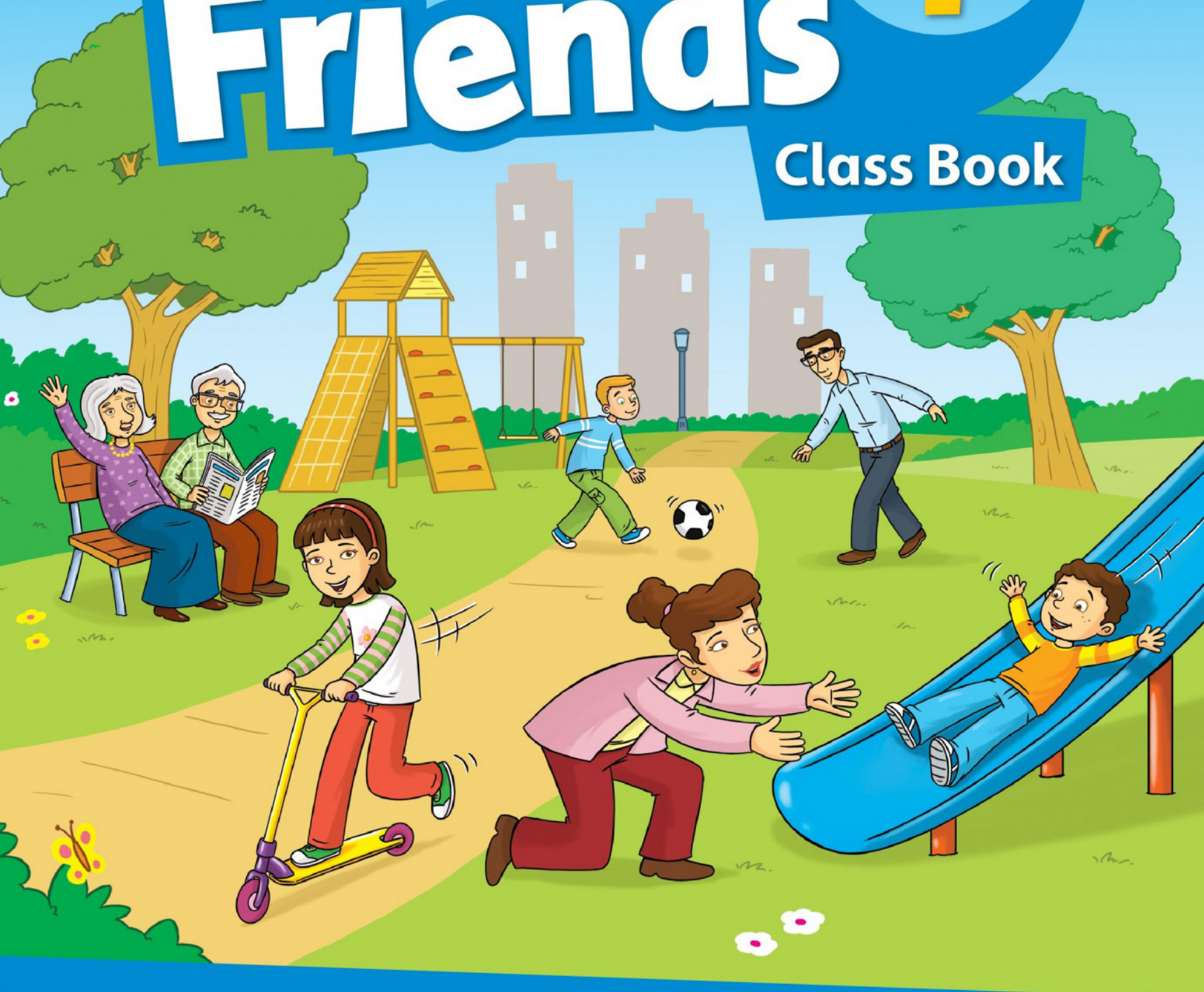


2<sup>nd</sup> Edition

# Family and Friends

1

Class Book



OXFORD

Naomi Simmons



2<sup>nd</sup> Edition

# Family and Friends 1

Class Book



Naomi Simmons

OXFORD  
UNIVERSITY PRESS

# Scope and sequence



## Starter: Hello!

p.4

Hello. Goodbye. How are you? I'm fine, thank you. What's your name? My name's ...  
How old are you? I'm ... Numbers 1 – 10 Days of the week Colours of the rainbow

	Words	Grammar	Phonics	Skills
<b>1 What's this?</b> p.8	School things	<i>What's this? It's a pen.</i>	<b>Initial sounds:</b> <b>a b c d</b> Aa: <i>apple</i> Bb: <i>bird</i> Cc: <i>cat</i> Dd: <i>dog</i>	<b>Reading:</b> a description <b>Listening:</b> identifying objects <b>Speaking:</b> <i>What's this? It's ...</i> <b>Writing:</b> counting words in a sentence, writing about my school things (Workbook)
<b>2 Playtime!</b> p.14	Toys	<i>my / your Is this your teddy? Yes, it is. No, it isn't.</i>	<b>Initial sounds:</b> <b>e f g h</b> Ee: <i>egg</i> Ff: <i>fig</i> Gg: <i>goat</i> Hh: <i>hat</i>	<b>R:</b> a poem: 'My favourite ...' <b>L:</b> identifying favourite things <b>S:</b> <i>What's your favourite ...?</i> <b>W:</b> dividing sentences into words, writing about my favourite toys (WB)
<b>3 This is my nose!</b> p.20	My body	<i>arm / arms This is ... These are ...</i>	<b>Initial sounds:</b> <b>i j k l</b> Ii: <i>ink</i> Jj: <i>jam</i> Kk: <i>kite</i> Ll: <i>lion</i>	<b>R:</b> instructions <b>L:</b> identifying different animals <b>S:</b> describing an animal's features <b>W:</b> identifying full sentences, writing about my body (WB)
<b>Fluency Time! 1</b> p.26	<b>Introductions</b>		<b>Project: a puppet</b>	
<b>Review 1</b> p.28				
<b>4 He's a hero!</b> p.30	Jobs	<i>She's / He's a teacher. Is she / he a teacher? Yes, she is. No, he isn't.</i>	<b>Initial sounds:</b> <b>m n o p</b> Mm: <i>mum</i> Nn: <i>nurse</i> Oo: <i>orange</i> Pp: <i>pen</i>	<b>R:</b> an autobiography <b>L:</b> identifying people by their jobs <b>S:</b> <i>Is he a doctor?</i> <b>W:</b> capital letters and full stops, writing about my family (WB)
<b>5 Where's the ball?</b> p.36	The park	<i>Where's the ball? in / on / under</i>	<b>Initial sounds:</b> <b>q r s t u</b> Qq: <i>queen</i> Rr: <i>rabbit</i> Ss: <i>sofa</i> Tt: <i>teddy</i> Uu: <i>umbrella</i>	<b>R:</b> a puzzle text <b>L:</b> identifying objects by location <b>S:</b> <i>Where's the kite?</i> <b>W:</b> capital letters at the start of names, writing about the park (WB)
<b>6 Billy's teddy!</b> p.42	My family	Possessive 's	<b>Initial sounds:</b> <b>v w x y z</b> Vv: <i>van</i> Ww: <i>window</i> Xx: <i>box</i> Yy: <i>yo-yo</i> Zz: <i>zebra</i>	<b>R:</b> a caption story <b>L:</b> distinguishing details <b>S:</b> <i>Who's this?</i> <b>W:</b> question marks, writing about my family's things (WB)
<b>Fluency Time! 2</b> p.48	<b>Playing outside</b>		<b>Project: a park poster</b>	
<b>Review 2</b> p.50				



	Words	Grammar	Phonics	Skills
<b>7 Are these his trousers?</b> p.52	My clothes	<i>This is her / his T-shirt. Are these his socks? Yes, they are. No, they aren't.</i>	<b>The alphabet:</b> the alphabet letter names and their sequence	<b>R:</b> a caption story <b>L:</b> identifying clothes <b>S:</b> <i>What colour are these trousers?</i> <b>W:</b> contractions: 's, writing about my favourite clothes (WB)
<b>8 Where's Grandma?</b> p.58	My house	<i>Is she in the kitchen? Yes, she is. No, she isn't. Where are Dad and Billy? Are they in the garden? No, they aren't.</i>	<b>Digraphs:</b> sh shoes sheep fish	<b>R:</b> information on a webpage <b>L:</b> listening for location <b>S:</b> <i>Where are the bedrooms?</i> <b>W:</b> identifying vowels, writing about my home (WB)
<b>9 Lunchtime!</b> p.64	My lunch box	<i>I've got two sandwiches. I haven't got my lunch box. an apple (an + a, e, i, o, u)</i>	<b>Digraphs:</b> ch chair teacher chick	<b>R:</b> information texts <b>L:</b> identifying key words <b>S:</b> <i>I've got a banana and a pear ...</i> <b>W:</b> using <i>a</i> and <i>an</i> , writing about my lunch box (WB)
<b>Fluency Time! 3 p.70    Getting dressed    Project: a clothes cube</b>				
<b>Review 3 p.72</b>				
<b>10 A new friend!</b> p.74	My friends Shapes	<i>He / She's got ... He / She hasn't got ... It's got ... It hasn't got ...</i>	<b>Digraphs:</b> th three bath teeth	<b>R:</b> a descriptive letter <b>L:</b> identifying different friends <b>S:</b> <i>She's got blond hair. Who is it?</i> <b>W:</b> contractions: 's / 've, writing about my friend (WB)
<b>11 I like monkeys!</b> p.80	The zoo	<i>I like monkeys. I don't like elephants. They're big. I'm little.</i>	<b>CVC words:</b> a cat man fan	<b>R:</b> a poem: 'What am I?' <b>L:</b> identifying preferences <b>S:</b> <i>It's grey. It's got big ears.</i> <b>W:</b> identifying adjectives, writing about animals I like (WB)
<b>12 Dinnertime!</b> p.86	Food Drinks	<i>Do you like carrots? Yes, I do. No, I don't. What do you like? I like yogurt.</i>	<b>CVC words:</b> e bed pen red	<b>R:</b> information texts <b>L:</b> identifying food preferences <b>S:</b> <i>What do you like?</i> <b>W:</b> negative contractions: n't, writing about food I like (WB)
<b>Fluency Time! 4 p.92    At the dinner table    Project: a food plate</b>				
<b>Review 4 p.94</b>				
<b>13 Tidy up!</b> p.96	My bedroom Numbers 11 – 20	<i>There's ... There are ...</i>	<b>CVC words:</b> i bin fig tin	<b>R:</b> a descriptive letter <b>L:</b> distinguishing details <b>S:</b> <i>Where are the shoes?</i> <b>W:</b> question marks and full stops, writing about my bedroom (WB)
<b>14 Action Boy can run!</b> p.102	Verbs	<i>He can / can't fly. Can he talk? Yes, he can. No, he can't.</i>	<b>CVC words:</b> o dog fox log	<b>R:</b> descriptions <b>L:</b> identifying animals <b>S:</b> <i>It can run. It's brown and big.</i> <b>W:</b> contractions: can't, writing about what I can do (WB)
<b>15 Let's play ball!</b> p.108	The beach	<i>Let's + verb</i>	<b>CVC words:</b> u rug jug sum	<b>R:</b> a postcard <b>L:</b> distinguishing details <b>S:</b> <i>Let's play ball!</i> <b>W:</b> identifying verbs, writing about the beach (WB)
<b>Fluency Time! 5 p.114    Finding things    Project: a bedroom poster</b>				
<b>Review 5 p.116</b>				
<b>Culture p.118    Family, Wild animals, At my school</b>				
<b>Grammar reference p.124</b>				



## Lesson One

1 Listen, point and repeat.  01



Rosy



Tim



Billy

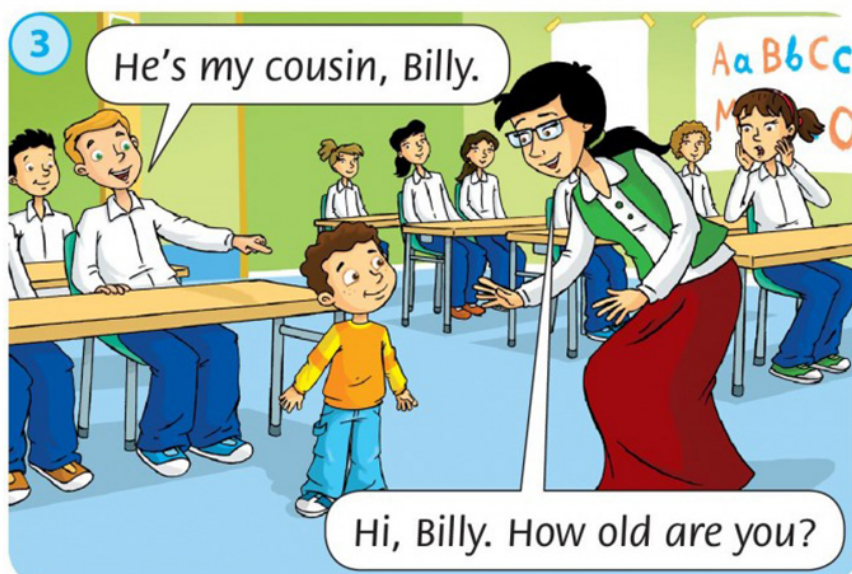
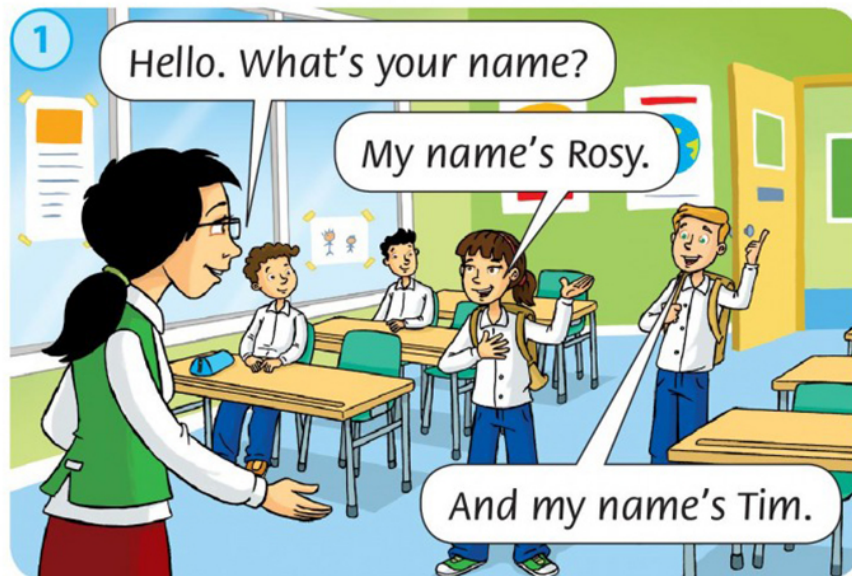


Miss Jones

2 Listen and chant.  02

Hello, Rosy. Hello, Tim. Hello, everyone.  
Hello, Billy and Miss Jones. Come and have some fun!

3 Listen and read.  03





1 Listen to the story again and repeat. Act.

2 Ask and answer.



Hello. What's your name?

My name's Jon.



My name's Pete.  
What's your name?

3 Listen and sing your name.  04

## Let's sing!



### Hello, hello!

Hello, hello,  
How are you?  
I'm fine, thank you.  
I'm fine, thank you.

Hello, hello,  
What's your name?

My name's \_\_\_\_\_.  
That's my name.

Goodbye, goodbye,  
Goodbye to you ...

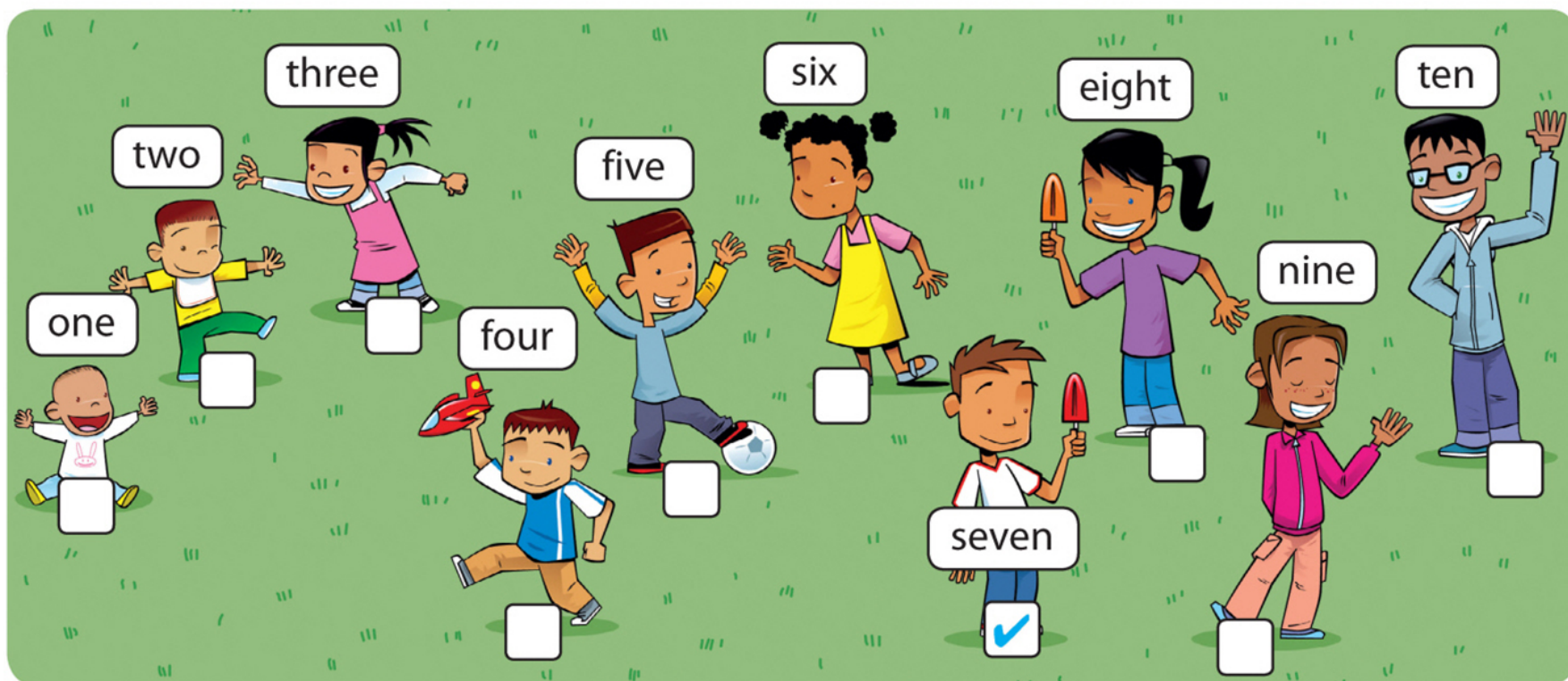




## Lesson Three

1 Listen, point and repeat. 🎧 05

2 Listen and tick (✓). 🎧 06

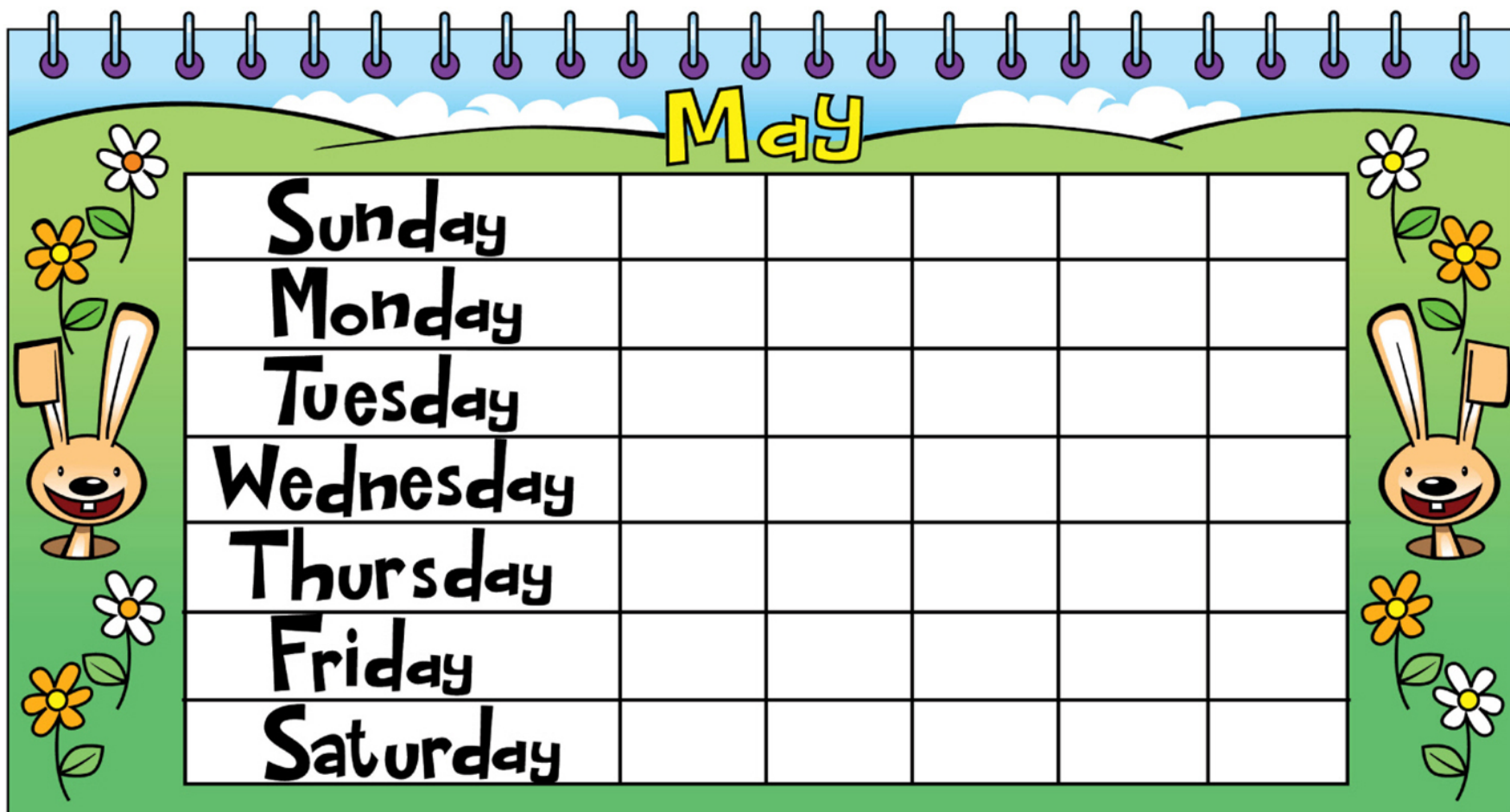


3 Look at the picture again. Point, ask and answer.

How old are you?

I'm seven.

4 Listen and point. Listen and chant. 🎧 07





1 Listen, point and repeat. 08



2 Listen and chant. 09

3 Chant and do.

**Let's chant!**

**Chant a rainbow!**

Red and yellow,  
And pink and green,  
Purple and orange,  
And blue.

I can chant a rainbow,  
Chant a rainbow,  
Chant a rainbow too.

4 Match.



orange

red

pink

purple

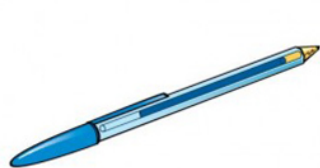
blue

green

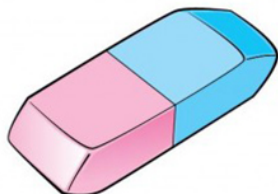
yellow



## Lesson One Words

1 Listen, point and repeat.  10

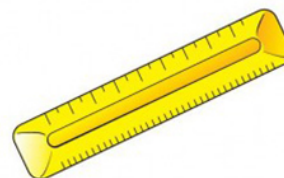
pen



rubber



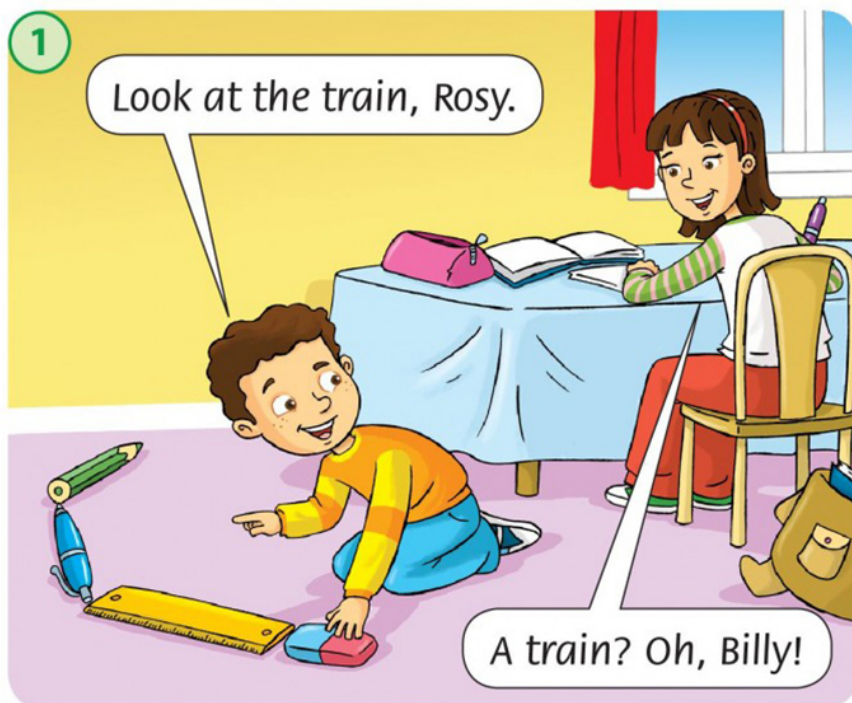
pencil



ruler



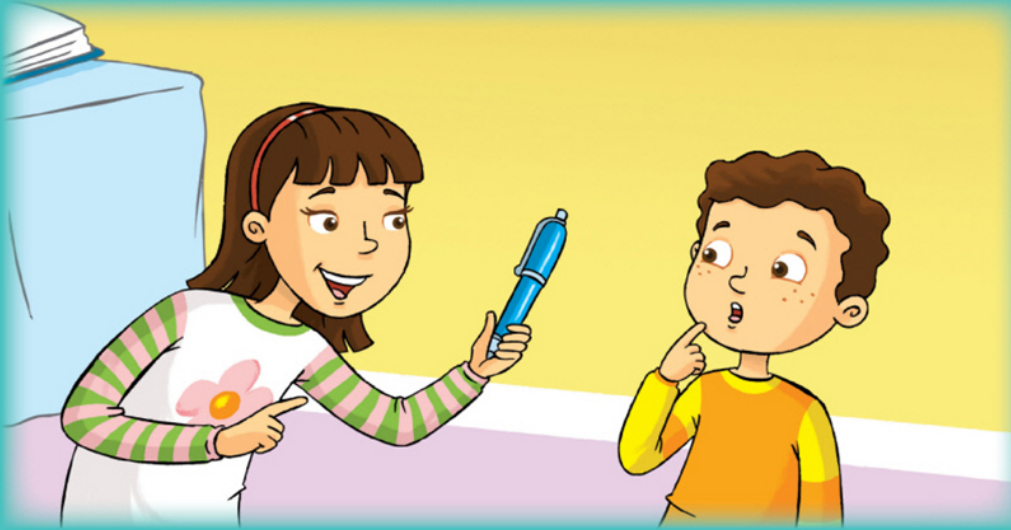
book

3 Listen and read.  12



- 1 Listen to the story again and repeat. Act.
- 2 Look and say.

## Let's learn!



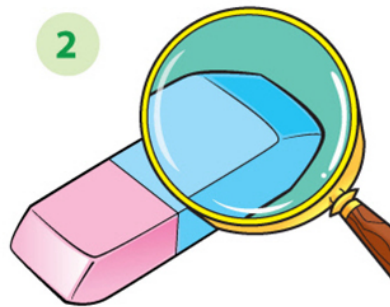
What's this?  
It's a pen.

What's = What is  
It's = It is

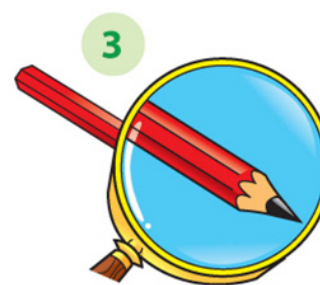
## 3 Write.



What's this?  
It's a pen.



What's this?  
\_\_\_\_\_ a rubber.



What's this?  
\_\_\_\_\_ a pencil.



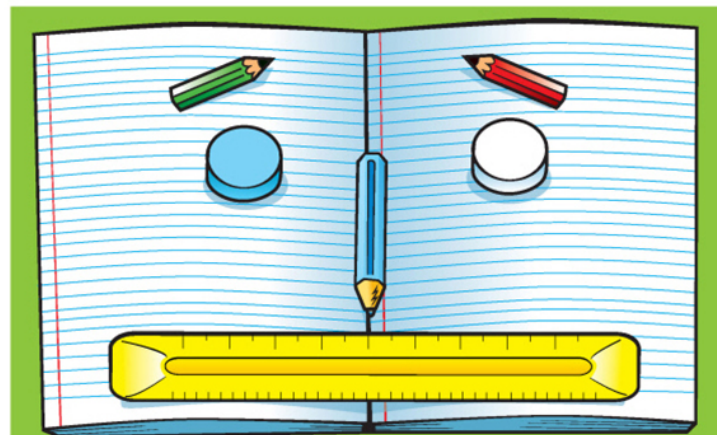
What's this?  
\_\_\_\_\_ a ruler.

## 4 Point, ask and answer.

pen pencil rubber ruler book

What's this?

It's a pencil.





## Lesson Three Song

1 Listen, point and repeat.  13



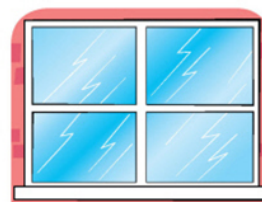
bag



folder



door



window



bookcase

2 Listen and sing.  14

3 Sing and do.

**Let's sing!**



**Open the book!**

What's this?  
What's this?  
It's a book.  
Open the book.  
Close the book.

What's this?  
What's this?  
It's a door ...

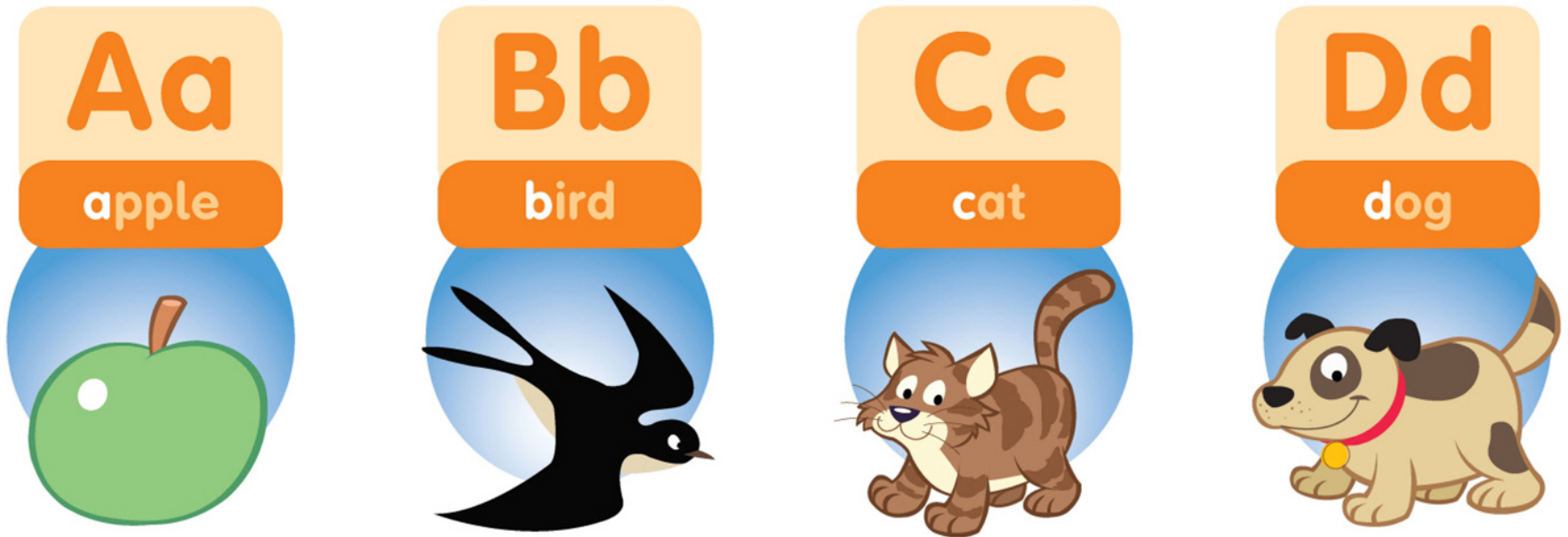
What's this?  
What's this?  
It's a bag ...

What's this?  
What's this?  
It's a window ...





1 Listen, point and repeat.  15

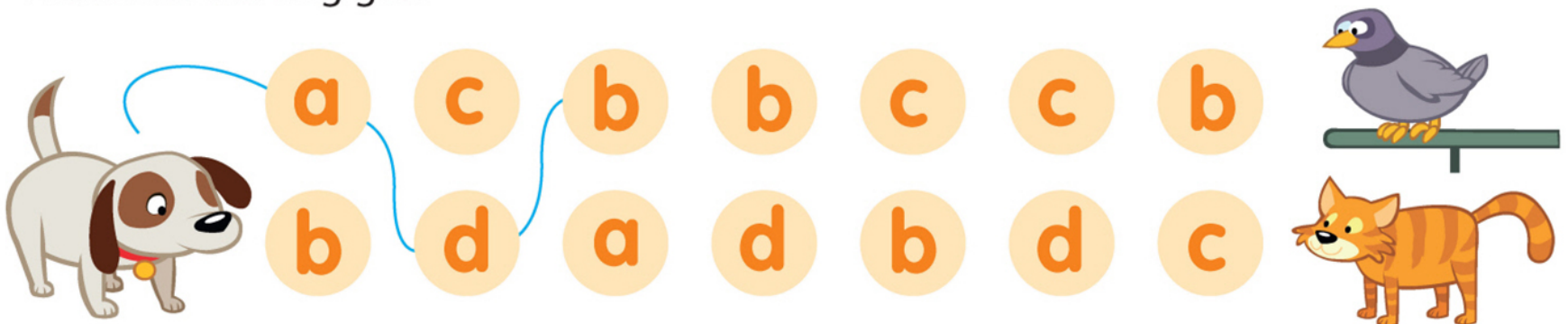


2 Listen and chant.  16

This is an apple, a, a, apple.  
 This is a bird, b, b, bird.  
 This is a cat, c, c, cat.  
 This is a dog, d, d, dog.

3 Listen to the sounds and join the letters.  17

What has the dog got?



4 Read and circle the sounds *a, b, c, d* at the start of the words.



The cat likes birds.  
 The dog likes apples.  
 Here's the cat with the bird.  
 Here's the dog with the apple.





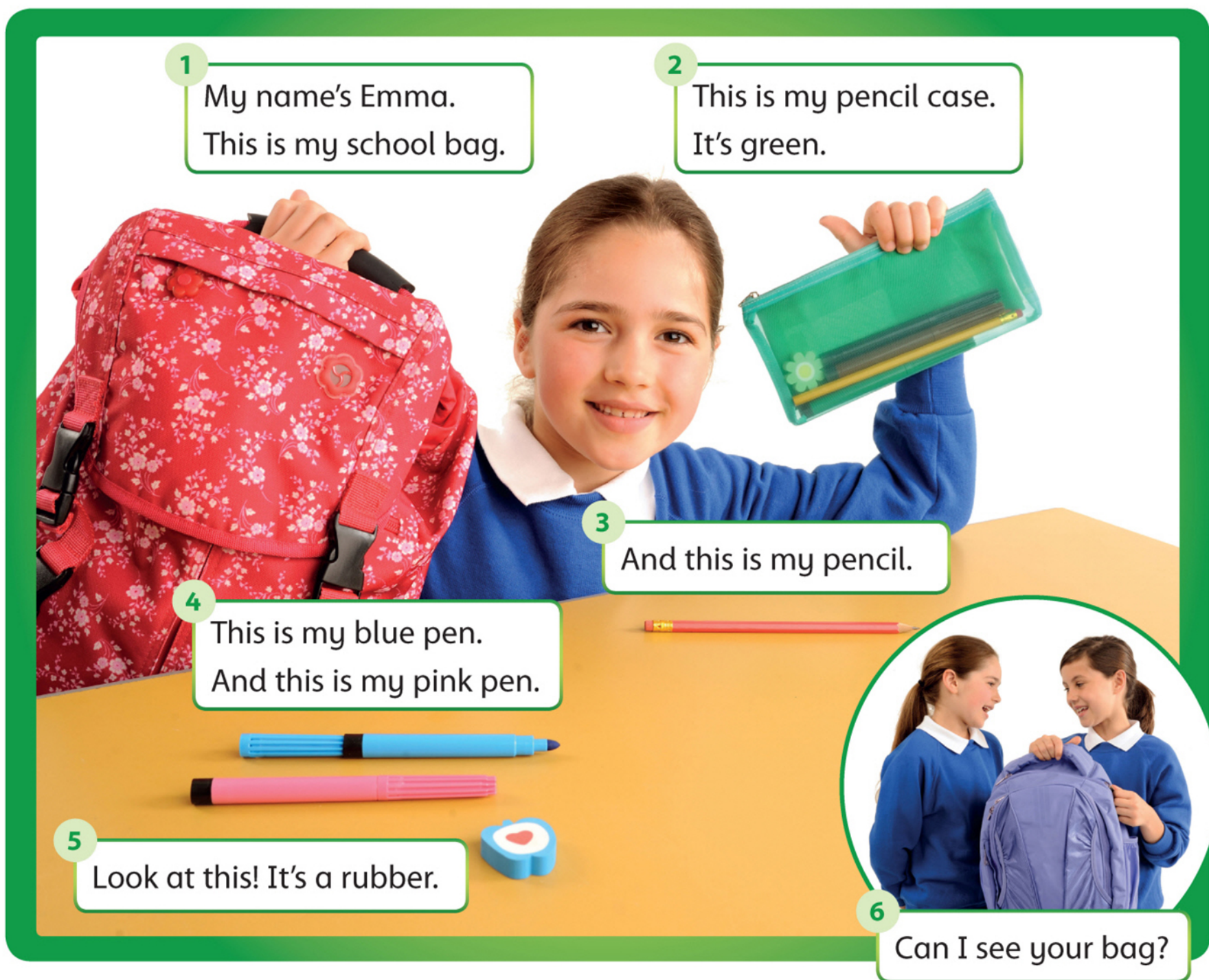
# Skills Time!

## Lesson Five

### Reading

1 Point to four school things. Say the words.

2 Listen and read.  18



1 My name's Emma.  
This is my school bag.

2 This is my pencil case.  
It's green.

3 And this is my pencil.

4 This is my blue pen.  
And this is my pink pen.

5 Look at this! It's a rubber.

6 Can I see your bag?

3 Read again. Tick (✓) or cross (x).

1 pencil ☒

3 book ☐

5 door ☐

2 pen ☐

4 folder ☐

6 rubber ☐