

Scope and Sequence

Our World 1 - British English

									
UNIT 0 Welcome to <i>Our World!</i> p. 4	1 My School p. 10	2 My World p. 26	3 My Family p. 42	4 My House p. 62	5 Cool Clothes p. 78	6 My Toys p. 94	7 My Body p. 114	8 I Like Food p. 130	9 Animal Friends p. 146
CONTENT AREA CONNECTION	Social and Instructional Language, Language and Literature	Language and Literature, Social Studies	Language and Literature, Social Studies	Social and Instructional Language, Language and Literature	Language and Literature, Social Studies	Social and Instructional Language, Language and Literature	Health and Physical Education, Social Studies	Health and Physical Education, Social Studies	Social Studies
GOALS SC: 1	<ul style="list-style-type: none"> name things in the classroom talk about things in the classroom say the colour and number of things 	<ul style="list-style-type: none"> name things in nature talk about natural things ask where things are 	<ul style="list-style-type: none"> name family members talk about family members use numbers to talk about my family 	<ul style="list-style-type: none"> talk about things in a house say where things are talk about actions 	<ul style="list-style-type: none"> talk about clothes talk about the colours of clothes say what people are wearing 	<ul style="list-style-type: none"> talk about toys talk about things people want talk about owning things 	<ul style="list-style-type: none"> name parts of the body talk about parts of the body talk about things we can do 	<ul style="list-style-type: none"> name food talk about things we like and don't like to eat talk about your favourite food 	<ul style="list-style-type: none"> name animals talk about what animals can do talk about what we want to do
VOCABULARY 1 & 2 SC: 2-3	<i>board, classroom, clock, computer, crayon, map, paper, pen, pencil, table</i> <i>book, chair, desk, picture, rubber</i> Strategy: Alphabetical order	<i>bird, butterfly, grass, mountain, river, rock, sea, sky, sun, tree</i> <i>bush, cloud, flower, moon, star</i> Strategy: Ending -s	<i>baby, brother, father, grandfather, grandmother, mother, my family, parents, photo, sister</i> Strategy: Compound words <i>big, old, short, small, tall, young</i> Strategy: Antonyms	<i>bathroom, bed, bedroom, dining room, kitchen, lamp, living room, mirror, sofa, TV</i> Strategy: Classifying and categorising <i>cleaning, cooking, eating, having a bath, sleeping, watching TV</i> Strategy: Base words and the suffix -ing	<i>dress, gloves, hat, jacket, shirt, shoes, skirt, socks, trousers, T-shirt</i> <i>brown, pink, purple, shelf, wardrobe</i> Strategy: Using a dictionary	<i>ball, bike, car, drum, game, kite, lorry, puppet, top, train</i> <i>board game, doll, puzzle, robot, teddy bear</i> Strategy: Compound words	<i>arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose</i> <i>jump, long, run, strong, walk</i> Strategy: Using a dictionary	<i>apple, banana, biscuit, chicken, egg, fish, orange, pizza, rice, salad, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> Strategy: Multiple-meaning words	<i>cat, chicken, cow, dog, donkey, duck, frog, goat, horse, rabbit, sheep, turtle</i> <i>climb, crawl, fly, see, swim</i> Strategy: Using a dictionary
GRAMMAR 1 & 2 SC: 6-7	Yes/No questions with <i>it's</i> What and How many	<i>to be: is, are</i> Where and in or on	<i>to have</i> He/She and questions with <i>who</i>	Yes/No questions with <i>Is there ...?</i> Present continuous: <i>He/She is + verb + -ing</i>	Present continuous: <i>am / are / is + verb + -ing</i> Questions with <i>that</i> and <i>those</i>	Present simple of <i>want: I/you/he, she</i> Questions with <i>this</i> and <i>these</i>	Possessive adjectives Ability with <i>can</i>	<i>like</i> with countable and uncountable nouns Indefinite articles: <i>a, an</i>	Present continuous: <i>they are + verb + -ing</i> want + infinitive
READING	Drawing and Writing Strategy: Compare and contrast	Rainbows Strategy: Use visuals to support comprehension	Families Are Different Strategy: Make connections to personal experience	Houses Are Different Strategy: Make connections to personal experience	Clothes Are Fun! Strategy: Compare and contrast	We ♥ Teddy Bears (We Love Teddy Bears) Strategy: Visualise	Sculptures Are Fun Strategy: Identify main idea and details	Fun Food Strategy: Summarise	Animal Babies Strategy: Scan text for information
WRITING	Make a name badge. Focus: Using capital letters, introducing themselves	Write and colour about nature. Focus: Writing short sentences with <i>is</i> and <i>are</i>	Draw and write about your family. Focus: Writing about families	Draw and write about your bedroom. Focus: Writing about bedrooms	Write about clothes. Focus: Writing about clothes	Draw and write about your favourite toy. Focus: Writing about favourite toys; using full stops at the end of sentences	Draw and write about a costume. Focus: Writing about a costume	Draw and write about your favourite food. Focus: Writing about favourite foods	Draw and write about your favourite animal. Focus: Writing about favourite animals
VALUE	Work hard at school.	Enjoy nature.	Love your family.	Be tidy.	Look after your clothes.	Share your toys.	Keep clean.	Eat good food.	Be kind to animals.
PROJECT	Make a counting book.	Make a collage about nature.	Make a family photo poster.	Make a plan of rooms in a house.	Dress a stick puppet.	Make a cup-and-ball toy.	Make a robot.	Make a placemat.	Make a class book about animals.
EXTENDED READING	Cave Paintings	pp. 58-59		A Shape Poem	pp. 110-111		Dog is Lucky!	pp. 162-163	
REVIEW	Units 1-3	pp. 60-61		Units 4-6	pp. 112-113		Units 7-9	pp. 164-165	

ADDITIONAL VIDEO Game: Sc. 5; Review: Sc. 8; Song: Sc. 9; Viewing: Sc. 10; Story Time: Sc. 11; Wrap Up: Sc. 12