

## Academy Stars: LEVEL 2 SCOPE & SEQUENCE

Unit	Topic	Vocab	Grammar & Language in use	Reading	Listening & Speaking	Writing	Learning to learn	Phonics
Welcome		Describing people (height, age, hair colour, eye colour, abilities, likes) Talk about yourself Vocabulary review (food, clothes, family, objects at the park)	<i>He's/She's ...</i> <i>He's got ... / She's got ...</i> <i>My name is ...</i> <i>I'm ...</i> <i>I've got ...</i> <i>I can + infinitive ...</i> <i>I like ...</i> <i>There's / There are ...</i>					
1	<b>Unit title:</b> In the wild  <b>Topic/theme:</b> animals & countries	<b>Lesson 1:</b> <i>bear, camel, crocodile, kangaroo, panda, wolf, Australia, India</i>  <b>Lesson 4:</b> <i>twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred</i>  <b>Lesson 5 phonics:</b> <i>bed, black, cat, cub, dog, fig, frog, funny, log, mum, pen, red, wig</i>  <b>Lesson 7 listening:</b> <i>forest, tongue</i>	<b>Lesson 2 &amp; 3 grammar:</b> <i>There are some ...</i> <i>There aren't any ...</i>  <b>Lesson 6 Language in use:</b> <i>Are there any ...?</i> <i>Yes there are. / No, there aren't.</i>	<b>Text type:</b> an information text about wolves  <b>Strategy:</b> find key facts	<b>Listening:</b> a transcript on sun bears in China <b>Strategy:</b> listen for gist  <b>Speaking:</b> <i>Talk about your favourite animal: What's your favourite animal? My favourite animal is a ...</i>	<b>Writing text type:</b> an information fact file on tigers and crocodiles  Write an animal fact file  <b>Skill:</b> use of capital letters at the start of sentence; for countries; use of a full stop at the end of a sentence	<b>Learning to learn:</b> observing patterns in words: <i>thirty, forty, fifty, sixty, seventy; ruler, rubber, rubber, sister, brother, teacher</i>	Identify short vowel sounds: <i>a, e, i, o, u</i>
2	<b>Unit title:</b> My busy week  <b>Topic/themes:</b> days of the week & activities	<b>Lesson 1:</b> <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday; go to school, do gymnastics, play basketball, have a music lesson</i>	<b>Lesson 2 &amp; 3 grammar:</b> Present simple ( <i>I / We / They</i> ) affirmative and negative: <i>I don't play basketball on Tuesday. We play on Saturday. They do gymnastics on Thursday.</i>	<b>Text type:</b> a poem about school & weekend activities  <b>Strategy:</b>	<b>Listening:</b> transcript on after-school clubs  <b>Strategy:</b> listen for key	<b>Writing text type:</b> description of a routine  Write a description of a	<b>Learning to learn:</b> visualise new words to help you remember them	Identify initial sounds: <i>cr, dr, gr</i>

		<p><b>Lesson 4:</b> <i>cook, read, visit, write</i></p> <p><b>Lesson 5 phonics:</b> <i>crab, crayon, draw, dress, drink, grab, grass, grandma, grandpa, grey, ice cream,</i></p> <p><b>Lesson 6 language in use:</b> <i>football, tennis</i></p> <p><b>Listening:</b> <i>drama, karate</i></p>	<p><b>Lesson 6 language in use:</b> Present simple questions with <i>Do you ...?</i> <i>Do you visit your grandma?</i> <i>Do you read books? Do you play tennis?</i> <i>Yes, I do. / No, I don't.</i></p>	compare & contrast information	words	day		
Review 1	Review of Units 1 & 2; CYLE Starter Listening Part 2							
3	<p><b>Unit title:</b> Our things</p> <p><b>Topic/themes:</b> personal possessions; technology</p>	<p><b>Lesson 1:</b> <i>camera, computer, glasses, guitar, phone, radio, TV, watch</i></p> <p><b>Lesson 4:</b> <i>children, game, tablet, live, talk</i></p> <p><b>Lesson 5 phonics:</b> <i>bring, bridge, brown, frog, friend, fruit, tree, trousers</i></p> <p><b>Lesson 6 language in use:</b> <i>phone, headphones</i></p> <p><b>Lesson 7 listening:</b> <i>electric guitar, take a photo, watch a film</i></p> <p><b>Lesson 7 speaking:</b> <i>amazing, cool, fantastic, great, nice</i></p>	<p><b>Lesson 2 &amp; 3 grammar:</b> possessive adjectives: <i>our/their</i> <i>This is our camera</i> <i>This is their phone.</i></p> <p><b>Lesson 6 language in use:</b> Questions with <i>whose</i>; 's for possessions: <i>Whose watch is this?</i> <i>It's Artem's watch. Whose headphones are these?</i> <i>They're Paula's.</i></p>	<p><b>Text type:</b> an information text: <i>Are tablets good for children?</i></p> <p><b>Strategy:</b> identify fact and opinion</p>	<p><b>Listening:</b> a transcript about personal possessions and who they belong to</p> <p><b>Strategy:</b> listen for specific information</p> <p><b>Speaking:</b> talk about personal possessions <i>What a / an + adj + noun:</i> <i>What a cool phone!</i></p>	<p><b>Writing text type:</b> description of a technological personal possession</p> <p>Write a description about a gadget using adjectives</p> <p><b>Skill:</b> use adjectives to describe things or people; understand the order in which adjectives are placed in a sentence</p>	<p><b>Learning about language:</b> <i>play + a sport with a ball e.g. play tennis / play football;</i> <i>do + an activity e.g. do drama / do karate</i></p>	Identify initial sounds: <i>br, fr, tr</i>
Reading time 1: Read a traditional story: <i>Our sweet mangoes</i>								

Think about it! 1: Make an activities poster								
4	<p><b>Unit title:</b> Out and about</p> <p><b>Topic/themes:</b> buildings &amp; places</p>	<p><b>Lesson 1:</b> <i>building, flat, garden, house, park, restaurant, shop, street</i></p> <p><b>Lesson 4:</b> <i>bookshop, firefighter, key, woman, work,</i></p> <p><b>Lesson 5 phonics:</b> <i>blue, flat, flower, plant, plane</i></p> <p><b>Lesson 6 language in use:</b> <i>badminton, baseball</i></p> <p>Listening: <i>trampoline</i></p>	<p><b>Lesson 2 &amp; 3 grammar:</b> present simple (he / she) affirmative and negative: <i>She lives in a house. She doesn't live in a flat. He plays tennis. He doesn't play football.</i></p> <p><b>Lesson 6 language in use:</b> Present simple (he / she): <i>Wh-questions: Where does he live? What time does he start school?</i></p>	<p><b>Text type:</b> a fictional story: <i>Take your child to work day</i></p> <p><b>Strategy:</b> identify the main idea in a paragraph</p>	<p><b>Listening:</b> transcript about a girl from China doing gymnastics</p> <p><b>Strategy:</b> listen for gist</p> <p><b>Speaking:</b> ask how to spell a word via a dialogue about where your partner lives <i>How do you spell that?</i></p>	<p><b>Writing text type:</b> a profile of a friend</p> <p>write a profile of a friend using connectors <i>and</i> and <i>but</i></p> <p><b>Skill:</b> use conjunctions; use <i>and</i> to connect similar ideas; use <i>but</i> to connect different ideas</p>	<p><b>Learning to learn:</b> put words in alphabetical order to make them easier to find</p>	Identify initial sounds: <i>bl, fl, pl</i>
Review 2	Review of Units 3 & 4; CYLE Starter Listening Part 1							
5	<p><b>Unit title:</b> Sun and snow</p> <p><b>Topic/themes:</b> weather, natural features</p>	<p><b>Lesson 1:</b> <i>beach, cloud, mountain, rain, sea, snow, sun, wind</i></p> <p><b>Lesson 4:</b> <i>boots, coat, jumper, skate, smile</i></p> <p><b>Lesson 5:</b> <i>skate, sky, small, smile, snow, story, stars, skirt</i></p> <p><b>Lesson 6 language in use:</b> <i>scarf, fly a kite</i></p> <p><b>Lesson 7 listening:</b> <i>warm</i></p>	<p><b>Lesson 2 &amp; 3 grammar:</b> present continuous (affirmative and negative): <i>I'm watching videos. I'm not working. He's climbing. He isn't wearing a jacket. They're playing. They aren't swimming.</i></p> <p><b>Lesson 6 language in use:</b> Present continuous: <i>Wh-questions: What are you doing? What's he wearing? What's he doing? What are they doing?</i></p>	<p><b>Text type:</b> a play: <i>Lost in the snow</i></p> <p><b>Strategy:</b> infer information from a text</p>	<p><b>Listening:</b> a radio interview with children talking about the weather in their country</p> <p><b>Strategy:</b> listen for key information</p> <p><b>Speaking:</b> talk about the weather <i>What's the weather like today? It's cloudy and it's raining.</i></p>	<p><b>Writing text type:</b> a scene for a play</p> <p>Write a scene for a play</p> <p><b>Skill:</b> use of exclamation marks to show strong feelings</p>	<p><b>Learning about language:</b> add -y to make a weather noun into an adjective: <i>sun – sunny; wind – windy; rain – rainy; cloud – cloudy; snow – snowy</i></p>	Identify initial sounds: <i>sm, sn, st, sk</i>

Reading time 2: An information text: <i>We can do anything!</i>								
Think about it! 2: Make an anemometer!								
6	<p><b>Unit title:</b> Stay safe</p> <p><b>Topic/themes:</b> transport and road safety</p>	<p><b>Lesson 1:</b> <i>bus, helicopter, lorry, motorbike, plane, train, traffic light, right / left</i></p> <p><b>Lesson 4:</b> <i>helmet, pavement, seat belt, shout</i></p> <p><b>Lesson 5 phonics:</b> <i>clean, clothes, glue, sleep, slow</i></p> <p><b>Lesson 7 listening:</b> <i>back, front, floor, stairs</i></p>	<p><b>Lesson 2 &amp; 3 grammar:</b> Imperatives: <i>Walk! Don't run! Look left/right. Don't cross.</i></p> <p><b>Lesson 6 language in use:</b> Present continuous: question + short answers: <i>Are you playing a game? Yes, I am. No, I'm not. Is he taking photos? Yes, he is. No, he isn't. Are they eating? Yes, they are. No, they aren't.</i></p>	<p><b>Text type:</b> a poster about road safety</p> <p><b>Strategy:</b> activate prior knowledge</p>	<p><b>Listening:</b> a transcript on the parts of a double-decker bus</p> <p><b>Strategy:</b> listen for key information to label a diagram</p> <p><b>Speaking:</b> make requests using <i>Can: Can I have a drink, please? Here you are. Can we play football? Yes, we can.</i></p>	<p><b>Writing text type:</b> a classroom rules poster</p> <p>Write a classroom rules poster</p> <p><b>Skill:</b> use of exclamation marks at the end of instructions and warnings e.g. <i>Stop! Don't run!</i></p>	<p><b>Learning about language:</b> for words ending in -ch or -x, add -es to make plural, e.g. <i>beach – beaches; fox – foxes;</i> for words ending in -y, remove the -y and add -ies to make plural, e.g. <i>baby – babies</i></p>	Identify initial sounds: <i>cl, gl, sl</i>
Review 3	Review of Units 5 & 6; CYLE Starter Reading & Writing Part 4							
7	<p><b>Unit title:</b> Seasons of fun</p> <p><b>Topic/themes:</b> Seasons, seasonal activities</p>	<p><b>Lesson 1:</b> <i>spring, summer, autumn, winter, plant flowers, have a picnic, make a snowman, play outside</i></p> <p><b>Lesson 4:</b> <i>airport, fly, holiday, sunglasses, wait</i></p> <p><b>Lesson 5 phonics:</b> <i>cake, Jake, lake, make, plane, skate, take</i></p>	<p><b>Lesson 2 &amp; 3 grammar:</b> <i>like + ing</i> (affirmative and negative) <i>I like skating in winter. He doesn't like swimming. Do you like painting? Yes, I do. No, I don't.</i></p> <p><b>Lesson 6 language in use:</b> <i>Let's + infinitive; What about + -ing?</i></p>	<p><b>Text type:</b> a story about the seasons in a different part of the world (South Africa)</p> <p><b>Strategy:</b> identify the main idea in a paragraph</p>	<p><b>Listening:</b> a transcript about seasonal activities and the weather</p> <p><b>Strategy:</b> listening for gist; complete a table correctly</p>	<p><b>Writing text type:</b> a travel brochure</p> <p>Write an article about your country</p> <p><b>Skill:</b> headings</p>	<p><b>Learning to learn:</b> complete a simple table by reading across the rows and down the columns</p>	Identify the <i>a</i> sound with silent <i>e</i>

		<p><b>Lesson 6 language in use:</b> leaf / leaves</p> <p><b>Lesson 7 listening:</b> go sailing, lamb, milk, sheep,</p>	<p>Let's fly our kites? What about playing tennis in the park?</p>		<p><b>Speaking:</b> accept or reject suggestions: I'm bored. Me too. Let's go sailing. I'm not sure. What about having a picnic? That's a great idea!</p>			
Reading time 3: A story: <i>The island</i>								
Think about it! 3: Make a season poster								
8	<p><b>Unit title:</b> How food grows</p> <p><b>Topic/themes:</b> fruits, vegetables</p>	<p><b>Lesson 1:</b> beans, a coconut, grapes, a lemon, peas, a pepper, a potato, a watermelon</p> <p><b>Lesson 4:</b> bee, seeds, grow</p> <p><b>Lesson 5 phonics:</b> bike, ice cream, kite, like, lime, mice, nice, rice, slide, white, write</p> <p><b>Lesson 6 language in use:</b> feed, pick, strawberry, tractor</p> <p><b>Lesson 7 listening:</b> fruit, market, vegetable</p>	<p><b>Lesson 2 &amp; 3 grammar:</b> would like + a / an / some for offers and requests: I'd like some lemons. Would you like a watermelon? Yes, please. No, thanks.</p> <p><b>Lesson 6 language in use:</b> would like + to + infinitive for invitations: Would you like to feed the lambs? Yes, please. I'd like to ride on a tractor.</p>	<p><b>Text type:</b> an information text: <i>How oranges grow</i></p> <p><b>Strategy:</b> understand sequence</p>	<p><b>Listening:</b> a transcript about a food market in Thailand</p> <p><b>Strategy:</b> compare and contrast information</p> <p><b>Speaking:</b> ask for things in a shop or a market <i>Can I have some lemons, please? How many? Five, please. Here you are.</i></p>	<p><b>Writing text type:</b> a party invitation</p> <p>Write a party invitation</p> <p><b>Skill:</b> commas to separate things in a list</p>	<p><b>Learning to learn:</b> learning opposites to improve vocabulary and writing <i>big—small; long—short; good—bad; hot—cold; happy—sad; left—right</i></p>	Identify <i>i</i> sound with silent <i>e</i>
Review 4	Review of Units 7 & 8; CYLE Starter Reading & Writing Part 2							
9	<p><b>Unit title:</b> Let's look inside</p>	<p><b>Lesson 1:</b> bathroom, bookcase, dining room, hall,</p>	<p><b>Lesson 2 &amp; 3 grammar:</b> Past simple (<i>was/were</i>)</p>	<p><b>Text type:</b> a realistic story:</p>	<p><b>Listening:</b> a transcript about</p>	<p><b>Writing text type:</b> an email</p>	<p><b>Learning to learn:</b> look at</p>	Identify <i>o</i> and <i>u</i>

	<p><b>Topic/themes:</b> rooms, furniture</p>	<p><i>kitchen, living room, shower, sofa</i></p> <p><b>Lesson 4:</b> <i>asleep, astronaut, space, stars, towel, wash</i></p> <p><b>Lesson 5 phonics:</b> <i>alone, cute, flute, home, nose, stone, tube, tune</i></p> <p><b>Lesson 6 language in use:</b> <i>castle</i></p> <p><b>Lesson 7 listening:</b> <i>lake</i></p>	<p>affirmative &amp; negative: <i>I was with grandma. I wasn't at home.</i> <i>She was happy. She wasn't tired.</i> <i>We were in the kitchen. We weren't hungry.</i></p> <p><b>Lesson 6 language in use:</b> past simple <i>to be</i>: question and short answers: <i>Were you at home yesterday? Yes, I was. No, I wasn't. Were you in the dining room? Yes, we were. No, we weren't.</i></p>	<p>astronaut talks about life on a space station: <i>My week in space</i></p> <p><b>Strategy:</b> read for detail</p>	<p>a sequence of events seen via a picture map</p> <p><b>Strategy:</b> listen for sequence</p> <p><b>Speaking:</b> tell the time (half past): <i>What time is it? It's half past two.</i></p>	<p>about a past event</p> <p>Write an email about a past event</p> <p><b>Skill:</b> How to start and end an email</p>	<p>the first letter of a word to know how to put a series of words in alphabetical order to help find and use information</p>	<p>sounds with silent <i>e</i></p>
Reading time 4: A play: <i>The prince who wasn't hungry</i>								
Think about it! 4: Design a space house								
10	<p><b>Unit title:</b> My fantastic weekend</p> <p><b>Topic/themes:</b> Places in a town</p>	<p><b>Lesson 1:</b> <i>aquarium, art gallery, bowling alley, campsite, concert, skate park, theme park, zoo</i></p> <p><b>Lesson 4:</b> <i>cage, giraffe, guide, ill, jungle, parrot, point, roar, vet</i></p> <p><b>Lesson 5 phonics:</b> <i>bee, breeze, feet, green, queen, see, sleep, street, tree, weekend</i></p> <p><b>Lesson 6 language in use:</b> <i>morning, afternoon, evening, rock, shell</i></p>	<p><b>Lesson 2 &amp; 3 grammar:</b> past simple: regular verbs (-ed endings only: <i>I/He/She/They played/watched/painted/visited/cooked/listened to/looked at...</i></p> <p><b>Lesson 6 language in use:</b> past simple with <i>Wh</i>-questions + answers with -ed endings: <i>Where were you on Saturday? In the morning we played in the sea. In the afternoon we looked for shells. In the evening we watched a puppet show.</i></p>	<p><b>Text type:</b> story about a visit to the zoo: <i>A day at the zoo</i></p> <p><b>Strategy:</b> work out word meaning from context</p>	<p><b>Listening:</b> a transcript of a child talking about what they did at the weekend</p> <p><b>Strategy:</b> listen for specific information</p> <p><b>Speaking:</b> ask and answer about the weekend: <i>How was your weekend? It was amazing!</i></p>	<p><b>Writing text type:</b> a blog post about the weekend</p> <p>Write a blog post about the weekend</p> <p><b>Skill:</b> time expressions: <i>Last weekend; On Saturday (afternoon); In the morning; Next ... / Then ...</i></p>	<p><b>Learning about language:</b> for words ending in -f, change the -f to -v and add -es to make it plural irregular plurals: <i>child-children; woman-women; person - people</i></p>	<p>Identify <i>ee</i> vowel sound</p>

		<b>Lesson 7 listening:</b> <i>a ride, water park,</i>			<i>How was the aquarium? It was OK.</i>			
Review 5	Review of Units 9 & 10; CYLE Starter Listening Part 4							