

Macmillan

English

Language Book

1

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MACMILLAN

Scope and sequence: Units 1-9

FLUENCY BOOK 1		LANGUAGE BOOK 1		
		Reading and understanding	Working with words	Sentence building
REVISION				
Unit 1	<i>The island of adventure</i>	reading text: <i>My family and me</i> text type: autobiography vocabulary: family	family members	sentences – capital letters and full stops
Unit 2	<i>Sam's house</i>	reading text: <i>A new room for Amy</i> text type: descriptive text and poem vocabulary: toys and furniture	furniture toys	common nouns
Unit 3	<i>The moon and the stars</i>	reading text: <i>Can the moon see me?</i> text type: poem (x2) vocabulary: night sky	the night sky and creatures	<i>a</i> and <i>an</i>
REVISION: UNITS 1-3				
Unit 4	<i>Sam's garden</i>	reading text: <i>My secret garden</i> text type: information text vocabulary: animals and colours	colours	sentences – questions
Unit 5	<i>Sam's island</i>	reading text: <i>Where is my house?</i> text type: puzzle poem vocabulary: numbers; prepositions	numbers	adjectives – colour words
Unit 6	<i>On the beach</i>	reading text: <i>We love the beach</i> text type: story with familiar setting vocabulary: seaside words	marine features and creatures	proper nouns – people's names
REVISION: UNITS 4-6				
Unit 7	<i>In the jungle</i>	reading text: <i>Do or don't?</i> text type: information text vocabulary: action verbs	action verbs	verbs – imperatives
Unit 8	<i>Monkey fun</i>	reading text: <i>Where are the animals?</i> text type: information text vocabulary: animals; colours; actions	animals	sentences – statements and questions
Unit 9	<i>In the cave</i>	reading text: <i>Playtime</i> text type: descriptive text and traditional rhymes vocabulary: action verbs	more action verbs	verbs – is/are with -ing
REVISION: UNITS 7-9				

LANGUAGE BOOK 1

Grammar	Listening	Phonics	Class writing
REVISION			
Hi/Hello. What is your name? I am Tilly. How old are you? I am six.	Who is speaking? (identifying family members)	CVC words with a short a	My friends and I (simple sentences)
This is my bed. These are my books. Is this your radio? Yes, it is. / No, it isn't.	Draw the toys (listening for detail)	CVC words with a short e	My room (simple description)
I can see a plane. I can't hear an owl. Can you see the moon? Yes, I can. / No, I can't.	What can you hear? (identifying sounds)	CVC words with a short i	What can we see? (simple sentences)
REVISION: UNITS 1-3			
What is this? It is a nest. What are these? They are small blue eggs.	What are the animals? (identifying sounds)	CVC words with a short u	Animals (questions and answers)
Where is the mouse? It is in / on / under / next to the table.	Complete the picture (listening for location)	CVC words with a short o	Where is it? (writing about location)
I have got a starfish. Have you got a starfish? Yes, I have. / No, I haven't. Has he got a rock? Yes, he has. / No, he hasn't.	What has she got? (listening for detail)	words beginning or ending with the sh phoneme	What have they got? (describing possessions)
REVISION: UNITS 4-6			
Listen! Please sit down! Don't run! Don't look behind you!	<i>Simon Says</i> (understanding commands)	words beginning or ending with the ch phoneme	Crossing the road (writing commands)
Look at the parrot. It is sitting in the tree. He is running. They are playing football.	What are they doing? (identifying activities)	words ending with the ll phoneme	What are they doing? (1) (writing about activities)
Is he riding a horse? Yes, he is. / No, he isn't. Are they dancing? Yes, they are. / No, they aren't.	<i>Two Little Hands</i> (following a sequence of actions)	words ending with the ng phoneme	What are they doing? (2) (questions and answers)
REVISION: UNITS 7-9			

Scope and sequence: Units 10-18

FLUENCY BOOK 1		LANGUAGE BOOK 1		
		Reading and understanding	Working with words	Sentence building
Unit 10	<i>In the tree house</i>	reading text: <i>Suki's day</i> text type: story with familiar setting vocabulary: times; feelings	feelings	proper nouns – days of the week
Unit 11	<i>Look at that ship!</i>	reading text: <i>Here comes the train!</i> text type: information text vocabulary: action verbs	matching verbs and nouns	pronouns
Unit 12	<i>On the ship</i>	reading text: <i>We all love the mall</i> text type: descriptive text vocabulary: shops	shops	prepositions
REVISION: UNITS 10-12				
Unit 13	<i>A hundred steps</i>	reading text: <i>Dani can count!</i> text type: story with patterned language vocabulary: numbers	numbers 1-100	verbs – to have
Unit 14	<i>The weather man</i>	reading text: <i>Splish, splash, splosh!</i> text type: story with familiar setting vocabulary: weather	weather	adjectives and nouns
Unit 15	<i>A ride on an elephant</i>	reading text: <i>Animal puzzles</i> text type: puzzle text vocabulary: body parts	parts of the body and physical features	verbs – to be
REVISION: UNITS 13-15				
Unit 16	<i>A picnic by the river</i>	reading text: <i>Let's have a picnic</i> text type: poem (rap) vocabulary: food	food and drink	nouns – singular and plural with s
Unit 17	<i>Time to go home</i>	reading text: <i>At the airport</i> text type: information text vocabulary: vehicles; clothes; colours	clothing	sentences – word order
Unit 18	<i>Fireworks!</i>	reading text: <i>Fireworks!</i> text type: shape poems vocabulary: fireworks; colours	a word game	verbs – to like
REVISION: UNITS 16-18				

LANGUAGE BOOK 1

Grammar	Listening	Phonics	Class writing
It is Saturday. What is the time? It is nine o'clock. It is half past three.	Harry's week (matching days and activities)	words ending with the ck phoneme	Days of the week (writing about days, times and locations)
What is he doing? He is eating an ice cream. What are they doing? They are swimming.	People are getting off the train. (locating items in a picture)	words beginning with blends br cr dr gr or tr	Activities (writing questions and answers)
There is a ball under the chair. There are toys in the box.	Where are they? (identifying locations)	words beginning with blends bl cl fl or pl	The park (description)
REVISION: UNITS 10-12			
How many trees are there? There are two trees.	How many are there? (listening for detail)	words beginning or ending with the th phoneme	Our classroom (description including numbers)
What is the weather like? It is raining / snowing / cold / hot / sunny. Is it cold? Yes, it is. / No, it isn't.	What's the weather like? (identifying weather types)	words beginning with blends st sm sw sp or sn	The weather (completing a weather diary)
They have got long ears. We have got little ears. We have not got long ears.	What are the animals? (identifying animals)	words ending with the blends nd nt or nk	Animals (describing animals)
REVISION: UNITS 13-15			
I like grapes. He likes sandwiches. She likes cakes.	Mobi likes everything! (identifying preferences)	words with the spelling pattern a_e or i_e	Favourite food (writing about food preferences)
Whose hat is this? It is Tilly's. Whose socks are these? They are Sam's.	Whose voice is this? (identifying people)	words with the spelling pattern ue u_e or o_e	What are they packing? (writing about clothes)
The bird is going onto/over/along the roof. The children are going round / towards / into the house.	What's your favourite? (identifying descriptions)	words ending with the blends ld lk lp or lt	At the fun fair (description)

REVISION: UNITS 16-18

Hello!

Aa

Bb

Cc

Dd

Ee

Ff

Gg



apple



bird



cat



dog



elephant



frog



girl



1 Listen and sing the alphabet song.



2 Listen and point.



3 Now talk to your friend.

Hello, I am ...



Nn

Oo

Pp

Qq

Rr

Ss

Tt



nut



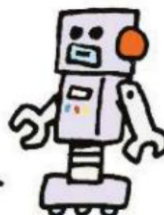
orange



parrot



question



robot



sun



train

Hh

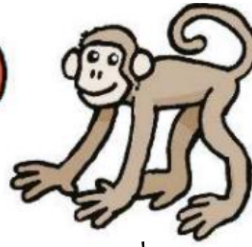
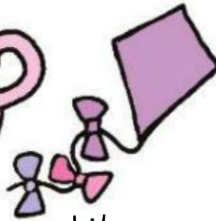
Ii

Jj

Kk

Ll

Mm



hat

insect

jug

kite

lollipop

monkey



4 Listen, point and say.



5 Listen and sing.



A rainbow, a rainbow,
It's purple and blue.
It's green and yellow,
It's red and orange too.

6 Point and say.



It is a cat.



They are flowers.

Uu

Vv

Ww

Xx

Yy

Zz



umbrella

van

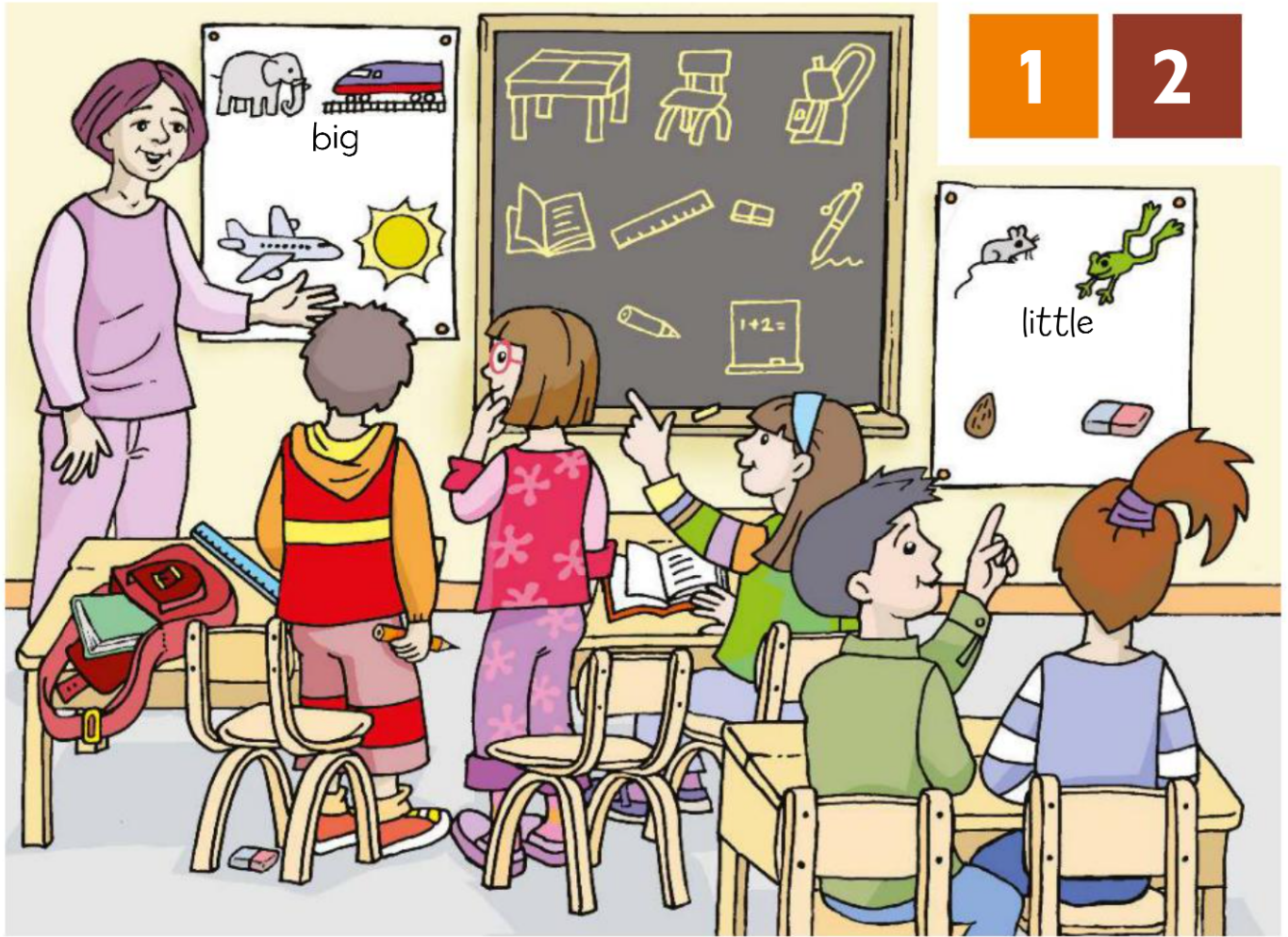
wind

box

yoyo

zebra

In the classroom



1 Listen and point. 



Hello, Nina.
How are you?

Fine,
thank you.



I am fine, thank you.
And you?

2 Now ask and answer.

3

4

5

6

7

8

9

10



3 Listen and sing.



1, 2, 3, 4, 5,
6, 7, 8, 9, 10.

Stand up!
Clap, clap, clap.

Point to the window,
Point to the door,
Point to the ceiling,
Point to the floor.

1, 2, 3, 4, 5,
6, 7, 8, 9, 10.

Stand up!
Clap, clap, clap.



4 Listen and do.



5 Listen, point and say.



6 Listen and point.



7 Ask and answer.

Point to the door.
What colour is it?

Point to the desks.
How many?



My family and me



Hi! I am Tim. I am six. Meet my family.



This is my big brother.
He is ten ...
... and this is me.



This is my dad.
He is really tall ...
... and this is me.



This is my mum.
She is very helpful ...
... and this is me.



This is my sister.
She is funny ...
... and this is me.



This is my baby brother.
He is little ...
... and this is me.



And this is my grandma and my
grandpa. They are very kind ...
... and this is me.



These are my friends and
this is my teacher ...
... and this is me.



This is my pet dog, Jack.
He is a lot of fun ...
... and this is me.

Reading and understanding

1 Look and read. Then choose and circle.



1 This is Tim's brother.
sister.



2 This is Tim's mother.
father.



3 This is Tim's friend.
teacher.

2 Choose the word from the box.

tall kind funny helpful

You can also say **very** before these words.



- 1 Tim's father is _____.
- 2 Tim's mother is _____.
- 3 Tim's grandmother and grandfather are _____.
- 4 Tim's sister is _____.

Get active 1

Working with words

sister mum grandma
grandpa dad brother

1 Write the words.



My _____ is big.



My _____ is kind.



My _____ is kind, too.



My _____ is funny.



My _____ is tall.



My _____ is helpful.

Sentence building

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A sentence begins with
a **capital letter**.



My brother is ten.

A sentence ends
with a **full stop**.



1 Read the sentences. Circle the capital letters and full stops.

- 1 Tim is six.
- 2 This is my sister.
- 3 Jack is my pet dog.
- 4 My mum is helpful.
- 5 My grandma and grandpa are kind.

Look at this!



Grammar

I am Tilly.
I am six.

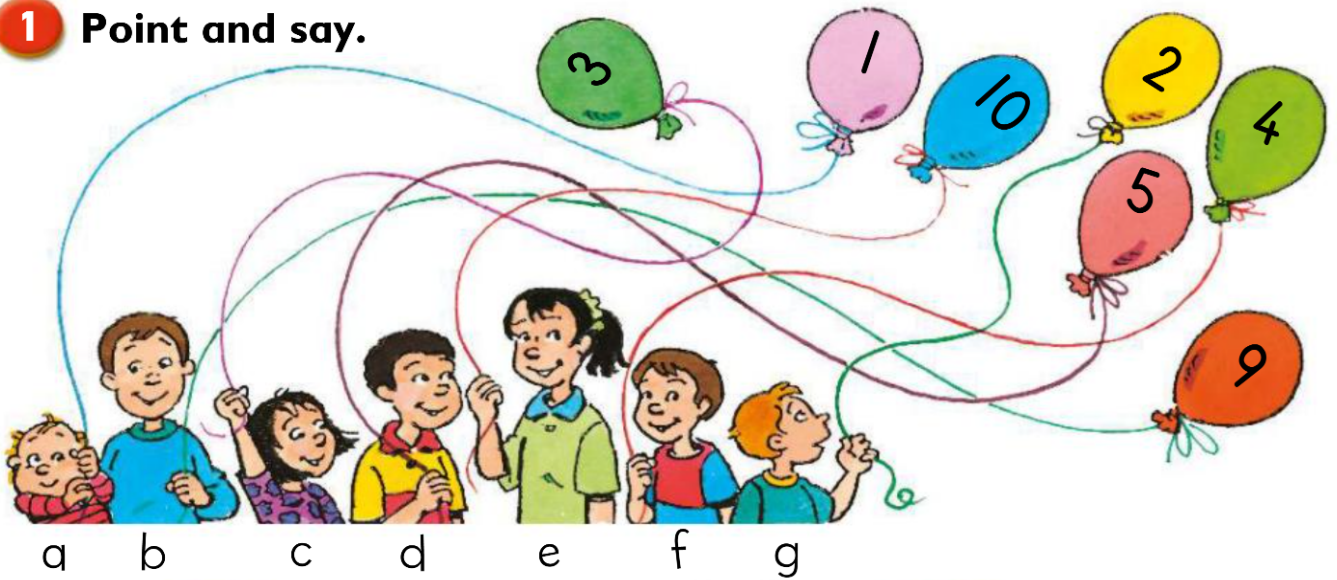


Sam is my friend.
He is eight.

Nina is my friend.
She is seven.



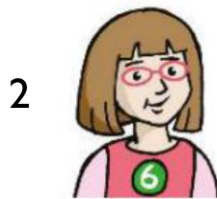
1 Point and say.



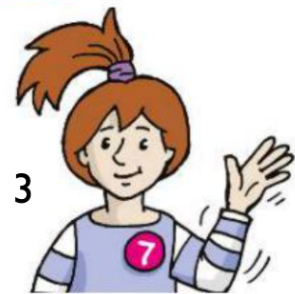
2 Write.



He is eight.



She



3



Listening



This is my family.



1 Listen to Nina and her family. Tick ✓ the box. 

- | | | | |
|-----------|--------------------------|---------|--------------------------|
| 1 dad | <input type="checkbox"/> | mum | <input type="checkbox"/> |
| 2 sister | <input type="checkbox"/> | brother | <input type="checkbox"/> |
| 3 grandma | <input type="checkbox"/> | grandpa | <input type="checkbox"/> |
| 4 dad | <input type="checkbox"/> | brother | <input type="checkbox"/> |
| 5 grandma | <input type="checkbox"/> | sister | <input type="checkbox"/> |
| 6 grandpa | <input type="checkbox"/> | mum | <input type="checkbox"/> |

2 Listen and sing. 

Father, mother, sister, brother,
 Sister, brother, father, mother,
 Father, sister, mother, brother,
 And me.

Phonics



1 Listen and read.



Sam has got a cat.



The cat is on the mat.

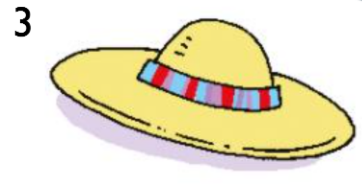
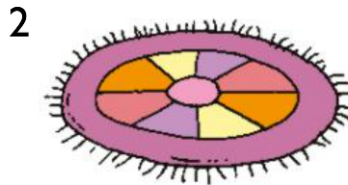


The cat has got a hat.



Can you see the cat?

2 Say the sounds. Make the words.



_____ cat _____



_____ _____ _____



_____ _____ _____

3 Write.



_____ has got a _____ .



The _____ is on the _____ .

4 Tick ✓ the words you can read.

Sam	<input type="checkbox"/>	cat	<input type="checkbox"/>	hat	<input type="checkbox"/>	mat	<input type="checkbox"/>
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