

**Academy Stars: LEVEL 1 SCOPE & SEQUENCE**

Unit	Topic	Vocab	Grammar	Reading	Listening & Speaking	Writing	Phonics
Getting started	<p><b>Unit title:</b> Welcome</p> <p>Topic/themes: Meet the Academy Stars Alphabet review Colours Numbers</p>	<p><b>Alphabet exemplars:</b> <i>apple, ball, cat, doll, elephant, frog, goat, hat, insect, jug, key, lion, monkey, nut, orange, panda, queen, robot, sun, tiger, umbrella, van, worm, fox, yoghurt, zoo</i></p> <p><b>Colours:</b> <i>red, orange, yellow, green, blue, purple, black, white</i></p> <p><b>Numbers:</b> <i>one to ten</i></p>					Review initial letter sounds
1	<p><b>Unit title:</b> My funny friends</p> <p>Topic/themes: Friends (introducing &amp; describing people)</p>	<p><b>Lesson 1:</b> <i>boy, girl, friend, teacher, big, small, tall, funny</i></p> <p><b>Lesson 4:</b> <i>Great Britain, Egypt, Mexico, Russia</i></p> <p><b>Lesson 5:</b> <i>cat, mat, fat</i></p> <p><b>Lesson 7:</b> <i>finger puppet</i></p>	<p><b>Lessons 2&amp;3:</b> <i>to be (I / he / she): I'm Beth. He's tall. She's six.</i></p> <p><b>Lesson 6:</b> Question words: <i>What / How old; to be answers What's your name? My name is ... How old are you? I'm seven.</i></p>	<p>An information text</p> <p><b>Strategy:</b> read for gist</p>	<p><b>Listening:</b> Use pictures to help understanding</p> <p><b>Speaking:</b> Greet people</p>	<p>An information card</p> <p><b>Skill:</b> capital letters</p>	<p>short <i>a</i></p> <p><b>Learning about language:</b> capital letters</p>

2	<p><b>Unit title:</b> New for school</p> <p>Topic/themes: Identifying unusual or old fashioned school objects</p>	<p><b>Lesson 1:</b> <i>bag, book, glue, pen, pencil, pencil case, rubber, ruler</i></p> <p><b>Lesson 4:</b> <i>old, new, paint, paintbrush</i></p> <p><b>Lesson 5:</b> <i>bed, red, toy, Ted</i></p> <p><b>Lesson 7:</b> <i>picture, present</i></p>	<p><b>Lessons 2&amp;3:</b> <i>a/an</i> <i>What's this?</i> <i>It's a pencil case.</i> <i>It's an umbrella.</i></p> <p><b>Lesson 6:</b> <i>to be (it) questions and short answers</i> <i>Is it blue?</i> <i>Is it an apple?</i> <i>Yes, it is. / No, it isn't.</i></p>	<p>A short play</p> <p><b>Strategy:</b> read for detail</p>	<p><b>Listening:</b> Listen for key words</p> <p><b>Speaking:</b> Give and receive a present</p>	<p>A puzzle card</p> <p><b>Skill:</b> full stops</p>	<p>short e</p> <p><b>Learning to Learn:</b> remember new words</p>
Review 1							
3	<p><b>Unit title:</b> This is my family</p> <p>Topic/themes: Family members and celebrations</p>	<p><b>Lesson 1:</b> <i>grandma, grandpa, mum, dad, sister, brother, baby, family</i></p> <p><b>Lesson 4:</b> <i>flower, wind</i></p> <p><b>Lesson 5:</b> <i>wig, fig, kid</i></p> <p><b>Lesson 6:</b> <i>bird, fish</i></p> <p><b>Lesson 7:</b> <i>China, Jordan</i></p>	<p><b>Lessons 2&amp;3:</b> <i>this / that; my / your</i></p> <p><i>This is my grandma.</i> <i>That's your grandma.</i></p> <p><b>Lesson 6:</b> <i>Who's this / that?;</i> <i>his / her</i> <b>Who's this?</b> <b>Who's that?</b> <i>This is her fish.</i> <i>That's his tiger.</i></p>	<p>A story</p> <p><b>Strategy:</b> read for detail</p>	<p><b>Listening:</b> Listen for detail</p> <p><b>Speaking:</b> Ask about people</p>	<p>A description of a person</p> <p><b>Skill:</b> question marks</p>	<p>short i</p> <p><b>Learning to learn:</b> write new words</p>
<p><b>Reading time 1:</b> An information text</p> <p><b>Think about it! 1:</b> Make a robot</p>							
4	<p><b>Unit title:</b> Fantastic feelings</p> <p>Topic/themes: feelings and the situations that</p>	<p><b>Lesson 1:</b> <i>happy, sad, hot, cold, hungry, thirsty, tired, angry</i></p> <p><b>Lesson 4:</b> <i>grey, brown,</i></p>	<p><b>Lessons 2&amp;3:</b> <i>to be</i> affirmative and negative</p> <p><i>I'm hungry.</i></p>	<p>A realistic story</p> <p><b>Strategy:</b> find key facts</p>	<p><b>Listening:</b> Activate prior knowledge</p> <p><b>Speaking:</b></p>	<p>A story</p> <p><b>Skill:</b> question marks and full stops</p>	<p>short o</p> <p><b>Learning about language:</b></p>

	produce them	<i>kitten, scared</i> <b>Lesson 5:</b> <i>hot, dog, jog, bog</i>	<b><i>I'm not hungry.</i></b> <b><i>She's happy.</i></b> <b><i>She isn't happy.</i></b> <b><i>They're sad.</i></b> <b><i>They aren't sad.</i></b>  <b>Lesson 6:</b> <i>to be</i> questions and short answers <b><i>Are you hungry? Yes, I am. / No, I'm not.</i></b>		Support a friend		regular plurals
Review 2							
5	<b>Unit title:</b> I can do it!  Topic/themes: different actions and abilities	<b>Lesson 1:</b> <i>catch, climb, jump, kick, ride a bike, sing, swim, throw</i>  <b>Lesson 4:</b> <i>hear, run, see, walk, horse</i>  <b>Lesson 7:</b> <i>clap, stamp</i>	<b>Lessons 2&amp;3:</b> <i>can / can't</i> for ability <i>I / she / we can swim.</i> <i>I / she / they can't climb.</i>  <b>Lesson 6:</b> <i>can</i> questions and short answers <b><i>Can you see the sun? Yes, I can. / No, I can't.</i></b>	An information text  <b>Strategy:</b> infer information from a text	<b>Listening:</b> Listen for key information  <b>Speaking:</b> Encourage your friends	An email  <b>Skill:</b> <i>and</i> to join two ideas	short <i>u</i>  <b>Learning to learn:</b> read difficult words
<b>Reading time 2:</b> A traditional story <b>Think about it! 2:</b> Make a graph							
6	<b>Unit title:</b> Let's play today!  Topic/themes: fun and playing	<b>Lesson 1:</b> <i>bike, boat, car, kite, sandpit, seesaw, slide, swing</i>  <b>Lesson 4:</b> <i>circus, juggle, man</i>  <b>Lesson 5:</b> <i>she, shoes, shop, shiny</i>  <b>Lesson 7:</b> <i>balloon,</i>	<b>Lessons 2&amp;3:</b> Prepositions of place <i>Where's my car?</i> <i>It's in / on / under / next to the boat.</i>  <b>Lessons 6:</b> <i>Where's / Where are ... ?; It's / They're ...</i> <i>Where are the paintbrushes?</i>	An information text  <b>Strategy:</b> use photos to help understanding	<b>Listening:</b> Listen for sequence  <b>Speaking:</b> Ask for something	A quiz  <b>Skill:</b> contractions	<i>sh</i>  <b>Learning to learn:</b> remember new words

		<i>paper, water</i>	<i>They're in the blue box. Where's the orange paint? It's next to the pencils.</i>				
Review 3							
7	<p><b>Unit title:</b> Long legs, short legs</p> <p>Topic/themes: describing animals</p>	<p><b>Lesson 1:</b> <i>eye, ear, arm, leg, foot (feet), tail long (tail), short (tail)</i></p> <p><b>Lesson 4:</b> <i>head, nose</i></p> <p><b>Lesson 5:</b> <i>child, chew, cherry, chocolate, chair</i></p> <p><b>Lesson 6:</b> <i>blonde hair</i></p>	<p><b>Lessons 2&amp;3:</b> <i>have got</i> (I, they) affirmative and negative <i>I've got two legs. I haven't got ears. They've got four legs. They haven't got ears.</i></p> <p><b>Lesson 6:</b> <i>have got</i> (I, you) questions and short answers <i>Have you got long hair? Yes, I have. / No, I haven't.</i></p>	<p>A poem</p> <p><b>Strategy:</b> read for gist</p>	<p><b>Listening:</b> Listen for key words</p> <p><b>Speaking:</b> Ask for something in a shop</p>	<p>A poem</p> <p><b>Skill:</b> rhyming words</p>	<p><i>ch</i></p> <p><b>Learning about language:</b> rhyming words</p>
<p><b>Reading time 3:</b> A fairy tale</p> <p><b>Think about it! 3:</b> Categorise animals</p>							
8	<p><b>Unit title:</b> Old and new clothes</p> <p>Topic/themes: dressing up, old and new clothes</p>	<p><b>Lesson 1:</b> <i>dress, jacket, shirt, shoes, skirt, socks, trousers, T-shirt</i></p> <p><b>Lesson 4:</b> <i>fingers, glove, hand, string</i></p> <p><b>Lesson 5:</b> <i>think, thin, bees</i></p> <p><b>Lesson 7:</b> <i>Canada, wet</i></p>	<p><b>Lessons 2&amp;3:</b> <i>have got</i> (he / she) affirmative and negative <i>He's / She's got a hat. He / She hasn't got a jacket.</i></p> <p><b>Lesson 6:</b> Present continuous questions and answers <i>What are you wearing? I'm wearing a white shirt.</i></p>	<p>An information text</p> <p><b>Strategy:</b> infer information from a text</p>	<p><b>Listening:</b> Activate prior knowledge</p> <p><b>Speaking:</b> Ask about the weather</p>	<p>A description</p> <p><b>Skill:</b> order of adjectives</p>	<p><i>th (soft, unvoiced)</i></p> <p><b>Learning to learn:</b> make a class dictionary</p>

Review 4							
9	<p><b>Unit title:</b> Brilliant bedrooms</p> <p>Topic/themes: different types of bedrooms</p>	<p><b>Lesson 1:</b> <i>bed, chair, clock, desk, door, lamp, wardrobe, window</i></p> <p><b>Lesson 1:</b> numbers eleven to twenty</p> <p><b>Lesson 5:</b> <i>black, duck</i></p> <p><b>Lesson 7:</b> <i>toy cupboard, boring, fantastic</i></p>	<p><b>Lessons 2&amp;3:</b> <i>there is / there are</i> <i>How many beds are there?</i> <i>There's one bed.</i> <i>There are two beds.</i></p> <p><b>Lesson 6:</b> <i>have got</i> (he/she) questions and short answers <b>Has he / she got a big bed?</b> <i>Yes, he / she has.</i> <i>No, he / she hasn't.</i></p>	<p>An information text</p> <p><b>Strategy:</b> identify fact or opinion</p>	<p><b>Listening:</b> Listen for attitude</p> <p><b>Speaking:</b> Agree / disagree with someone</p>	<p>An email</p> <p><b>Skill:</b> start and end an email</p>	<p><i>ck</i></p> <p><b>Learning about language:</b> nouns</p>
<p><b>Reading time 4:</b> A play</p> <p><b>Think about it! 4:</b> Design a perfect bedroom</p>							
10	<p><b>Unit title:</b> Fabulous food</p> <p>Topic/themes: food, likes and dislikes</p>	<p><b>Lesson 1:</b> <i>banana, burger, cake, carrot, mango, onion, pear, tomato</i></p> <p><b>Lesson 4:</b> <i>bad smell, bus, ice cream, taste</i></p> <p><b>Lesson 5:</b> <i>mother, father</i></p> <p><b>Lesson 6:</b> <i>coconut, melon</i></p>	<p><b>Lessons 2&amp;3:</b> Present simple affirmative and negative I like pears. I don't like carrots.</p> <p><b>Lesson 6:</b> <i>these / those</i> <i>What are these?</i> <i>These are coconuts.</i> <i>What are those?</i> <i>Those are melons.</i></p>	<p><b>Text:</b> Factual/descriptive Text: Stinky fruit (Durian)</p> <p><b>Strategy:</b> Fact v opinion</p>	<p><b>Listening:</b> Listen for sequence</p> <p><b>Speaking:</b> Describe food</p>	<p>A food blog</p> <p><b>Skill:</b> <i>but</i> to join two different ideas</p>	<p><i>th (hard, voiced)</i></p> <p><b>Learning about language:</b> irregular plurals</p>
Review 5							