
























## Syllabus

Unit	Objectives and Key Competences	Contents
		Lexis
<b>Starter Unit</b> <b>Welcome to the Tiger Street Club!</b>	<ul style="list-style-type: none"> <li> Greet people and say goodbye</li> <li>Meet the course characters</li> <li>Ask for and give personal details</li> <li>Watch a video clip</li> <li>Say the days of the week</li> <li>Recognise and say the letters of the alphabet</li> <li> Ask and say where things are</li> <li> Use the Student's Resource Centre</li> <li> Ask and say how to spell words</li> <li>Review language from <i>Tiger Time 1</i> and <i>2</i></li> <li> Play the games</li> <li> Sing a song and say a rap</li> </ul>	<b>Core vocabulary</b> <ul style="list-style-type: none"> <li>club, join, project, street</li> <li>the alphabet</li> </ul> <b>Receptive vocabulary</b> <ul style="list-style-type: none"> <li>amazing, exciting, fun</li> </ul>  <b>Recycled vocabulary</b> <ul style="list-style-type: none"> <li>hello, goodbye</li> <li>days of the week</li> <li>numbers</li> <li>Vocabulary from previous levels</li> </ul>
<b>1 A</b> <b>Computer for the Club</b>	<ul style="list-style-type: none"> <li> Identify and name activities</li> <li>Learn the grammar table for Unit 1</li> <li>Ask and say what you do and don't do</li> <li>Read an email</li> <li>Watch video clips</li> <li>Listen and use everyday classroom language</li> <li> Listen and read about using computers</li> <li>Ask and say what you use computers to do</li> <li>Listen and read a report</li> <li> Use the Student's Resource Centre</li> <li> Spell words</li> <li>Predict what happens in the story</li> <li>Practise pronunciation: /ʌ/ and /u:/</li> <li>Review, assess and plan your own learning</li> <li> Understand and think about values</li> <li> Make and sort the activity cut-out cards</li> <li>Play the games</li> <li>Prepare, plan and write your project</li> <li> Listen, read, understand and act out the story</li> <li>Sing a song and say a rap</li> <li>Listen and read for pleasure</li> </ul>	<b>Core vocabulary</b> <ul style="list-style-type: none"> <li>do sports, go on excursions, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch films</li> </ul> <b>Story vocabulary</b> <ul style="list-style-type: none"> <li>kind, laptop, shed, thief</li> </ul> <b>CLIL vocabulary</b> <ul style="list-style-type: none"> <li>blog, document, email, internet, keyboard, mouse, printer, screen</li> </ul> <b>Receptive vocabulary</b> <ul style="list-style-type: none"> <li>falls over, drops, lucky, mobile phones, MP3 players, policeman, runs away, window cleaner</li> </ul>  <b>Recycled vocabulary</b> <ul style="list-style-type: none"> <li>club, draw, family, friends, games, home, listen, present, project, read a book, look at photos, school, sing songs, write stories, study, videos</li> <li>the alphabet</li> </ul>
<b>2 Animal World</b>	<ul style="list-style-type: none"> <li> Identify and name animal parts of the body</li> <li>Learn the grammar table for Unit 2</li> <li>Read public signs</li> <li>Listen and use everyday classroom language</li> <li> Ask about and describe an animal</li> <li>Listen and read about mammals and reptiles</li> <li>Understand differences between mammals and reptiles</li> <li>Listen and read an animal fact file</li> <li>Watch a video clip</li> <li> Use the Student's Resource Centre</li> <li> Spell words</li> <li>Predict what happens in the story</li> <li>Practise pronunciation: /ɪ/ and /i:/</li> <li>Review, assess and plan your own learning</li> <li> Understand and think about values</li> <li> Make and play with the body part cut-out cards</li> <li>Play the games</li> <li>Prepare, plan and write your project</li> <li> Listen, read, understand and act out the story</li> <li>Sing a song and say a rap</li> <li>Listen and read for pleasure</li> </ul>	<b>Core vocabulary</b> <ul style="list-style-type: none"> <li>beak, claws, feathers, fur, scales, shell, tail, teeth, whiskers, wings</li> </ul> <b>Story vocabulary</b> <ul style="list-style-type: none"> <li>hare, race, tortoise, winner</li> </ul> <b>CLIL vocabulary</b> <ul style="list-style-type: none"> <li>blood, chameleon, mammal, reptile, skin, tongue, warm</li> </ul> <b>Receptive vocabulary</b> <ul style="list-style-type: none"> <li>alien, doesn't stop, gentle, get ready, hedgehog, photography, sees, tries, too late, walks by</li> </ul>  <b>Recycled vocabulary</b> <ul style="list-style-type: none"> <li>the alphabet</li> <li>animals</li> <li>colours</li> <li>babies, body, cold, drink, ears, eat, eggs, email, eyes, fast, head, heavy, legs, live, long, milk, mother, paws, play a computer game, short, slow</li> </ul>

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<b>Core structures</b> <ul style="list-style-type: none"> <li>How do you spell ... ?</li> <li>Where do you live?</li> </ul> <b>Recycled structures</b> <ul style="list-style-type: none"> <li>What's your name?</li> <li>How old are you? I'm ...</li> <li>How are you? I'm fine, thanks.</li> <li>I live in ...</li> <li>Where's the ... ? It's in/on/under/behind/next to ...</li> <li>Language from previous levels</li> </ul>		<ul style="list-style-type: none"> <li><b>Video clip:</b> Meet the Tiger Street Club: Welcome to the Tiger Street Club</li> <li>Interest in learning English</li> <li>Enjoyment in meeting the course characters</li> <li>Pleasure in belonging to the Tiger Street Club</li> <li>Interest in learning the alphabet</li> <li>Willingness to participate in class</li> <li>Respect for others in the group</li> <li>Satisfaction in recalling familiar language</li> </ul>	
<b>Core structures</b> <ul style="list-style-type: none"> <li>Do you ... ? Yes, I do./No, I don't.</li> <li>What do you do in your free time? I do ... /I don't ...</li> <li>Are you ... ? Yes, I am./No, I'm not.</li> <li>I use a computer to ...</li> <li>I also ...</li> </ul> <b>Classroom Language</b> <ul style="list-style-type: none"> <li><b>Main function:</b> saying you've finished and asking what to do</li> <li>I've finished. What do I do now?</li> </ul> <b>Recycled structures</b> <ul style="list-style-type: none"> <li>It's a ...</li> </ul>	<ul style="list-style-type: none"> <li>/ʌ/ and /u:/ (club, run / do, music)</li> </ul>	<ul style="list-style-type: none"> <li><b>Video clip:</b> Tiger Street Club Report: How I use a computer</li> <li>Interest in naming activities</li> <li>Pleasure in doing a Spelling Bee</li> <li>Enjoyment in reading a photo story</li> <li>Awareness of the value of helping people</li> <li>Recognition of people who are kind</li> <li>Interest in using computers</li> <li>Satisfaction in preparing and writing your project</li> <li>Enjoyment in reading an email</li> <li>Confidence in using classroom language</li> <li>Pleasure in reading a cartoon strip story</li> <li>Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li><b>ICT:</b> How techy are you?</li> </ul>
<b>Core structures</b> <ul style="list-style-type: none"> <li>It's got .../It hasn't got ...</li> <li>Is it a ... ? Yes, it is.</li> <li>Has it got ... ? Yes, it has./No, it hasn't.</li> <li>They've got ...</li> </ul> <b>Classroom language</b> <ul style="list-style-type: none"> <li><b>Main function:</b> asking for and giving information about a website</li> <li>Look at this website. It's got ... ! Has it got information about ... ? Yes, it has.</li> </ul> <b>Recycled structures</b> <ul style="list-style-type: none"> <li>Is it a ... ? Yes, it is./No, it isn't.</li> <li>... is/are ...</li> <li>... live in/eat/drink ...</li> </ul>	<ul style="list-style-type: none"> <li>/ɪ/ and /i:/ (lizard, pink / cheetah, green)</li> </ul>	<ul style="list-style-type: none"> <li><b>Video clip:</b> Tiger Street Club Report: Animal fact file</li> <li>Interest in animals</li> <li>Enjoyment in reading a well-known animal fable</li> <li>Awareness of the value of using your time well</li> <li>Recognition of the importance of focus</li> <li>Satisfaction in understanding public signs</li> <li>Awareness of transferring language learnt to classroom situations</li> <li>Pleasure in reading a cartoon strip story</li> <li>Care in completing activities in the book</li> <li>Satisfaction in researching and writing your project</li> <li>Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li><b>Natural Science:</b> Mammals and reptiles</li> </ul>

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Unit	Objectives and Key Competences	Contents
		Lexis
<b>3 Sports Star</b>	<ul style="list-style-type: none"> <li>Identify and name sports</li> <li>Learn the grammar table for Unit 3</li> <li>Ask and say what you and other people can and can't do</li> <li>Understand and respond to instructions in the workout</li> <li>Read a poster</li> <li>Listen and use everyday classroom language</li> <li>Count to a hundred in tens</li> <li>Listen, read and answer questions about workouts</li> <li>Listen and read a report</li> <li>Watch a video clip</li> <li>Use the Student's Resource Centre</li> <li>Spell words</li> <li>Predict what happens in the story</li> <li>Practise pronunciation: /eɪ/ and /ɔ:/</li> <li>Review, assess and plan your own learning</li> <li>Understand and think about values</li> <li>Make and play with the sports cut-out cards</li> <li>Play the games</li> <li>Prepare, plan and write your project</li> <li>Listen, read, understand and act out the story</li> <li>Sing a song and say a rap</li> <li>Listen and read for pleasure</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>dive, do judo, do karate, ice skate, play table tennis, ride a bike, ride a horse, rollerblade, row, skateboard</li> <li>numbers 20–100 (in tens)</li> </ul> <p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>dive, do judo, do karate, ice skate, play table tennis, ride a bike, ride a horse, rollerblade, row, skateboard</li> <li>numbers 20–100 (in tens)</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>coach, goal, match</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>concentrate, easy, exercise, fist, fit, healthy, left, on the spot, right, strong, thumb</li> <li>touch, stretch, tap, roll, turn around</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>brain, heart, kids, players, press-ups, professional, relax, star, trains, weight</li> <li>Brilliant!, I don't mind</li> </ul> <p><b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>arms, basketball, boy, brother, climb, dance, favourite, girl, hop, ill, kick a ball, legs, park, play football, run, school, sister, sleep, swim, team, toes, walk</li> <li>days of the week</li> <li>the alphabet</li> </ul>
<b>4 Food We Like</b>	<ul style="list-style-type: none"> <li>Identify and name food</li> <li>Learn the grammar table for Unit 4</li> <li>Ask and say food you like and don't like</li> <li>Say food other people like</li> <li>Talk about ways you and your friends like to eat fruit and vegetables</li> <li>Listen and read a report</li> <li>Watch a video clip</li> <li>Listen and use everyday classroom language</li> <li>Listen and read about five fun ways to eat fruit and vegetables</li> <li>Use the Student's Resource Centre</li> <li>Spell words</li> <li>Predict what happens in the story</li> <li>Practise pronunciation: /ɪ/ and /aɪ/</li> <li>Review, assess and plan your own learning</li> <li>Understand and think about values</li> <li>Make and play with the food cut-out cards</li> <li>Play the games</li> <li>Prepare, plan and write your project</li> <li>Listen, read, understand and act out the story</li> <li>Sing a song and say a rap</li> <li>Read a recipe</li> <li>Listen and read for pleasure</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>chicken, chocolate, crisps, fruit juice, ice cream, salad, sandwiches, strawberries, water, yoghurt</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>bread, dinner, lunch, meat, slice, Bring me ...!</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>fruit salad, ice cube, ice lolly, smoothie, sugar, vegetable stick, vitamin</li> <li>hot/packed lunch, raw, treat</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>blender, fibre, ingredients, minerals, nuts, portions, preparation method, recipe</li> <li>a great invention, work very hard</li> </ul> <p><b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>apples, bananas, biscuits, carrots, cheese, eggs, fruit, meat, milk, peas, potatoes, vegetables</li> <li>eat, delicious, healthy, hungry, play cards</li> <li>the alphabet</li> </ul>
<b>5 Things We Do Every Day</b> <i>(continued on next page)</i>	<ul style="list-style-type: none"> <li>Identify and name daily routines</li> <li>Learn the grammar table for Unit 5</li> <li>Say what other people do every day</li> <li>Listen and use everyday classroom language</li> <li>Listen and read about time zones</li> <li>Listen and read a report</li> <li>Watch a video clip</li> <li>Use the Student's Resource Centre</li> <li>Spell words</li> <li>Predict what happens in the story</li> <li>Practise pronunciation: /æ/ and /ɑ:/</li> <li>Review, assess and plan your own learning</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>brush your teeth, get up, go home, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch, put on your pyjamas</li> <li>... o'clock, half past ...</li> <li>every day</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>clock, genie, gold, greedy, king, princess, wish</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>midday, dark, light, hour, night, time zone</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>go away, hairbrush, hug, koala, meets, more important than, never mind, time difference</li> </ul>

Contents			Cross-curricular links
Structures	Phonics	Sociocultural aspects	
<b>Core structures</b> <ul style="list-style-type: none"> <li>• Can you ... ? Yes, I can./No, I can't.</li> <li>• I/He/She can/can't ...</li> <li>• What can you do?</li> </ul> <b>Classroom language</b> <ul style="list-style-type: none"> <li>• <b>Main function:</b> asking for help</li> <li>• I can't do ... Can you help me, please? Yes, all right. I think the answer is ... Can you repeat that, please? Yes, of course. It's ...</li> </ul> <b>♻ Recycled vocabulary</b> <ul style="list-style-type: none"> <li>• I play...</li> <li>• Let's...</li> </ul>	<ul style="list-style-type: none"> <li>• /eɪ/ and /ɔ:/ (play, skate / football, horse)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video clip:</b> Tiger Street Club Report: My exercise</li> <li>• Interest in and enjoyment of sport and exercise</li> <li>• Enjoyment in reading a story about football</li> <li>• Awareness of equal opportunities</li> <li>• Awareness of the value of practising and making an effort</li> <li>• Respect for what people can and can't do</li> <li>• Confidence in using classroom language</li> <li>• Pleasure in reading a cartoon strip story</li> <li>• Enjoyment in planning, preparing, writing and presenting your project</li> <li>• Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PE:</b> Workouts for kids</li> </ul>
<b>Core structures</b> <ul style="list-style-type: none"> <li>• I like ... /I love ... /I don't like ...</li> <li>• Do you like ... ? Yes, I do./No, I don't.</li> <li>• I like ..., but I don't like ...</li> <li>• He/She likes ...</li> </ul> <b>Classroom language</b> <ul style="list-style-type: none"> <li>• <b>Main function:</b> asking what a word means</li> <li>• Sorry, I don't understand. What does ... mean?</li> </ul> <b>♻ Recycled structures</b> <ul style="list-style-type: none"> <li>• Are you ...? Yes, I am./No, I'm not.</li> <li>• My favourite is ...</li> </ul>	<ul style="list-style-type: none"> <li>• /ɪ/ and /aɪ/ (biscuit, chicken / likes, nice)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video clip:</b> Tiger Street Club Report: Lunch at my school</li> <li>• Interest in food</li> <li>• Pleasure in reading a legend about the origin of a word</li> <li>• Respect for other people's likes and dislikes</li> <li>• Enjoyment in interacting with others</li> <li>• Awareness of sounds and spelling</li> <li>• Interest in learning fun ways to eat fruit and vegetables</li> <li>• Enjoyment in reading a recipe</li> <li>• Confidence in using classroom language</li> <li>• Pleasure in reading a cartoon strip story</li> <li>• Enjoyment in preparing, planning, writing and presenting your project</li> <li>• Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Science:</b> Five-a-day the fun way!</li> </ul>
<b>Core structures</b> <ul style="list-style-type: none"> <li>• I ... at ... What about you? Me too!</li> <li>• Do you ... at ...? Yes, I do./No, I don't.</li> <li>• He/She has lunch/goes to school ...</li> <li>• What do you do every day? I ...</li> <li>• What time is it?</li> </ul> <b>Classroom language</b> <ul style="list-style-type: none"> <li>• <b>Main function:</b> asking about the time</li> <li>• What time is it, please? It's time to ... Have I got time to ... ?</li> </ul> <b>♻ Recycled structures</b> <ul style="list-style-type: none"> <li>• It's (nine o'clock).</li> </ul>	<ul style="list-style-type: none"> <li>• /æ/ and /ɑ:/ (snack, cat / car past)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video clip:</b> Tiger Street Club Report: A day in the life ...</li> <li>• Interest in your and other people's daily routines</li> <li>• Awareness of the importance of loving your family and not being greedy</li> <li>• Awareness that the world has got different time zones</li> <li>• Enjoyment in a myth and in finding out about children around the world</li> <li>• Satisfaction in writing your project</li> <li>• Pleasure in learning bedtime rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Geography:</b> Time zones</li> </ul>

# Syllabus

Unit	Objectives and Key Competences	Contents
		Lexis
<p>(continued)</p> <p><b>5 Things We Do Every Day</b></p>	<ul style="list-style-type: none"> <li>• Understand and think about values</li> <li>• Make and play with the daily routine cut-out cards</li> <li>• Play the games</li> <li>• Prepare, plan and write your project</li> <li>• Listen, read, understand and act out the story</li> <li>• Sing a song and say a rap</li> <li>• Read traditional bedtime rhymes</li> <li>• Listen and read for pleasure</li> </ul>	<p><b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>• afternoon, clock, do homework, evening, hungry, love, morning, play, read a book, rich, sleep, study, use a computer, wash my face/hands, watch TV</li> <li>• the alphabet</li> <li>• numbers</li> </ul>
<p><b>6 At the Beach</b></p>	<ul style="list-style-type: none"> <li>• Identify and name beach activities</li> <li>• Learn the grammar table for Unit 6</li> <li>• Ask and say what you and other people are doing</li> <li>• Read a poem</li> <li>• Listen and use everyday classroom language</li> <li>• Listen and read about rock pools</li> <li>• Listen and read a report</li> <li>• Watch a video clip</li> <li>• Use the Student's Resource Centre</li> <li>• Spell words</li> <li>• Predict what happens in the story</li> <li>• Practise pronunciation: /b/ and /v/</li> <li>• Review, assess and plan your own learning</li> <li>• Understand and think about values</li> <li>• Make and play with the beach cut-out cards</li> <li>• Play the games</li> <li>• Prepare, plan and write your project</li> <li>• Listen, read, understand and act out the story</li> <li>• Sing a song and say a rap</li> <li>• Listen and read for pleasure</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>• collecting shells, fishing, lying in the shade, making a sandcastle, playing Frisbee, playing volleyball, playing with a bat and ball, putting on sun cream, snorkelling, swimming in the sea</li> <li>• beach, seaside</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>• dolphin, shark</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>• crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, star fish</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>• attack, danger, donkey rides, kite, protect, rescue, safe, shadow</li> </ul> <p><b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>• cloudy, dive, fish and chips, hot, jump, live, look, play football, raining, read a book, ride, row, run, sing, sit, sunny, swim, T-shirt, walk, weather</li> <li>• the alphabet</li> <li>• colours</li> </ul>
<p><b>7 Tiger Street Club Review</b></p>	<ul style="list-style-type: none"> <li>• Identify and name theatre vocabulary</li> <li>• Listen and read a report</li> <li>• Watch a video clip</li> <li>• Read a programme</li> <li>• Listen and use everyday classroom language</li> <li>• Use the Student's Resource Centre</li> <li>• Predict what happens in the play</li> <li>• Revise language from Units 1–6</li> <li>• Practise pronunciation: /s/ before a consonant</li> <li>• Review, assess and plan your own learning</li> <li>• Understand and think about values</li> <li>• Listen and read about teamwork for a show</li> <li>• Make and play with the review sentence cut-out cards</li> <li>• Play the games</li> <li>• Prepare, plan and write your project</li> <li>• Listen, read, understand and act out the play</li> <li>• Sing a song and say a rap</li> <li>• Listen and read for pleasure</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>• actor, audience, costume, lights, make-up, poster, programme, script, stage, ticket</li> </ul> <p><b>Story vocabulary</b></p> <ul style="list-style-type: none"> <li>• hiker, knock, plate, stove, village</li> </ul> <p><b>CLIL vocabulary</b></p> <ul style="list-style-type: none"> <li>• design, job, rehearse, show, teamwork</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>• dinnertime, charity, end-of-year show, mountains, narrator, pot, share</li> <li>• Wait a minute, Remember</li> </ul> <p><b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>• Vocabulary that has been previously introduced</li> </ul>
<p><b>Festivals</b></p>	<ul style="list-style-type: none"> <li>• Identify items relating to festivals</li> <li>• Ask and say what you have got in your lunchbox</li> <li>• Use the Student's Resource Centre</li> <li>• Play a game</li> <li>• Make a paper lunchbox, do a survey and make a book mark</li> <li>• Listen and read about festivals</li> <li>• Identify healthy foods</li> <li>• Identify different kinds of books</li> <li>• Compare your culture with UK culture</li> <li>• Sing the songs and say the chants</li> <li>• Ask and say your favourite kind of book</li> </ul>	<p><b>Core vocabulary</b></p> <ul style="list-style-type: none"> <li>• healthy, unhealthy, packed lunch, lunchbox, fruit</li> <li>• adventure, far away, places, look after</li> <li>• book token, fact, fairy tale, legend, myth, poem</li> </ul> <p><b>Receptive vocabulary</b></p> <ul style="list-style-type: none"> <li>• crunch</li> <li>• celebrate, win</li> <li>• celebrate, special</li> </ul> <p><b>Recycled vocabulary</b></p> <ul style="list-style-type: none"> <li>• apple, carrot, strawberry, orange, banana, peas, celery, yoghurt, fruit juice, chicken, mushroom, potato</li> <li>• play games, walk, park,</li> <li>• book, read, shop, weather</li> </ul>



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Structures	Phonics	Sociocultural aspects	
		<ul style="list-style-type: none"> <li>Confidence in using classroom language</li> <li>Pleasure in reading a cartoon strip story</li> <li>Willingness to review, assess and plan your own learning</li> </ul>	
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>What am I doing? You're ...</li> <li>What are you doing? I'm/We're ...</li> <li>Are you (fishing)? Yes, I am./No, I'm not.</li> <li>I'm/He's/She's/We're/They're (fishing).</li> </ul> <p><b>Classroom language</b></p> <ul style="list-style-type: none"> <li><b>Main function:</b> asking and saying what you're doing</li> <li>What are you doing? I'm ...</li> </ul> <p><b>Recycled structures</b></p> <ul style="list-style-type: none"> <li>I've got ...</li> <li>I'm/He's/She's wearing ...</li> <li>It's ... /It isn't ...</li> <li>There is/are ...</li> </ul>	<ul style="list-style-type: none"> <li>/b/ and /v/ (bat, beach / very, vest)</li> </ul>	<ul style="list-style-type: none"> <li><b>Video clip:</b> Tiger Street Club Report: A holiday postcard</li> <li>Interest in beach activities and sea life</li> <li>Enjoyment in reading an adventure story</li> <li>Awareness that it's important to keep safe</li> <li>Willingness to take turns</li> <li>Recognition that you can find things out by close observation</li> <li>Satisfaction in writing your project</li> <li>Pleasure in reading a poem</li> <li>Confidence in using classroom language</li> <li>Enjoyment in reading a cartoon strip story</li> <li>Willingness to review, assess and plan your own learning</li> </ul>	<ul style="list-style-type: none"> <li><b>Natural Science:</b> Secrets of the sea</li> </ul>
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>Structures that have been previously introduced</li> </ul> <p><b>Classroom language</b></p> <ul style="list-style-type: none"> <li><b>Main function:</b> giving and following stage directions</li> <li>Can you ... ? Like this? Yes, that's it! Perfect! Then what do I do?</li> </ul> <p><b>Recycled structures</b></p> <ul style="list-style-type: none"> <li>Structures that have been previously introduced</li> </ul>	<ul style="list-style-type: none"> <li>/s/ before a consonant (stage, script)</li> </ul>	<ul style="list-style-type: none"> <li><b>Video clip:</b> Tiger Street Club Report: <i>Stone Soup</i>: A review</li> <li>Interest in learning theatre vocabulary</li> <li>Pleasure in acting out a well-known story as a play</li> <li>Pleasure in demonstrating what you can do in a board game</li> <li>Enjoyment in reviewing what you have learnt in a quiz</li> <li>Awareness of the work involved in putting on a show</li> <li>Recognition of the value of teamwork and sharing</li> <li>Satisfaction in writing your project</li> <li>Interest in reading a programme</li> <li>Confidence in using classroom language</li> <li>Enjoyment in reading a cartoon strip story</li> <li>Willingness to review, assess and plan your own learning</li> <li>Satisfaction with learning in <i>Tiger Time 3</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Citizenship:</b> Teamwork for a show</li> </ul>
<p><b>Core structures</b></p> <ul style="list-style-type: none"> <li>Structures that have been previously introduced</li> </ul> <p><b>Recycled structures</b></p> <ul style="list-style-type: none"> <li>I'm a ...</li> <li>I've got ...</li> <li>... don't ...</li> <li>Do you ... ? Yes, I do./No, I don't.</li> <li>It's ... /It's got ...</li> <li>Has it got ... ? Yes, it has!/No, it hasn't!</li> <li>I love/like ... Me too!</li> <li>What's your favourite ... ? It's ...</li> </ul>		<ul style="list-style-type: none"> <li><b>Festivals:</b> World Food Day in the UK</li> <li><b>Festivals:</b> Grandparent's Day in the UK</li> <li><b>Festivals:</b> World Book Day in the UK</li> <li>Pleasure in learning about World Book Day, Grandparent's Day and World Book Day in the UK</li> <li>Interest in comparing World Book Day, Grandparent's Day and World Book Day in the UK and in your country</li> <li>Awareness that some foods are healthy</li> <li>Awareness that grandparents are important</li> <li>Awareness of the pleasure that books and reading gives</li> <li>Enjoyment in singing songs and saying chants about World Book Day, Grandparent's Day and books</li> </ul>	