

# Syllabus



|  | Key vocabulary   | Key structures  |
|--|--|---|
| <b>Welcome to the Tiger Street Club!</b> | banana, board game, clock, guitar, jumper, shoe   days of the week   the alphabet  | What's your name? I'm (Ben).   How old are you? I'm (nine).   Where do you live? I live in (Tiger Street).   Where's the (shoe)? It's in/on/under/behind/next to the (chair).   How do you spell ('tiger')?   |
| <b>1 A Computer for the Club</b>         | do sports, go on excursions, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch films   keyboard, mouse, printer, screen<br><b>Cross-curricular:</b> ICT: computers and the internet  | I (paint pictures).   I don't (make things).   Do you (do sports)? Yes, I do./No, I don't.  |
| <b>2 Animal World</b>                    | beak, claws, feathers, fur, scales, shell, tail, teeth, whiskers, wings   blood, mammal, reptile, skin<br><b>Cross-curricular:</b> Natural Science: mammals and reptiles   | It's got (a tail).   It hasn't got (claws).   Has it got (a shell)? Yes, it has./No, it hasn't.   |
| <b>3 Sports Star</b>                     | dive, do judo, do karate, ice skate, play table tennis, ride a bike, ride a horse, rollerblade, row, skateboard   roll, stretch, tap, touch, turn around, walk<br><b>Cross-curricular:</b> PE: keeping fit and doing exercise  | I can (do judo). He can (dive).   I can't (row). She can't (ice skate).   Can you (rollerblade)? Yes, I can./No, I can't.   |
| <b>4 Food We Like</b>                    | chicken, chocolate, crisps, fruit juice, ice cream, salad, sandwiches, strawberries, water, yoghurt   fruit salad, ice lolly, smoothie, vegetable stick<br><b>Cross-curricular:</b> Natural Science: eating fruit and vegetables   | I like (crisps). He likes (sandwiches).   I love (strawberries).   I don't like (chocolate).   I like (water), but I don't like (fruit juice).   Do you like (ice cream)? Yes, I do./No, I don't.   |
| <b>5 Things We Do Every Day</b>          | brush your teeth, get up, go home, go to bed, go to school, have breakfast, have dinner, have lunch, have a shower, put on your pyjamas   (eight) o'clock, half past (seven), in the morning, in the afternoon, in the evening, every day<br><b>Cross-curricular:</b> Social Science: time zones                             | I (go to school) at (nine o'clock). He (goes home) at (half past four).   I don't (have lunch) at (half past twelve).   Do you (go to bed) at (half past nine)? Yes, I do./No, I don't.   What do you do (every day)?   What time is it? It's (half past ten).  |
| <b>6 At the Beach</b>                    | 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   crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, starfish<br><b>Cross-curricular:</b> Natural Science: sea animals | I'm (playing Frisbee). He's (snorkelling). We're (lying in the shade). They're (swimming).   Are you (fishing)? Yes, I am./No, I'm not.   What are you doing?   |
| <b>7 Tiger Street Club Review</b>        | actor, audience, costume, lights, make-up, poster, programme, script, stage, ticket   play, rehearse, review, show<br><b>Cross-curricular:</b> Citizenship: teamwork   | Revision  |
| <b>Life in a Town</b><br><br>            | money, price, change   supermarket, butcher's, bakery, market   cinema, houses, beach, park, shops   | How many (toys)? How much is it? It's (10) euros.   What ...? Where ...? Why ...? Do you ...? There is a (bus). There are (very big shops).   There are (lots of parks). in the centre, on the edge of the town, It's next to/ between/opposite (the shops).  |
|  | <b>Learning outcomes:</b><br><b>Mathematics:</b> read about shopping and solve a Maths problem<br><b>Social Science:</b> listen and understand where people shop and why   | <b>Social Science:</b> write about and understand a town plan<br><b>Collaborative task:</b> invent and draw a town plan   |
| <b>Then and Now</b><br><br>              | toy, teddy, game, book   car, bicycle, underground train, bus   village, city, farm, apartment   | She plays (with her sister). He likes (playing computer games). There is/ isn't a (computer). There are/aren't (lots of books).   This picture is of London before/after cars. People are (walking). People are (travelling by bus).   ordinal numbers in dates, telling the time. What ...? Where ...? When ...? |
|  | <b>Learning outcomes:</b><br><b>Social Science:</b> read and understand about children's toys<br><b>Social Science:</b> listen to and understand a radio programme about transport   | <b>Social Science:</b> write a letter about your life<br><b>Collaborative task:</b> imagine, draw and describe a familiar place 100 years ago   |
| <b>Festivals</b>                         | <b>Halloween:</b> black cat, skeleton, ghost, witch<br><b>Christmas:</b> cracker, crown, gift, joke  | <b>World Book Day:</b> adventure story, myth, legend, fairy tale  |