

Календарно-тематическое планирование к УМК “Семья и друзья 1” (“Family and Friends 1”) (Julie Penn)

УМК РЕЛОД “Семья и друзья 1”(“ Family &Friends 1”) рассчитан на 94 урока и 5 уроков проверочных работ (Review).
Общее количество учебных часов составляет 99 уроков в год или 3 урока в неделю.

Каждый раздел состоит из 6 уроков: 1-4 уроки каждого раздела являются обязательными, 5-6 уроки даны на закрепление усвоенного материала.

Календарно-тематическое планирование составлено из расчета 2 часов английского языка в неделю, куда в обязательном порядке войдут 1-4 уроки каждого раздела учебника и 1 дополнительного часа в который можно включать материал из 5-6 уроков каждого раздела.

	Unit	Key language	Additional language	Lesson objectives	Materials	iTools	Grammar	Phonics	Skills	Further practice
Starter Lesson 1 (1)	Hello!	<i>Rosy, Tim, Billy, Miss Jones</i>	<i>Hello, Hi, Goodbye, everyone, come, fun, class, cousin, who, this, sorry, come on</i>	To become familiar with the Class Book characters and common greetings; To understand a short story.	CD #01-03; Starter story poster; Hello flashcards 1-4;	Starter- Words/Story	Hello. Goodbye. How are you? I'm fine, thank you. What's your name? My name's..... How old are you? I'm....		Listening: identifying numbers; listening for specific information; Speaking: asking and answering questions about names/about age;	WB p.4
Lesson 2 (2)		<i>What's your</i>		To greet people; To	CD #03-04; Starter story	Starter/Song				WB p.5 Student

		<i>name? My name's... How are you? I'm fine, thank you.</i>		ask and answer the questions <i>What's your name?</i> To act out a story.	poster; Hello flashcards 1-4.					MultiROM/ Starter Unit/Grammar, Song 1.
Lesson 3 (3)		<i>One, two, three, four, five, six, seven, eight, nine, ten; Sunday, Monday, Tuesday, Wednesday, Thursday, Friday. Saturday.</i>		To recognize and use numbers one to ten; To ask and answer the question <i>How old are you?</i> ; To say the days of the week.	CD# 05-07; Numbers; flashcards 5-14 (one to ten)	Starter/Words				WB p.6
Lesson 4 (4)		<i>Red, yellow, pink, green, purple, orange, blue.</i>	<i>Sing, rainbow, too.</i>	To identify colours; To use different colours in the context of a song.	CD #08-09; Colours flashcards 15-21; set of coloured pencils or strips of paper in the colours red, yellow, pink, green, purple, orange and blue for each group of seven children.	Starter- Words/Story				WB p.7 Picture dictionary, WB p.108 Hello! test, Testing and Evaluation Book, p.6 ; Student MultiROM/ Starter Unit/Words, Song2/Listen at home Track 1(Words and phrases) Track 2 (Chant), Track 3 (Song), Track 4 (Chant), Track 5 (Song).

Unit 1 Lesson 1 (5)	What's this?	Pen, rubber, pencil, ruler, book.	School, things, train, OK, look at.	To identify common school things; To understand a short story.	CD # 10-12; Story poster1; School things flashcards 22- 26;school objects (boor, pen, pencil, rubber, ruler)	Unit 1- Words/Story	What's this? It's a pen.	Initial sounds: a b c d Aa:apple Bb: bird Cc: cat Dd: dog	Reading: a description; Listening: identifying objects; Speaking: asking and answering questions; Writing: identifying and counting words in a sentence; writing about my school things.	WB p.8
Lesson 2 (6)		What's this? It's a ...		To ask and answer the question What's this?; To write answers to the question What's this?; To act out a story.	CD # 12; Story poster1; School things flashcards 22- 26;school objects.	Unit 1- Grammar				WB p.9 Grammar reference, CB p.108 Student MultiROM/Unit 1/Grammar
Lesson 3 (7)		Bag, door ,window.	Close, open.	To identify more school things; To understand the meaning of open and close; To use school words in the context	CD # 13-14; School things flashcards 22- 29.	Unit 1- Song				WB p.10 Picture dictionary, WB p.108; Extra writing worksheet, PMB p.2; Student MultiROM/Unit 1/Words,Song

				of a song.						
Lesson 4 (8)		<i>Apple, bird, cat, dog.</i>	<i>Here, like.</i>	To recognize the upper- and lower-case forms of the letters a, b, c and associate them with their corresponding sounds; To pronounce the sounds ; To learn the names of the letters <i>a, b, c,</i> and <i>d.</i>	CD # 15-17; Phonics cards 1-4 (Aa, Bb, Cc, Dd)	Unit 1- Phonics				WB p.11 Student MultiROM/Unit 1/Phonics
Lesson 5 (9) optional			<i>Shcool bag, pencil case, see.</i>		CD # 18; school objects; a bag.	Unit 1- Reading			Reading: read and understand description of objects; recognize specific words.	WB p.12
Lesson 6 (10) optional					CD # 19; a piece of paper for each child; a large piece of coloured paper, a glue stick, a pair of scissors, and a selection of coloured pencils for each group of	Unit 1- Writing			Listening: identify objects; listen for specific information; Speaking: ask and answer <i>What's this?</i> Writing: identify and count words in a sentence; write about school things.	WB p.13; Values worksheet, PMB p.3 Unit 1 test, Testing and Evaluation Book p.7; Student MultiROM/Listen at home/Track 6 (Words and phrases), 7 (Song), 8 (Phonics).

					six children.					
Unit 2 Lesson 1 (11)	Playtime!	Doll, ball, teddy, puzzle, car.		To identify common toys; To understand a short story.	CD # 20-22; Story poster2; Toy flashcards 30- 34; a pencil case and a pupil's bag.	Unit 2- Words/Story	my/your This is my bag. Is this your teddy? Yes, it is./ No, it isn't.	Initial sounds: e f g h <i>Ee:egg</i> <i>Ff: fish</i> <i>Gg: goat</i> <i>Hh: hat</i>	Reading: reading and understanding a poem; Listening: identifying favourite things; Speaking: asking and answering questions about favourite things; Writing: Dividing sentences into words ; writing about my favourite toys.	WB p.14;
Lesson 2 (12)		<i>My/your;</i> <i>Is this your teddy? Yes, it is./No, it isn't.</i>		To ask and answer the question with <i>my</i> and <i>your</i> ; To write answers to the question <i>Is this your...?</i> To act out a story.	CD # 22; Story poster 2; Toy flashcards 30- 34; real classroom objects, e.g. pencil case, bag, pen.	Unit 2- Grammar				WB p.15 Grammar reference, CB p.108 Student MultiROM/Unit 2/Grammar
Lesson 3 (13)		<i>Kite, bike, train</i>	<i>Big, love.</i>	To identify more words for toys; To use toy words in the context of f song.	CD # 23-24; Toy flashcards 35- 37;	Unit 2- Song				WB p.16 Picture dictionary, WB p.109; Extra writing worksheet, PMB p.4; Student MultiROM/Unit 2/Words,Song

Lesson 4 (14)		<i>Egg, fig, goat, hat.</i>		To recognize the upper- and lower-case forms of the letters <i>e, f, g</i> and <i>h</i> and to associate them with their corresponding sounds; To pronounce the sounds ; To learn the names of the letters <i>e, f, g,</i> and <i>h.</i>	CD # 25-27; Phonics cards 5-8 (Ee, Ff, Gg, Hh)	Unit 2- Phonics				WB p.17 Student MultiROM/Unit 2/Phonics
Lesson 5 (15) optional			<i>Favourite, furry, fat, lovely, colour (n), animal.</i>		CD # 28; Toy flashcards 30- 37; a piece of plain paper for each child; coloured pencils for each group of four to six children.	Unit 2- Reading			Reading: read and understand a poem; Writing: complete sentences about favourite things.	WB p.18
Lesson 6 (16) optional					CD # 29; Toys flashcards 30- 37; Colours flashcards 15- 21.	Unit 2- Writing			Listening: match people to their favourite things; Speaking: ask and answer questions about	WB p.19; Values worksheet, PMB p.5 Unit 2 test, Testing and Evaluation Book p.8; Student

									favourite things; Writing: write about favourite toys.	MultiROM/Listen at home/Track 9 .(Words and phrases), 10 (Song), 11 (Phonics).
Unit 3 Lesson 1 (17)	This is my nose!	<i>Arms , nose, face, legs, ears.</i>	<i>Let's, put out, point to, now, that's right.</i>	To identify different parts of the body; To understand a short story.	CD # 30-32; Story poster 3; My body flashcards 38-42;	Unit 3- Words/Story	arm/arms This is... These are...	Initial sounds: i j k l <i>li: ink</i> <i>Jj: jam</i> <i>Kk: kite</i> <i>Ll: lion</i>	Reading: instructions for making a paper toy; reading a text and putting pictures in the correct order; Listening: identifying different animals; Speaking: describing an animal's features; Writing: identifying full sentences; writing about my body.	WB p.20
Lesson 2 (18)		<i>This is my nose.</i> <i>These are my arms.</i>		To say sentences with <i>this</i> and <i>these</i> ; To complete sentences with <i>this</i> and <i>these</i> ; To recognize the	CD # 32; Story poster 3; My body flashcards 38-42;	Unit 3- Grammar				WB p.21 Grammar reference, CB p.108 Student MultiROM/Unit 3/Grammar

				difference between singular and plural forms of nouns; To act out a story.					
Lesson 3 (19)		<i>Fingers, hands, eyes.</i>	<i>All.</i>	To identify more body words; To use body words in the context or a song.	CD # 33-34; Body flashcards 43-45;	Unit 3- Song			WB p.22 Picture dictionary, WB p.109; Extra writing worksheet, PMB p.6; Student MultiROM/Unit 3/Words,Song
Lesson 4 (20)		<i>Ink, jam, kite, lion.</i>	<i>Oops! Mess.</i>	To recognize the upper- and lower-case forms of the letters <i>i, j k</i> and <i>l</i> and to associate them with their corresponding sounds; To pronounce the sounds ; To learn the names of the letters <i>i, j, k,</i> and <i>l.</i>	CD # 35-37; Phonics cards 5-8 (<i>Ii, Jj, Kk, Ll</i>)	Unit 3- Phonics			WB p.23 Student MultiROM/Unit 3/Phonics
Lesson 5 (21) optional			<i>Make, cut(v),fold(v), paper, paw, stick(v),</i>		CD # 38; a piece of plain paper for each child; colouring	Unit 3- Reading		Reading: read and follow instruction; read a text and put pictures in the	WB p.24 PMB p.36 (cut and make 1)

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Unit 4 Lesson 1 (23)	He's a hero!	<i>Teacher, pupil, housewife, fireman, pilot.</i>	<i>Grandma, grandpa, meat, hero.</i>	To identify different jobs; To understand a short story.	CD # 40-42; Story poster 4; Jobs flashcards 46-50;	Unit 4- Words/Story	She's/He's a teacher. Is she/he a teacher? Yes, she is./No, he isn't.	Initial sounds: m n o p <i>Mm:mum</i> <i>Nn: nurse</i> <i>Oo:jrange</i> <i>Pp: pen</i>	Reading: an autobiography; Listening: identifying people by their jobs; Speaking: Asking and answering questions about jobs; Writing: identifying capital letters and full stops; writing about my family.	WB p.28
Lesson 2 (24)		<i>He's/ She's a teacher.</i> <i>Is he/she a teacher?</i> <i>Yes ,he is./No, she isn't.</i>		To say what people's jobs are; To choose between <i>he</i> and <i>she</i> for describing people; To act out a story.	CD # 42; Story poster 4; Jobs flashcards 46-50; pictures of boys and girls.	Unit 4- Grammar				WB p.29 Grammar reference, CB p.108 Student MultiROM/Unit 4/Grammar
Lesson 3 (25)		<i>Doctor, policeman, farmer.</i>	<i>Kind, meet, lane , again.</i>	To identify more jobs words; To use different jobs words in the context or a song.	CD # 43-44; Jobs flashcards 46-53;PMB p.37 (Cut and make 2); TB p. 125.	Unit 4- Song				WB p.30 Picture dictionary, WB p.110; Extra writing worksheet, PMB p.8 Cut and make 2, PMB p.37; Student MultiROM/Unit 4/Words,Song

Lesson 4 (26)		<i>Mum, nurse, orange (n), pen.</i>	<i>Eat, write.</i>	To recognize the upper- and lower-case forms of the letters <i>n, m n</i> and <i>p</i> and to associate them with their corresponding sounds; To pronounce the sounds ; To learn the names of the letters <i>m, n, o,</i> and <i>p.</i>	CD # 45-47; Phonics cards 9-12(for revision) and 13-16 (Mm, Nn, Oo, Pp)	Unit 4- Phonics				WB p.31 Student MultiROM/Unit 4/Phonics
Lesson 5 (27) optional			<i>Brother, family, happy, uncle.</i>		CD # 48; Jobs flashcards 47, 49, 51; Phonics card 14; red, blue, green and yellow pencils for each group of four children; PMB finger puppets from Lesson 3.	Unit 4- Reading			Reading: read and understand a description of a family; develop reading skills.	WB p.32
Lesson 6 (28) optional					CD # 49; Jobs flashcards 46-53.	Unit 4- Writing			Listening: identify people by their jobs; listen for specific information. Writing:	WB p.33; Values worksheet, PMB p.9 unit 4 test, Testing and Evaluation Book p.14 ; Student

									identify and write capital letters and full stops; count sentences; write about your family; Speaking: ask and answer questions about jobs.	MultiROM/Listen at home/. Track 15 (Words and phrases), 16 (Song), 17 (Phonics).
Unit 5 Lesson 1 (29)	Where's the ball?	<i>Seesaw, slide, net, swing, tree.</i>	<i>Goal, good try, under, on, in, where.</i>	To identify things in the park; To understand a short story.	CD # 50-52; Story poster 5; The park flashcards 54-58;	Unit 5- Words/Story	Where's the ball? It's in/on/under the bag.	Initial sounds: q r s t u <i>Qq: queen</i> <i>Rr: rabbit</i> <i>Ss: sofa</i> <i>Tt: teddy</i> <i>Uu: umbrella</i>	Reading: a puzzle text; Listening: identifying objects by location; Speaking: Asking and answering questions about where things are; Writing: identifying capital letters at the start of names; writing about the park.	WB p.34
Lesson 2 (30)		<i>Where's the ball? It's in/on/under the bag.</i>		To ask questions with <i>Where's...</i> ; To describe positions using <i>in, on, and under</i> ; To act out a	CD # 52; Story poster 5; The park flashcards 55, 57, 58; classroom objects- pencil, rubber	Unit 5- Grammar				WB p.35 Grammar reference, CB p.108 Student MultiROM/Unit 5/Grammar

				story.	and ruler.				
Lesson 3 (31)		<i>Pool, ice cream, frisbee.</i>	<i>Cool, nice, park (n), play (v).</i>	To identify more park words; To use park words in the context or a song.	CD # 53-54; The park flashcards 54-61;	Unit 5- Song			WB p.36 Picture dictionary, WB p.110; Extra writing worksheet, PMB p.10; Student MultiROM/Unit 5/Words,Song
Lesson 4 (32)		<i>Queen, rabbit, sofa, teddy, umbrella.</i>		To recognize the upper- and lower-case forms of the letters <i>q, r, s, t, and u</i> and to associate them with their corresponding sounds; To pronounce the sounds ; To learn the names of the letters <i>q, r, s, t, and u.</i>	CD # 55-57; Phonics cards 13-16 (for revision) and 17-21 (Qq, Rr, Ss, Tt, Uu)	Unit 5- Phonics			WB p.37 Student MultiROM/Unit 5/Phonics
Lesson 5 (33) optional			<i>Boy, girl, football, help (v).</i>		CD #58; Toys flashcards 30-37; The park flashcards 54-61.	Unit 5- Reading		Reading: read and understand a text about a picture.	WB p.38
Lesson 6 (34) optional					CD # 59; Toys flashcards 30-37; The park flashcards 54-	Unit 5- Writing		Listening: number the things in a picture; Writing: identify and write	WB p.39; Values worksheet, PMB p.11 unit 5 test, Testing and Evaluation Book

					61; Story poster 5; two pieces of paper for each child; scissors, glue stick, a large piece of paper and coloured pencils for each group.				capital letters and start of names; write about the park; Speaking: ask and answer questions about where things are.	p.15 ; Student MultiROM/Listen at home/. Track 18 (Words and phrases), 19 (Song), 20 (Phonics).
Unit 6 Lesson 1 (35)	Billy's teddy!	<i>Mum, dad, sister, brother, grandma, grandpa.</i>	<i>Find, the others, know, they.</i>	To identify members of the family; To understand a short story.	CD # 60-62; Story poster 6; My family flashcards 62-65; Hello flashcards 1, 3.	Unit 6- Words/Story	Possessive's This is Mum's book.	Initial sounds: v w x y z Vv: <i>van</i> Ww: <i>window</i> Xx: <i>box</i> Yy: <i>yo-yo</i> Zz: <i>zebra</i>	Reading: a caption story; Listening: distinguishing details; Speaking: Asking and answering questions about people; Writing: identifying questions marks and sentences; writing about my family's things.	WB p.40
Lesson 2 (36)		<i>This is Mum's pen. It's my brother's book.</i>		To write sentences with 's to show possession. To act out a story.	CD # 62; Story poster 6; School things flashcards 22-26; Toy flashcards 30-37; My family flashcards 62-	Unit 6- Grammar				WB p.4 Grammar reference, CB p.109 Student MultiROM/Unit 6/Grammar

					65; Hello flashcards 1, 3.					
Lesson 3 (37)		<i>Aunt, uncle, cousin.</i>	<i>Love (n), lots of.</i>	To identify more family words; To use family words in the context or a song.	CD # 63-64; My family flashcards 62-67; Hello flashcards 1-3.	Unit 6- Song				WB p.42 Picture dictionary, WB p.111; Extra writing worksheet, PMB p.12; Student MultiROM/Unit 6/Words,Song
Lesson 4 (38)		<i>Van, window, box, yo-yo, zebra.</i>	<i>Look (out of).</i>	To recognize the upper- and lower-case forms of the letters v, w, x, y, and z and to associate them with their corresponding sounds; To pronounce the sounds ; To learn the names of the letters v, w, x, y, and z.	CD # 65-67; Phonics cards 1-21 (for revision) and 22-26 (Vv, Ww, Xx, Yy, Zz)	Unit 6- Phonics				WB p.43 Student MultiROM/Unit 6/Phonics
Lesson 5 (39) optional			<i>Throw, still, photo.</i>		CD #68; a piece of plain paper for each child; a set of coloured pencils for each group of four to six children.	Unit 6- Reading			Reading: read a text that describes pictures; find specific information.	WB p.44

Lesson 6 (40) optional			<i>Flying, into, at.</i>		CD # 69; Hello flashcards 1- 3; Family flashcards 62- 67; a plain piece of paper for each child a set of coloured pencils for each group of four to six children.	Unit 6- Writing			Listening: identify pictures from their description; Writing: identify questions marks and sentences; write capital letters and questions marks in sentences; write about your family's things. Speaking: ask and answer question <i>Who's this?</i> .	WB p.45; Values worksheet, PMB p.13 unit 6 test, Testing and Evaluation Book p.16 ; Summative test2,p.17;Skills test2,p.19; Student MultiROM/Listen at home/Track 21 (Words and phrases), 22 (Song), 23 (Phonics).
Review 2: CB pages 46-47; review answers key, TB page 116.										
Unit 7 Lesson 1 (41)	Are these his trousers?	<i>Dress, socks, T- shirt, trousers, shorts.</i>	<i>Basket, clothes, his, her.</i>	To identify different clothes; To understand a short story.	CD # 70-72; Story poster 7; My clothes flashcards 68- 72;	Unit 7- Words/Story	This is her/his T-shirt. Are there his socks? Yes, they are./ No, they aren't.	The alphabet: the alphabet letter names and their sequence.	Reading: a caption story; Listening: identifying clothes; Speaking: Asking and answering questions about	WB p.48

									clothes; Writing: identifying 's in sentences; matching full and abbreviated forms with the contraction 's; writing about my favourite clothes.	
Lesson 2 (42)		<i>This is his/her T-shirt. These are his/her trousers. Are there his/ her socks? Yes, they are./ No, they aren't.</i>		To make sentences with <i>his</i> and <i>her</i> ; To ask and answer questions with <i>his</i> and <i>her</i> ; To act out a story.	CD # 72; Story poster 7; My clothes flashcards 68-72;	Unit 7- Grammar				WB p.49 Grammar reference, CB p.109 Student MultiROM/Unit 7/Grammar
Lesson 3 (43)		<i>Shoes, coat, hat.</i>	<i>Every, day.</i>	To identify more words for clothes; To use clothes words in the context or a song.	CD # 73-74; My clothes flashcards 68-72; PMB p. 38 (Cut and make 3) ; TB p. 125.	Unit 7- Song				WB p.50 Picture dictionary, WB p.111; Extra writing worksheet, PMB p.14; Student MultiROM/Unit 7/Words,Song
Lesson 4 (44)				To recognize all the letters of the alphabet in their lower-case forms;	CD # 75; Phonics cards 1-26.	Unit 7- Phonics				WB p.51 Student MultiROM/Unit 7/Phonics

				To say and write the alphabet.						
Lesson 5 (45) optional			<i>Try on, team.</i>		CD #76; a set of coloured pencils, a glue stick, and a large piece of paper for each group of four to six children; PMB doll and clothes from lesson 3.	Unit 7- Reading			Reading: read and understand a story; read for specific details.	WB p.52
Lesson 6 (46) optional			<i>What about.</i>		CD # 77; colour pictures of different types of clothing from magazines; PMB doll and clothes from Lesson 5.	Unit 7- Writing			Listening: identify pictures from their description; Writing: identify and write 's in a sentences; match full and abbreviated forms with the contraction 's; write about favourite clothes.. Speaking: ask and answer question about colours.	WB p.53; Values worksheet, PMB p.15 unit 7 test, Testing and Evaluation Book p.21 ; Student MultiROM/Listen at home/ Track 24 (Words and phrases), 25 (Song), 26 (Phonics).
Unit 8 Lesson 1 (47)	Where's Grandma?	<i>Kitchen, living room,</i>	<i>Sertificate, show (v), surprise,</i>	To identify different places at	CD # 78-80; Story poster 8; My house	Unit 8- Words/Story	Is she in the kitchen? Yes, she is./ No, she	Digraphs: sh <i>shoes</i>	Reading: a description on a webpage;	WB p.54

		dining room, bedroom, bathroom, garden.	good, work, well done.	home; To understand a short story.	flashcards 76-81;		isn't. Are they in the garden? Yes, they are./ No, they aren't.	sheep fish	Listening: listening to a description of a flat; Speaking: Asking and answering questions with <i>Where's...</i> ; Writing: identifying vowels within words; writing about my home.	
Lesson 2 (48)		Where's Grandma? She's in the bedroom. Where are Dad and Billy? They're in the kitchen. Is she in the garden? Yes, she is. Are they in the living room? No, they aren't.		To ask and answer questions about where people are; To write <i>Is</i> and <i>Are</i> at the beginning of questions; To act out a story.	CD # 80; Story poster 8; My family flashcards 62-67; Hello flashcards 1-3.	Unit 8- Grammar				WB p.55 Grammar reference, CB p.109 Student MultiROM/Unit 8/Grammar
Lesson 3 (49)		Upstairs, downstairs, house, flat.	Follow, table, chair, go, through.	To identify more words for homes; To use house	CD # 81-82; My house flashcards 76-85; Toy	Unit 8- Song				WB p.56 Picture dictionary, WB p.112; Extra writing worksheet,

				words in the context or a song.	flashcards 30-37.					PMB p.16; Student MultiROM/Unit 8/Words,Song
Lesson 4 (50)		<i>Shoes, sheep, fish.</i>	<i>Want.</i>	To pronounce the sounds on its own and words; To differentiate between the sounds.	CD # 83-84; Phonics cards 27-29 (sh).	Unit 8-Phonics				WB p.57 Student MultiROM/Unit 8/Phonics
Lesson 5 (51) optional			<i>Balcony, little, next door.</i>		CD #85; My house flashcards 76-85; a set of coloured pencils for each group of four to six children; a plain piece of paper for each child.	Unit 8-Reading			Reading: read and understand a description of a flat ; find specific information in a text.	WB p.58
Lesson 6 (52) optional			<i>TV..</i>		CD # 86; My house flashcards 76-85; Phonics cards 1, 5, 9, 15, 21.	Unit 8-Writing			Listening: number items in the correct order; Writing: identify vowels within words; write about your home; Speaking: ask and answer question beginning with <i>Where's....</i>	WB p.59; Values worksheet, PMB p.17 unit 8 test, Testing and Evaluation Book p.22 ; Student MultiROM/Listen at home/ Track 27 (Words and phrases), 28 (Song), 29 (Phonics).

Unit 9 Lesson 1 (53)	Lunchtime:	Lunch box, sandwich, drink, apple, banana, biscuit	Lunch, lunchtime, choose, share, get.	To identify different foods in a lunch box; To understand a short story.	CD # 87-89; Story poster 9; My lunch box flashcards 86- 91;	Unit 9- Words/Story	I've got two sandwiches. I haven't got my lunch box. an apple (an + a, e, i, o, u)	Digraphs: ch chair teacher chick	Reading: information texts; Listening: identifying key words; Speaking: Asking and answering questions about lunch boxes; Writing: completing sentences with <i>a</i> or <i>a</i> ; writing about my lunch box..	WB p.60
Lesson 2 (54)		I've got an apple/ two sandwiches . I haven't got my lunch box.		To make sentences with ' <i>ve got</i> and <i>haven't</i> <i>got</i> ; To act out a story.	CD # 89; Story poster 9; My lunch box flashcards 86- 91; a piece of plain paper for each child; an apple.	Unit 9- Grammar				WB p.61 Grammar reference, CB p.110 Student MultiROM/Unit 9/Grammar
Lesson 3 (55)		Tomato, pear, grapes.		To identify more types of food; To use food words in the context or a song.	CD # 90-91; My lunch box flashcards 86- 94; real food items from vocabulary list.	Unit 9- Song				WB p.62 Picture dictionary, WB p.112; Extra writing worksheet, PMB p.18; Student MultiROM/Unit 9/Words,Song
Lesson 4 (56)		Chair, teacher, chick.	Chirp, say	To pronounce the sounds on its own and	CD # 92-93; Phonics cards 30-32 (ch).	Unit 9- Phonics				WB p.63 Student MultiROM/Unit

page 116.										
Unit 10 Lesson 1 (59)	A new friend!	<i>Brown, blond, curly, long, short, straight.</i>	<i>Over there, hair, new, friend.</i>	To identify adjectives for description hair; To understand a short story.	CD # 96-98; Story poster 10; My lunch box flashcards 95- 100;	Unit 10- Words/Story	He's/She's/It's got... He/She/It hasn't got...	Digraphs: th <i>three bath teeth</i>	Reading: a descriptive letter; Listening: identifying different friends; Speaking: asking and answering questions about appearance; Writing: matching full and abbreviated forms with the contractions 've and 's ; writing about my friend.	WB p.68; Picture dictionary, WB p.113;
Lesson 2 (60)		<i>He's/She's It's got blue eyes. He/She/ It hasn't got black eyes.</i>		To make sentences with <i>has</i> and <i>hasn't got</i> to describe appearance; To act out a story.	CD # 98; Story poster 10; My friends flashcards 95- 100;	Unit 10- Grammar				WB p.69 Grammar reference, CB p.110 Student MultiROM/Unit 10/Grammar
Lesson 3 (61)		<i>Circle, rectangle, triangle, square.</i>	<i>Side, the same, smooth, round, just.</i>	To identify shapes; To use shapes in the context or a song.	CD # 99-100; Shapes flashcards 101-104; one piece of paper for each pupil; a selection of coloured shapes and a gluestick for	Unit 10- Song				WB p.70 Picture dictionary, WB p.113; Extra writing worksheet, PMB p.20; Student MultiROM/Unit 10/Words,Song

					each group of four to six.					
Lesson 4 (62)		<i>Three, bath, teeth.</i>	<i>Count.</i>	To pronounce the sounds on its own and words; To differentiate between the sounds.	CD # 101-102; Phonics cards 33-35 (th).	Unit 10-Phonics				WB p.71 Student MultiROM/Unit 10/Phonics
Lesson 5 (63) optional			<i>Dear, best, tall, picture, great, tell, from..</i>		CD #103; My friends flashcards 95-100. a piece of plain paper for each child; a set of coloured pencils for each group of four to six children;	Unit 10-Reading			Reading: read and understand a descriptive letter; match children to their descriptions.	WB p.72
Lesson 6 (64) optional			<i>Jumper.</i>		CD # 104; Shapes flashcards 101-104.	Unit 10-Writing			Listening: number items in the correct order; Writing: match full and abbreviated forms with the contractions 've and 's; write sentences with 've and 's; write about friends. Speaking: ask and answer question about appearance.	WB p.73; Values worksheet, PMB p.21; unit 10 test, Testing and Evaluation Book p.28 ; Summative test3,p.24;Skills test3,p.26; Student MultiROM/Listen at home/ Track 33 (Words and phrases), 34 (Song), 35(Phonics).

Unit 11 Lesson 1 (65)	I like monkeys!	<i>Elephant, giraffe, monkey, big, tall, little.</i>	<i>Zoo, funny.</i>	To identify zoo animals; To understand a short story.	CD # 105-107; Story poster 11; The zoo flashcards 105-110;	Unit 11- Words/Story	I like monkeys. I don't like elephants. They're big. I'm little.	CVC words: a <i>cat</i> <i>man</i> <i>fan</i>	Reading: reading and understanding a poem; reading for specific information; Listening: identifying preferences; Speaking: describing animals; Writing: ..identifying adjectives in sentences; writing about animals I like.	WB p.74;
Lesson 2 (66)		<i>I like lions. I don't like elephants. They're big. I'm little..</i>		To make sentences with <i>like</i> and <i>don't like</i> . To act out a story.	CD # 107; Story poster 11; The zoo flashcards 105-110;	Unit 11- Grammar				WB p.75 Grammar reference, CB p.110 Student MultiROM/Unit 11/Grammar
Lesson 3 (67)		<i>Tiger, snake, parrot.</i>	<i>Hip, hooray! growl, hiss, squawk, hear.</i>	To identify more zoo animals; To use zoo animals in the context or a song.	CD # 108-109; Zoo animals flashcards 111-113.	Unit 11- Song				WB p.76 Picture dictionary, WB p.113; Extra writing worksheet, PMB p.22; Student MultiROM/Unit 11/Words,Song
Lesson 4 (68)		<i>Cat, man, fan.</i>		To pronounce the sounds on its own and	CD # 110-111; Phonics cards 36-38	Unit 11- Phonics				WB p.77 Student MultiROM/Unit

				words; To blend the vowel <i>a</i> with consonants to form simple CVC words.	(cat, fan, man) and 1,3,6,13, 14, 20.					11/Phonics
Lesson 5 (69) optional			<i>Leaves, guess, top, tongue, wrong, three, food, head, neck, at all, listen, true, on top of.</i>		CD #112; cut-up pictures of animals taken from magazine or the internet; PMB p.39. (Cut and make 4); TB p. 125.	Unit 11-Reading			Reading: read and understand a poem; read for specific information;	WB p.78; Cut and make 4, PMB p.39.
Lesson 6 (70) optional			<i>Pretty, next, first.</i>		CD # 113; The zoo flashcards 105-113.	Unit 11-Writing			Listening: listening for specific details; Writing: identify and write adjectives in sentences; write about animals you like. Speaking: describing animals.	WB p.79; Values worksheet, PMB p.23; unit 11 test, Testing and Evaluation Book p.29 ; Summative test3,p.24;Skills test3,p.26; Student MultiROM/Listen at home/ Track 36 (Words and phrases), 37 (Song), 38(Phonics).
Unit 12 Lesson 1! (71)	Dinnertime	<i>Rice, meat, carrots, yogurt,</i>	<i>Dinnertime, finished..</i>	To identify more types of food; To	CD # 114-116; Story poster 12;	Unit 12-Words/Story	Do you like carrots? Yes, I do./No, I	CVC words: e bed	Reading: reading and understanding a	WB p.80;

		<i>fish, bread.</i>		understand a short story.	Food flashcards 114-119;		don't. What do you like? I like yogurt.	<i>pen red</i>	menu; reading for specific details in a text; Listening: identifying food preferences; Speaking: asking and answering questions about food likes and dislikes; Writing: matching full and abbreviated forms with the contraction <i>n't</i> ; writing about food I like	
Lesson 2 (72)		<i>Do you like yogurt? Yes, I do./No, I don't. What do you like? I like fish.</i>		To ask and answer the question <i>Do you like...?</i> To act out a story.	CD # 116; Story poster 12; Food flashcards 114-119;	Unit 12- Grammar				WB p.81 Grammar reference, CB p.110 Student MultiROM/Unit 12/Grammar
Lesson 3 (73)		<i>Milk, juice, water.</i>	<i>Drink (v), late, school.</i>	To identify drinks; To use drink words in the context or a song.	CD # 117-118; Food flashcards 114-119; Drink flashcards 120-122; My lunch box flashcards 87-94.	Unit 12- Song				WB p.82 Picture dictionary, WB p.114; Extra writing worksheet, PMB p.24; Student MultiROM/Unit 12/Words, Song

Lesson 4 (74)		<i>Bed, pen,red.</i>		To pronounce the sounds on its own and words; To blend the vowel <i>e</i> with consonants to form simple CVC words; To match rhyming words.	CD # 119-120; Phonics cards 39-41 (bed, pen, red) and 2,4,5,14, 16, 18.	Unit 12-Phonics				WB p.83 Student MultiROM/Unit 12/Phonics
Lesson 5 (75) optional			<i>Menu, hungry, dessert, café.</i>		CD #121; Food flashcards 114-119; Drinks flashcards 120-122; Lunch box flashcards 87-94; Paper and pencils for each pupil.	Unit 12-Reading			Reading: read and understand a menu; find specific details in a text.;	WB p.84;
Lesson 6 (76) optional			<i>Because.</i>		CD # 122; Food flashcards 114-119; Drinks flashcards 120-122; Lunch box flashcards 87-94; . a piece of plain paper for each child; a set of	Unit 12-Writing			Listening: listen for specific details; Writing: match full and abbreviated forms with the contraction <i>n't</i> ; write about food you like ; Speaking: ask and answer questions about	WB p.85; Values worksheet, PMB p.25; unit 12 test, Testing and Evaluation Book p.30 ; Summative test4,p.31;Skills test4,p.33; Student MultiROM/Listen at home/ Track 39 (Words and phrases), 40

					coloured pencils for each group of four to six children;				food likes and dislikes.	(Song), 41(Phonics).
Review 4: CB pages 86-87; review answers key, TB page 116.										
Unit 13 Lesson 1 (77)	Tidy up!	<i>Rug, bed, cupboard, shelf, pillow, blanket.</i>	<i>Tidy up, tidy (adj), room.</i>	To identify bedroom objects; To understand a short story.	CD # 123-125; Story poster 13; My bedroom flashcards 123-128;	Unit 13- Words/Story	There's... There are...	CVC words: i <i>bin</i> <i>tin</i> <i>tig</i>	Reading: reading and understanding a letter to a magazine; reading for specific details in a text; Listening: identifying different rooms from their descriptions; Speaking: asking and answering questions about where things are; Writing: questions marks and full stops; writing about my	WB p.88; Picture dictionary, WB p.114.

								bedroom.	
Lesson 2 (78)		<i>There's a blanket on the bed. There are T-shirts in the cupboard.</i>		To make sentences with <i>There's</i> and <i>There are</i> ; To ask and answer the question with <i>How many...?</i> To act out a story.	CD # 125; Story poster 13; My bedroom flashcards 123-128;	Unit 13- Grammar			WB p.89 Grammar reference, CB p.111 Student MultiROM/Unit 13/Grammar
Lesson 3 (79)		<i>Eleven, twelve, thirteen, fourteen, sixteen, seventeen, eighteen, nineteen, twenty..</i>	<i>More, get in.</i>	To identify numbers 11-20; To use numbers in the context or a song.	CD # 126-127; Number flashcards 5-14 (one to ten); Number flashcards 129-138 (eleven to twenty).	Unit 13- Song			WB p.90 Picture dictionary, WB p.114; Extra writing worksheet, PMB p.26; Student MultiROM/Unit 13/Words,Song
Lesson 4 (80)		<i>Big, fig, tin.</i>	<i>Put.</i>	To pronounce the sounds on its own and words; To blend the vowel <i>e</i> with consonants to form simple CVC words; To differentiate between the sounds <i>e</i> and <i>i</i> .	CD # 128-130; Phonics cards 42-44 (bin, fig, tin) and 2,6 ,7, 9, 14, 20; Phonics card 40.	Unit 13- Phonics			WB p.91 Student MultiROM/Unit 13/Phonics
Lesson 5 (81)			<i>Star (adj), letter,</i>		CD #131; My bedroom	Unit 13- Reading		Reading: read and	WB p.92;

optional			<i>magazine..</i>		flashcards 123-128; a hand-draw picture of a bedroom.				understand a letter to a magazine; find specific details .	
Lesson 6 (82) optional					CD # 132;My house flashcards 76-85; My bedroom flashcards 123-128; school objects.	Unit 13- Writing			Listening: identify different rooms from their descriptions; Writing: differentiate between sentences and questions ; write full stops and questions marks; write about your bedroom. Speaking: ask and answer questions about where things are.	WB p.93; Values worksheet, PMB p.27; unit 13 test, Testing and Evaluation Book p.35 ; Student MultiROM/Listen at home/ Track 42 (Words and phrases), 43 (Song), 44(Phonics).
Unit 14 Lesson 1 (83)	Action Boy can run!	<i>Run, fly, walk, talk, swim, climb.</i>	<i>Clever, silly, can (v)..</i>	To identify action verbs; To understand a short story.	CD # 133-135; Story poster 14; Verbs flashcards 139-144;	Unit 14- Words/Story	He can/ can't fly. Can he talk? Yes, he can./ No, he can't.	CVC words: o <i>dog</i> <i>fox</i> <i>log</i>	Reading: reading and understanding a text about animals; reading for specific details; Listening: identifying animfls; Speaking: asking and answering questions about	WB p.94;

									animals; Writing: : matching full and abbreviated forms of <i>can't</i> ; writing about what I can do ;	
Lesson 2 (84)		<i>He can/ can't fly. Can she play football? Yes, she can./No, she can't.</i>		To make sentences with <i>can</i> and <i>can't</i> ; To ask and answer questions about people can do; To act out a story.	CD # 135; Story poster 14; Verbs flashcards 139-144;	Unit 14- Grammar				WB p.95 Grammar reference, CB p.111 Student MultiROM/Unit 14/Grammar
Lesson 3 (85)		<i>Write, draw, sing.</i>	<i>Do, anything, song, smile (v) ,alphabet.</i>	To identify more verbs; To use verbs in the context or a song.	CD # 136- 137; Verbs flashcards 139-147.	Unit 14- Song				WB p.96 Picture dictionary, WB p.115; Extra writing worksheet, PMB p.28; Student MultiROM/Unit 14/Words,Song
Lesson 4 (86)		<i>Dog, fox, log.</i>	<i>. Sitting.</i>	To pronounce the sounds on its own and words; To blend the vowel <i>o</i> with consonants to form simple CVC words;	CD # 138- 139; Phonics cards 45-47 (dog, fox, log) and 4,6 ,7, 12, 15, 24.	Unit 14- Phonics				WB p.97 Student MultiROM/Unit 14/Phonics
Lesson 5 (87) optional			<i>Stripes, fruit, nuts, pet, jump, fast, very,</i>		CD #140; The zoo flashcards 105-107, 111-	Unit 14- Reading			Reading: read and understand a text about animals;	WB p.98;

			<i>beautiful.</i>		113; a piece of plain paper for each child; a set of coloured pencils for each group of four to six children;				read for specific details .	
Lesson 6 (88) optional			<i>Live (v).</i>		CD #141 The zoo flashcards 105-107, 111-113	Unit 14- Writing			Listening: number items in the correct order; Writing: match and write full abbreviated forms of <i>can't</i> ; write about you can do. ; Speaking: ask and answer questions about different animals.	WB p.99; Values worksheet, PMB p.29; unit 14 test, Testing and Evaluation Book p.36 ; Student MultiROM/Listen at home/ Track 45 (Words and phrases), 46 (Song), 47 (Phonics).
Unit 15 Lesson 1 (89)	Let's play ball!	<i>Sandcastle, beach, crab, the sea, boat, shell.</i>	<i>Good idea, together, wait, another.</i>	To identify action things from the beach; To understand a short story.	CD # 142-144; Story poster 15; The beach flashcards 148-153;	Unit 15- Words/Story	Let's + verb	CVC words: u <i>rug</i> <i>jug</i> <i>sum</i>	Reading: reading and understanding a poster; reading for specific details; Listening: identifying pictures from their descriptions; Speaking: making and responding to suggestions;	WB p.100;

									Writing: identifying verbs; writing about the beach.	
Lesson 2 (90)		<i>Let's make a sandcastle. That's a good idea./ Great./OK!</i>		To make suggestions with <i>Let's...</i> ; To respond positively to suggestions; To act out a story.	CD # 144; Story poster 15; The beach flashcards 148-153;	Unit 15- Grammar				WB p.101 Grammar reference, CB p.111 Student MultiROM/Unit 15/Grammar
Lesson 3 (91)		<i>Sun cream, bat, ice lolly.</i>	<i>Wonderful, forget.</i>	To recognize more beach words; To use beach words in the context or a song.	CD # 145- 146; The beach flashcards 148-156.	Unit 15- Song				WB p.102 Picture dictionary, WB p.115; Extra writing worksheet, PMB p.30; Student MultiROM/Unit 15/Words, Song
Lesson 4 (92)		<i>Rug, jug, sum.</i>		To pronounce the sounds on its own and words; To blend the vowel <i>o</i> with consonants to form simple CVC words;	CD # 147- 149; Phonics cards 48-50 (rug, jug, sum) and 7,10 ,13, 18, 19, 21; Phonics cards 42,24.	Unit 15- Phonics				WB p.103 Student MultiROM/Unit 15/Phonics
Lesson 5 (93) optional			<i>Welcome, hotel, rock pool, sandy, stall, clean, alone.</i>		CD #150; PMB p.40 (Cut and make 5); TB p.125.	Unit 15- Reading			Reading: read and understand a poster; read for specific details .	WB p.104; PMB p.40 (Cut and make 5).
Lesson 6 (94)			<i>Flavour.</i>		CD #151 Verbs	Unit 15- Writing			Listening: identify pictures	WB p.105; Values worksheet,

optional					flashcards 139-147.				from their descriptions; Writing: identify and write verbs; write about the beach. Speaking: make and respond to suggestions;	PMB p.31; unit 15 test, Testing and Evaluation Book p.37 Summative test 5,p.38;Skills test 5,p.40; ; Student MultiROM/Listen at home/ Track 48 (Words and phrases), 49 (Song), 50 (Phonics).
Review 5: CB pages 106- 107; review answers key, TB page 116.										