes: boots. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Music: song. Science: weather Art: drawing, season collage Language arts: fiction. 	
Phonics :	<ul style="list-style-type: none"> SH: ship, fish, CH: chair, peach. TCH: kitchen, catch 	
Listening:	<ul style="list-style-type: none"> Understand the main points of short, supported talk on a range of topics. Understand most specific information and detail of short, supported talk on a range of topics. Understand a short sequence of supported classroom instructions. 	
Reading:	<ul style="list-style-type: none"> Understand the main points of short simple texts. Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. Read and follow with some support familiar instructions for classroom activities. 	
Writing:	<ul style="list-style-type: none"> Write with support short sentences which describe people, places and objects. Plan, write and check sentences with support Link with some support sentences using basic coordinating connectors Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently. 	
Speaking:	<ul style="list-style-type: none"> Use basic vocabulary for an increasing range of topics. Provide basic information about themselves at sentence level on a limited range of topics. Ask questions to find out general information. Give an opinion at sentence level. Relate basic stories and events on a growing range of topics. 	

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>5</u>	Communication objectives:	<ul style="list-style-type: none"> To describe location. To identify items in a house To talk but different types of homes. To talk about possession plus possessive 's. To use demonstratives (this, that, these, those) To talk about clothes we wear. 	
<u>Topics:</u> My new house	Structures:	<ul style="list-style-type: none"> Where's the (dog)? It's (behind) the (door). Where are the (toys)? They're (upstairs), (in front of) the wardrobe. Whose (coat) is this? It's (mine). Whose (trainers) are these? They're (Tim's)/they're (his). There's one (big room). There are a lot of (paperdoors). 	
	Vocabulary:	<ul style="list-style-type: none"> Parts of the house: door, floor, upstairs, downstairs, hall, dining room, garden wall. Items in a house: cushion, mat, armchair bookcase, cupboard, fridge, clock, mirror, radio, panting. Prepositions of place: in, on, under, next to, in front of, behind, over 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song. Social studies: thee traditional Japanese house. Art: drawing. Language arts: fiction, using adjectives, writing a paragraph about one's home. 	
<u>Deadline</u>	Phonics :	<ul style="list-style-type: none"> TH voiced: this, that, these, those TH unvoiced: tooth, thin, thumb, math 	
February	Listening:	<ul style="list-style-type: none"> Understand the main points of short, supported talk on a range of topics. Understand most specific information and detail of short, supported talk on a range of topics. Understand a short sequence of supported classroom instructions. 	
	Reading:	<ul style="list-style-type: none"> Understand the main points of short simple texts. Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. Read and follow with some support familiar instructions for classroom activities. 	
	Writing:	<ul style="list-style-type: none"> Write with support short sentences which describe people, places and objects. Plan, write and check sentences with support Link with some support sentences using basic coordinating connectors Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently. 	
2b scheme of work	Speaking:	<ul style="list-style-type: none"> Use basic vocabulary for an increasing range of topics. Provide basic information about themselves at sentence level on a limited range of topics. Ask questions to find out general information. Give an opinion at sentence level. Relate basic stories and events on a growing range of topics. 	

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
6	Communication objectives:	<ul style="list-style-type: none"> To identify and talk about food. To identify countable and uncountable nouns (a/an, some/any). To talk about where different foods come from To learn how to order at a restaurant. 	
Topics: Food, please.	Structures:	<ul style="list-style-type: none"> There's some (milk). There are some (carrots). Is there any (cheese)? Yes, there is. No, there isn't. Are there any (peppers)? Yes, there are. No, there aren't (Souvlaki) comes from (Greece). (Noodles) come from China. What would you like to (drink)? I'd like some (water), please. Would you like some (dessert)? Yes, please. No, thanks. 	
	Vocabulary:	<ul style="list-style-type: none"> Food and drinks: onions, lettuce, chocolate, biscuits, sugar, flour, omelette, peas, pancake, pineapple, peppers, coconut, yoghurt, jam, noodles, soup, sausages, hot dog, crepe, water, lemonade, watermelon, dessert. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song. Health: Food Art: drawing. Language arts: fiction, using commas and “and” writing a paragraph about one's favourite food. 	
Deadline	Phonics :	<ul style="list-style-type: none"> Plural S →/s/: caps, books, hats →/z/: eggs, onion, peas Plural ES →/iz/: glasses, buses, foxes, dishes →/z/: cherries, tomatoes, wolves. 	
March	Listening:	<ul style="list-style-type: none"> Understand the main points of short, supported talk on a range of topics. Understand most specific information and detail of short, supported talk on a range of topics. Understand a short sequence of supported classroom instructions. 	
	Reading:	<ul style="list-style-type: none"> Understand the main points of short simple texts. Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. Read and follow with some support familiar instructions for classroom activities. 	
	Writing:	<ul style="list-style-type: none"> Write with support short sentences which describe people, places and objects. Plan, write and check sentences with support Link with some support sentences using basic coordinating connectors Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently. 	
2c scheme of work	Speaking:	<ul style="list-style-type: none"> Use basic vocabulary for an increasing range of topics. Provide basic information about themselves at sentence level on a limited range of topics. Ask questions to find out general information. Give an opinion at sentence level. Relate basic stories and events on a growing range of topics. 	

<u>Module</u>	<u>Tasks</u>	• <u>Learning objectives</u>	
7	Communication objectives:	<ul style="list-style-type: none"> To give directions. To identify animals. To talk about places in a town. To talk about rules. To tell the time 	
<u>Topics:</u> Out and about.	Structures:	<ul style="list-style-type: none"> Be (quiet). Don't (take pictures). (Turn off) your mobiles. What time is it? It's a quarter to 3. It's a quarter past 3 	
	Vocabulary:	<ul style="list-style-type: none"> Directions: turn right, turn left, go straight, cross the street, stop. Animals: duck, horse, sheep, goat, mouse-mice, cow, wolf-wolves Places: library, museum, swimming pool. Rules: throw rubbish in the bin, be quiet, turn off you mobiles. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Music: song. Social studies: rules Maths: time Art: street signs Language arts: fiction, 	
<u>Deadline</u>	Phonics :	<ul style="list-style-type: none"> CK: kick, clock. NK: bank, sink. NG: long, king. ND: sand, pond. NT: plant, tent 	
April	Listening:	<ul style="list-style-type: none"> Understand the main points of short, supported talk on a range of topics. Understand most specific information and detail of short, supported talk on a range of topics. Understand a short sequence of supported classroom instructions. 	
	Reading:	<ul style="list-style-type: none"> Understand the main points of short simple texts. Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. Read and follow with some support familiar instructions for classroom activities. 	
	Writing:	<ul style="list-style-type: none"> Write with support short sentences which describe people, places and objects. Plan, write and check sentences with support Link with some support sentences using basic coordinating connectors Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently 	
3a scheme of work	Speaking:	<ul style="list-style-type: none"> Use basic vocabulary for an increasing range of topics. Provide basic information about themselves at sentence level on a limited range of topics. Ask questions to find out general information. Give an opinion at sentence level. Relate basic stories and events on a growing range of topics. 	

	<u>Tasks</u>	<u>Learning objectives</u>
<p><u>Module</u></p> <p>8</p>	<p>Communication objectives:</p> <ul style="list-style-type: none"> To identify places in a town. To talk about the different times of day. To talk about where someone was in the past To describe past experiences (verb to be). To talk about life in the past (verb to be). 	
<p><u>Topics:</u></p> <p>Where were you yesterday.</p>	<p>Structures:</p> <ul style="list-style-type: none"> Where were (you) yesterday? I was (at the shopping center). Where was (she) yesterday? She was (at home). Where were they yesterday? They were (at the theater). Was the film good? Yes, it was. No, it wasn't. Were you at home? Yes, we were. No, we weren't. How was it? It was (noisy). There was (a theater). There were (carriages). There wasn't (a house). There weren't many cars. 	
	<p>Vocabulary:</p> <ul style="list-style-type: none"> Places: at home, shopping center, theatre, amusement park, circus. Times of day: in the afternoon, in the morning, at night, in the evening. Adjectives: funny, scary, boring, delicious, noisy, interesting. 	
	<p>Cross-curricular connections:</p> <ul style="list-style-type: none"> Music: song. Social studies: A city from the past. Art: picture diary. 	
<p><u>Deadline</u></p>	<p>Phonics :</p> <ul style="list-style-type: none"> ND: sand, pond. NT: plant, tent PH: phone, dolphin. WH: wheel, whale 	
<p>May</p>	<p>Listening:</p> <ul style="list-style-type: none"> Understand the main points of short, supported talk on a range of topics. Understand most specific information and detail of short, supported talk on a range of topics. Understand a short sequence of supported classroom instructions. 	
	<p>Reading:</p> <ul style="list-style-type: none"> Understand the main points of short simple texts. Read with support a limited range short simple fiction and non-fiction texts with confidence and enjoyment. Read and follow with some support familiar instructions for classroom activities. 	
	<p>Writing:</p> <ul style="list-style-type: none"> Write with support short sentences which describe people, places and objects. Plan, write and check sentences with support Link with some support sentences using basic coordinating connectors Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently. 	
<p>3b scheme of work</p>	<p>Speaking:</p> <ul style="list-style-type: none"> Use basic vocabulary for an increasing range of topics. Provide basic information about themselves at sentence level on a limited range of topics. Ask questions to find out general information. Give an opinion at sentence level. Relate basic stories and events on a growing range of topics. 	

Module

<u>1</u> <u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>1</u>	Communication objectives:	<ul style="list-style-type: none"> To talk about countries and nationalities. To talk about daily routines. To talk about leisure activities. 	
Topics: Where are you from!	Structures:	<ul style="list-style-type: none"> Where are you from? I'm from Mexico. I'm Mexican. I always skate before dinner. You usually play baseball after school. He sometimes plays chess. They never play volleyball. What is he doing? He's reading. 	
	Vocabulary:	<ul style="list-style-type: none"> Countries-nationalities: the US-American, the UK-English, Mexico-Mexican, Brazil-Brazilian, Korea-Korean, China-Chinese, France-French, Spain-Spanish. Leisure activities: ice-skate, play chess, football, baseball, basketball. Places: Ice-skate rink 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Social studies: countries and nationalities, lifestyles English: fiction. 	
<u>Deadline</u>	Phonics :	<ul style="list-style-type: none"> -S (present simple ending): /s/ paints, claps, walks. /z/ plays, reads, swims. 	
October	Listening:	<ul style="list-style-type: none"> Deduce meaning from context in supported extended talk. Understanding more complex questions. Recognise the opinion of the speaker(s) in supported extended talk on a range of general topics. Understand with limited support the main points of extended talk. 	
	Reading:	<ul style="list-style-type: none"> □ Story and comprehension questions. □ Read with little or no support a range of short fiction and non-fiction texts with confidence and enjoyment. □ Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. 	
	Writing:	<ul style="list-style-type: none"> □ Writing an e-mail to a new pen pal. □ Write with some support factual and imaginative descriptions at text level which describe people, places and objects. □ Link with little or no support sentences into a coherent paragraph using a variety of basic connectors. □ Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency. 	
1a scheme of work	Speaking:	<ul style="list-style-type: none"> Talking about sports. Ask questions to find out general information on a range of general topics. Provide basic information about themselves and others at discourse level on a range of general topics. Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. 	

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>2</u>	Communication objectives:	<ul style="list-style-type: none"> To talk about school subjects. To talk about weekly schedules. To talk about housework. 	
<u>Topics:</u> My week	Structures:	<ul style="list-style-type: none"> What's your favourite subject? How often do you do PE? Once/twice/3 times a week/ every day. What do you/they have to do at home? They/I have to rake leaves. What does he/she have to do? She/he has to go shopping. 	
	Vocabulary:	<ul style="list-style-type: none"> School: Art, Music, PE, Maths, Science, Social studies, Writing. House work: set the table, clear the table, take out the rubbish, rake leaves, shovel snow, feed the dog, go shopping, wash the car. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Social studies: responsibilities. English: Fiction Maths: bar chart 	
<u>Deadline</u>	Phonics :	<ul style="list-style-type: none"> -ES (present simple) /IZ/ washes, teaches, kisses. 	
November	Listening:	<ul style="list-style-type: none"> Deduce meaning from context in supported extended talk. Understanding more complex questions. Recognise the opinion of the speaker(s) in supported extended talk on a range of general topics. Understand with limited support the main points of extended talk. 	
	Reading:	<ul style="list-style-type: none"> Story and comprehension questions. Read with little or no support a range of short fiction and non-fiction texts with confidence and enjoyment. Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. 	
	Writing:	<ul style="list-style-type: none"> Write with some support factual and imaginative descriptions at text level which describe people, places and objects. Link with little or no support sentences into a coherent paragraph using a variety of basic connectors. Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency. 	
1b scheme of work	Speaking:	<ul style="list-style-type: none"> ☐ Talking about daily activities. ☐ Ask questions to find out general information on a range of general topics. ☐ Provide basic information about themselves and others at discourse level on a range of general topics. ☐ Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. 	

Module
3 3

Topics:
In the past

Deadline

December

1c
scheme of
work

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To talk about past events. To ask for information using questions about the past. To distinguish between present and past events. To be able to build a negative and interrogative sentence in the past tense. 	
Structures:	<ul style="list-style-type: none"> The Egyptians took out the body's stomach and brain to make a mummy. Did you wake up at 10.00? Yes, I did. No, I didn't. How old was he? He was 18 years old. How did he die? A snake bit him. What was his name? His name was Tutankhamun. 	
Vocabulary:	<ul style="list-style-type: none"> Egypt: mummy, bandages, pyramid, treasure, die, gold, tomb, curse, desert. Parts of the body: body, stomach, face, brain, heart, neck, back, shoulders etc.. Actions: dry, wrap, do a project, teach, draw, wake up, bite, speak. Words related to animals: camel, hump. Insects: mosquito. Appearance: wig. 	
Cross-curricular connections:	<ul style="list-style-type: none"> Social studies: Ancient Egypt. English: fiction, writing about a trip 	
Phonics :	<ul style="list-style-type: none"> AW: yawn, draw AU: sauce, daughter 	
Listening:	<ul style="list-style-type: none"> Deduce meaning from context in supported extended talk. Understanding more complex questions. Recognise the opinion of the speaker(s) in supported extended talk on a range of general topics. Understand with limited support the main points of extended talk. 	
Reading:	<ul style="list-style-type: none"> Story and comprehension questions. Read with little or no support a range of short fiction and non-fiction texts with confidence and enjoyment. Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. 	
Writing:	<ul style="list-style-type: none"> Writing about a trip. Write with some support factual and imaginative descriptions at text level which describe people, places and objects. Link with little or no support sentences into a coherent paragraph using a variety of basic connectors. Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency. 	
Speaking:	<ul style="list-style-type: none"> Talking about events in the past. Ask questions to find out general information on a range of general topics. Provide basic information about themselves and others at discourse level on a range of general topics. Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. 	

Module**4
4****Topics:**
Celebrations**Deadline**

January

2a
scheme of
work

Tasks	Learning objectives	
Communication objectives:	<ul style="list-style-type: none"> To learn the ordinal numbers. To ask and answer about dates/weeks/months. To talk about future plans. To talk about celebrations. To talk about things which are about to happen. 	
Structures:	<ul style="list-style-type: none"> What's the date today? It's 3rd November. When is your birthday? It's on 5th January. What are you going to dress up as? I'm going to go trick-or-treating. He's going to dress up as a ghost. We're going to have a party. I'm not going to bed early. She/he isn't going to watch TV. They aren't going to decorate the house. Is she/he going to watch TV?. Yes, he/she is. No, she/he isn't. Are you/they going to swim? Yes, they/we are. No, we/they aren't. 	
Vocabulary:	<ul style="list-style-type: none"> Ordinal numbers: 1st to 31st. Celebrations: dress up as, go trick-or-treating, witch, pirate, vampire, ghost, costume, stay up, money, fireworks, decorate Food: pumpkin pie, turkey. Actions: give 	
Cross-curricular connections:	<ul style="list-style-type: none"> Social studies: celebrations English: fiction. 	
Phonics :	<ul style="list-style-type: none"> OI: coin, boil. OY: toys, boy 	
Listening:	<ul style="list-style-type: none"> Deduce meaning from context in supported extended talk. Understanding more complex questions. Recognise the opinion of the speaker(s) in supported extended talk on a range of general topics. Understand with limited support the main points of extended talk. 	
Reading:	<ul style="list-style-type: none"> Story and comprehension questions. Read with little or no support a range of short fiction and non-fiction texts with confidence and enjoyment. Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. 	
Writing:	<ul style="list-style-type: none"> Writing a diary page. Write with some support factual and imaginative descriptions at text level which describe people, places and objects. Link with little or no support sentences into a coherent paragraph using a variety of basic connectors. Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency. 	
Speaking:	<ul style="list-style-type: none"> Talking about events in the past. Ask questions to find out general information on a range of general topics. Provide basic information about themselves and others at discourse level on a range of general topics. Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. 	

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>5</u>	Communication objectives:	<ul style="list-style-type: none"> To talk about food and food containers. To learn some tableware. 	
<u>Topics:</u> Eating right	Structures:	<ul style="list-style-type: none"> I want an omelette. We need some eggs, some milk and some cheese. There are some biscuits. Have you got any cereal. There isn't any juice. How many meals do you eat every day? How much water do you drink every day. 	
	Vocabulary:	<ul style="list-style-type: none"> Food and food containers: pear, peach, kiwi, basket, butter, a bag of crisps, a carton of milk, a piece of cake, a box of cereal, a can of lemonade, a bottle of water, a cup of tea, a bar of chocolate, a glass of milk, meal. Time: hour. Table wear: bowl, plate, spoon, fork, knife Entertainment: concert, amusement park ride. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Health: eating right, keeping a health log. 	
<u>Deadline</u>	Phonics :	<ul style="list-style-type: none"> OW: clown, brown OU: mouse, house. 	
February	Listening:	<ul style="list-style-type: none"> Deduce meaning from context in supported extended talk. Understanding more complex questions. Recognise the opinion of the speaker(s) in supported extended talk on a range of general topics. Understand with limited support the main points of extended talk. 	
	Reading:	<ul style="list-style-type: none"> Story and comprehension questions. Read with little or no support a range of short fiction and non-fiction texts with confidence and enjoyment. Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. 	
	Writing:	<ul style="list-style-type: none"> Writing a diary page. Write with some support factual and imaginative descriptions at text level which describe people, places and objects. Link with little or no support sentences into a coherent paragraph using a variety of basic connectors. Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency. 	
2b scheme of work	Speaking:	<ul style="list-style-type: none"> Talking about events in the past. Ask questions to find out general information on a range of general topics. Provide basic information about themselves and others at discourse level on a range of general topics. Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. 	

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>6</u>	Communication objectives:	<ul style="list-style-type: none"> To talk about street safety To tell the time To talk about different means of transport. To talk about prices and schedules. 	
Topics: Getting around	Structures:	<ul style="list-style-type: none"> How are we going to get there? By bus/car/bike/train/plane, on foot. How long does it take? Twenty minutes. What time does the bus arrive/leave? It leaves/arrives at 10,10, Riding a tuk-tuks is fun! How much is it/are they? It's/they're two pounds and fifty pence. 	
	Vocabulary:	<ul style="list-style-type: none"> Street safety: fasten your seatbelt, helmet, handlebars, (zebra) crossing, pavement, window, stick your hand out of the window. Verbs: leave, arrive. • Travel: motorbike, wheel, taxi, ticket, tourist. Money: pence, pounds. Time: one hour = 60 minutes. Adjectives: comfortable, exciting, slow, cheap, expensive. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Maths: time Social studies: means of transport. Arts: making a favourite means of transport 	
Deadline	Phonics :	<ul style="list-style-type: none"> Plural S →/s/: caps, books, hats →/z/: eggs, onion, peas Plural ES →/iz/: glasses, buses, foxes, dishes →/z/: cherries, tomatoes, wolves. 	
March	Listening:	<ul style="list-style-type: none"> Deduce meaning from context in supported extended talk. Understanding more complex questions. Recognise the opinion of the speaker(s) in supported extended talk on a range of general topics. Understand with limited support the main points of extended talk. 	
	Reading:	<ul style="list-style-type: none"> Story and comprehension questions. Read with little or no support a range of short fiction and non-fiction texts with confidence and enjoyment. Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. 	
	Writing:	<ul style="list-style-type: none"> Write with some support factual and imaginative descriptions at text level which describe people, places and objects. Link with little or no support sentences into a coherent paragraph using a variety of basic connectors. 	
2c scheme of work	Speaking:	<ul style="list-style-type: none"> Talking about events in the past. Ask questions to find out general information on a range of general topics. Provide basic information about themselves and others at discourse level on a range of general topics. Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. 	

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
<u>7</u>	Communication objectives:	<ul style="list-style-type: none"> To talk about helping others To talk about possession To talk about recycling To describe animals. To identify and compare animals (comparative structure) To talk about likes and dislikes and justify them. 	
<u>Topics:</u> -Helping out -Amazing animals	Structures:	<ul style="list-style-type: none"> Help me take out the rubbish. Everyone can recycle. We can't recycle everything. Whose jacket is this? It's my jacket. It's mine. Whose sleeping bags are these? They're our sleeping bags. They're ours. There is something on the table/There is someone at the door. Elephants are bigger than rhinos. Utahraptor was more dangerous than T rex. Its head was as big as a small car. Why do you like giraffes? Because they are tall and pretty. 	
	Vocabulary:	<ul style="list-style-type: none"> Verbs: help, carry bags, pick up rubbish, hurt. Camping: sleeping bag, torch, tent. Recycling: paper, metal, glass, plastic. Animals: squirrel, gorilla, snail, panada, rhino, lephant, bone, dinosaur, beak, horns, claws, spots, ostrich, puppy, kitten, bunny, cub, chick. Adjectives: heavy, intelligent, big, small, dangerous, tall, pretty, ugly. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> Science: recycling and dinosaurs. Art: making something new from something old 	
<u>Deadline</u>	Phonics :	<ul style="list-style-type: none"> OO:---- /u:/ spon, moon---- /u/ cook, wood. EA:----/i:/ peach, beak ----/e/ bread, heavy 	
April	Listening:	<ul style="list-style-type: none"> Deduce meaning from context in supported extended talk. Recognise the opinion of the speaker(s) in supported extended talk on a range of general topics. Understand with limited support the main points of extended talk. 	
	Reading:	<ul style="list-style-type: none"> Story and comprehension questions. Read with little or no support a range of short fiction and non-fiction texts with confidence and enjoyment. Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. 	
	Writing:	<ul style="list-style-type: none"> Writing about one's favorite animal Write with some support factual and imaginative descriptions at text level which describe people, places and objects. Link with little or no support sentences into a coherent paragraph using a variety of basic connectors. 	
3a scheme of work	Speaking:	<ul style="list-style-type: none"> Talking about events in the past. Ask questions to find out general information on a range of general topics. Provide basic information about themselves and others at discourse level on a range of general topics. Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. 	

<u>Module</u>	<u>Tasks</u>	<u>Learning objectives</u>	
8	Communication objectives:	<ul style="list-style-type: none"> To talk about sports and sports equipment. To talk about likes and dislikes. To compare people and sports (superlative structure) 	
Topics: Get active	Structures:	<ul style="list-style-type: none"> I like playing basketball because it's popular. I hate playing baseball because it's hard. This is the easiest race of all. She is the best high jumper in the school. Table tennis is the most popular sport in my country. I'm good at basketball. Hes' not very good at football. She's bad at cooking. 	
	Vocabulary:	<ul style="list-style-type: none"> Adjectives : easy, hard, popular, fun. Sports and equipment: cycling, race, javelin, high jup, cricket, ice hockey, baseball, basketball, football etc.. People : champion, player. 	
	Cross-curricular connections:	<ul style="list-style-type: none"> PE: sports English: fiction 	
Deadline	Phonics :	<ul style="list-style-type: none"> ND: sand, pond. NT: plant, tent PH: phone, dolphin. WH: wheel, whale 	
May	Listening:	<ul style="list-style-type: none"> Deduce meaning from context in supported extended talk. Understanding more complex questions. Recognise the opinion of the speaker(s) in supported extended talk on a range of general topics. Understand with limited support the main points of extended talk. 	
	Reading:	<ul style="list-style-type: none"> Story and comprehension questions. Read with little or no support a range of short fiction and non-fiction texts with confidence and enjoyment. Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics. 	
	Writing:	<ul style="list-style-type: none"> Writing about a famous person. Write with some support factual and imaginative descriptions at text level which describe people, places and objects. Link with little or no support sentences into a coherent paragraph using a variety of basic connectors. Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency. 	
3b scheme of work	Speaking:	<ul style="list-style-type: none"> Talking about events in the past. Ask questions to find out general information on a range of general topics. Provide basic information about themselves and others at discourse level on a range of general topics. Communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. 	