

# Scope and sequence

## Starter: Back together!

page 4

Food words    Telling the time    Alphabetical order    *like + verb +ing*    *can* for permission / requests    Countable and uncountable nouns  
*a / an / some*    *be going to + verb*    Comparatives and superlative adjectives

	Words	Grammar	Phonics	Skills	
<b>1</b>	<b>The food here is great!</b>				<b>page 8</b>
	The restaurant Words in context: breakfast time	<b>Present simple and present continuous</b> <i>They usually wear blue uniforms.</i> <i>They're wearing white today.</i> <b>Time markers: present simple and continuous</b> <i>usually / rarely / right now / today / at the moment</i>	<b>Long a and e sounds:</b> <i>a: train, tray, cake</i> <i>e: tree, leaves, key</i>	<b>Reading:</b> a magazine article <b>Listening:</b> identifying details about family meals <b>Speaking:</b> talking about eating habits <b>Writing:</b> recognizing syllables in words; writing about my eating habits (Workbook)	
<b>2</b>	<b>We had a concert</b>				<b>page 14</b>
	The concert Words in context: 'Festival Day'	<b>Past simple: have and be</b> <i>All our friends were there.</i> <b>Past simple: regular verbs</b> <i>The audience clapped and cheered.</i> <b>Time markers: past simple</b> <i>yesterday / last week / last year / two days ago</i>	<b>Long i, o and u sounds:</b> <i>i: light, cry, bike</i> <i>o: boat, blow, bone</i> <i>u: room, blue, flute</i>	<b>R:</b> a poem <b>L:</b> identifying different musical activities <b>S:</b> asking and answering questions about musical preferences and abilities <b>W:</b> the double consonant rule, writing a description of a picture (WB)	
<b>3</b>	<b>The dinosaur museum</b>				<b>page 20</b>
	The dinosaur museum Words in context: dinosaur data	<b>Past simple: irregular verbs with negatives</b> <i>We didn't go to school.</i> <b>Past simple: irregular verbs with questions</b> <i>Did they go to a museum?</i> <i>What did you see?</i>	<b>f and ph spellings:</b> <i>f: flamingo, scarf, feet</i> <i>ph: phone, nephew, alphabet</i>	<b>R:</b> a non-fiction text <b>L:</b> identifying favourite things on a school trip <b>S:</b> asking and answering questions about school trips <b>W:</b> exclamation marks, writing a webpage about my school trip (WB)	
<b>Review 1</b>					<b>page 26</b>
<b>Extensive reading: fossils</b>					<b>page 28</b>
<b>4</b>	<b>Whose jacket is this?</b>				<b>page 30</b>
	Sports time Words in context: basketball	<b>Possessive pronouns</b> <i>Whose jacket is it?</i> <i>It's mine / yours / his / hers / its / ours / theirs.</i> <b>Adverbs: +ly and irregular</b> <i>He ran slowly. They played well.</i>	<b>ll endings:</b> <i>smell, bell, shell</i> <b>rr words:</b> <i>mirror, carrot, cherry</i>	<b>R:</b> a magazine article <b>L:</b> identifying children's favourite sports <b>S:</b> asking and answering questions about favourite sports <b>W:</b> <i>It's</i> or <i>Its</i> , writing instructions for a sport (WB)	
<b>5</b>	<b>Go back to the roundabout</b>				<b>page 36</b>
	Directions Words in context: shadow puppets	<b>have to / had to</b> <i>We have to go back to the roundabout.</i> <b>Giving directions</b> <i>Go straight on at the roundabout.</i> <b>why / because</b> <i>Why are we at this petrol station? Because ...</i>	<b>ck and c endings:</b> <i>ck: neck, duck, clock, rock</i> <i>c: plastic, picnic, music, comic</i>	<b>R:</b> an informative webpage <b>L:</b> understanding directions <b>S:</b> giving directions <b>W:</b> instructions, writing an invitation (WB)	
<b>6</b>	<b>The best bed!</b>				<b>page 42</b>
	Describing words Words in context: 'The Ant and the Grasshopper'	<b>Comparatives and superlatives: long adjectives</b> <i>My bed is more comfortable than this one.</i> <b>Irregular comparatives and superlatives</b> <i>better than / worse than / the best / the worst</i>	<b>Soft c and g sounds:</b> <i>c: city, ice, dance, rice</i> <i>g: cage, page, giraffe, stage</i>	<b>R:</b> a fable <b>L:</b> identifying chronology in a fable <b>S:</b> telling a story from pictures <b>W:</b> identifying irregular plurals, writing a fable (WB)	
<b>Review 2</b>					<b>page 48</b>
<b>Extensive reading: sports</b>					<b>page 50</b>
<b>7</b>	<b>Will it really happen?</b>				<b>page 52</b>
	In space Words in context: life in 100 years' time	<b>The future with will</b> <i>People will travel in super-fast planes.</i> <i>Will they go back to Australia?</i> <b>Time markers: the future</b> <i>on Monday / next week / in a month's time / this evening / soon / later</i>	<b>au, aw and or spellings:</b> <i>au: sauce, August, autumn</i> <i>aw: jigsaw, straw, paw</i> <i>or: horse, sport, morning</i>	<b>R:</b> interviews in a magazine <b>L:</b> identifying children's predictions <b>S:</b> offering opinions about the future <b>W:</b> compound words, expanding notes into a text (WB)	

## 8 How much time have we got?

page 58

At the airport  
Words in context:  
my holiday

**Expressing quantity**  
*How much time have we got?*  
*We haven't got much money.*  
**some / any**  
*Have you got any newspapers?*

**Past simple -ed endings:**  
*walked, waited, showed*

**R:** a letter  
**L:** identifying details about holidays  
**S:** asking and answering questions about your holiday  
**W:** addressing envelopes, writing a letter about my holiday (WB)

## 9 Something new to watch!

page 64

Audio-visual  
entertainment  
Words in context:  
TV programmes

**Infinitive of purpose**  
*I turned on the TV to watch sports.*  
*We went in the boat to see the dolphins.*  
**How often ...?**  
*I watch TV once/twice a week.*

**er and or endings:**  
**er:** *mother, father, September*  
**or:** *visitor, doctor, actor*

**R:** a TV guide  
**L:** identifying details about children's favourite TV shows  
**S:** talking about favourite TV shows  
**W:** the prefix *un*, writing a TV guide (WB)

## Review 3

page 70

## Extensive reading: travel

page 72

## 10 I've printed my homework

page 74

Computers  
Words in context:  
sending emails

**Present perfect: affirmative**  
*He's put the books on the shelves.*  
**Present perfect: questions, answers and negatives**  
*Have you seen my new speakers?*  
*Yes, I have. / No, I haven't.*

**ur and ir spellings:**  
**ur:** *hurt, Thursday, nurse, curtains*  
**ir:** *circle, girl, shirt, bird*

**R:** online instructions  
**L:** identifying children's computer use  
**S:** talking about computer use  
**W:** parts of speech, writing about how I use a computer (WB)

## 11 Have you ever been ...?

page 80

Places  
Words in context:  
The Amazing Escape

**Present perfect: ever**  
*Have you ever been to space?*  
*Yes, I have. / No, I haven't.*  
**Present perfect: never**  
*We've never fallen in the mountains.*

**ea and e spellings:**  
**ea:** *feather, bread, head, heavy*  
**e:** *spend, tent, present, help*

**R:** an account  
**L:** identifying details about life in the Antarctic  
**S:** interviewing a survivor  
**W:** topic sentences, writing a diary entry (WB)

## 12 What's the matter?

page 86

Illness  
Words in context:  
how to stay healthy

**should / shouldn't**  
*You should drink some water.*  
*You shouldn't eat lots of cakes.*  
**could / couldn't**  
*Max couldn't eat his dinner.*  
*But he could eat lots of cakes.*

**le and al endings:**  
**le:** *candle, castle, table, people*  
**al:** *sandal, animal, hospital, cereal*

**R:** an information leaflet  
**L:** identifying details about children's healthy lifestyles  
**S:** describing what you do to be healthy  
**W:** connecting sentences using *because* and *so*, writing an information leaflet (WB)

## Review 4

page 92

## Extensive reading: exciting places

page 94

## 13 Can you help me?

page 96

Making smoothies  
Words in context:  
child heroes

**Object pronouns**  
*me / you / him / her / it / us / them*  
**Relative pronouns**  
*This is the boy who didn't put the lid on.*  
*This is the smoothie which was in the blender.*

**el and il endings:**  
**el:** *tunnel, camel, towel, travel*  
**il:** *lentils, pencil, April, pupil*

**R:** two factual accounts  
**L:** matching people with how they help others  
**S:** asking questions about jobs  
**W:** identifying and using sub clauses, writing an interview (WB)

## 14 We were fishing

page 102

Family  
Words in context:  
'My relatives are coming!'

**Past continuous**  
*What were you doing?*  
*I was looking at photos.*  
**Dates and I was born ...**  
*My mum was born in 1981.*  
*She was born on 9th July.*

**tion and shion endings:**  
**tion:** *addition, subtraction, question, invitation*  
**shion:** *fashion, cushion*

**R:** a poem  
**L:** identifying favourite memories  
**S:** talking about your memories  
**W:** poem structure and rhyme, completing a poem (WB)

## 15 Good news, bad news

page 108

Jobs  
Words in context:  
'Three wishes'

**Past simple and past continuous**  
*When I was working, the phone rang.*  
**Grammar homophones: there / they're / their**  
*There is good news.*

**Vocabulary homophones:**  
*see / sea, hear / here, wear / where, write / right*

**R:** a traditional story  
**L:** identifying children's wishes  
**S:** talking about your wishes  
**W:** using speech marks, writing the end of a story (WB)

## Review 5

page 114

## Extensive reading: gold and 'My family and other animals'

page 116

## Culture and festivals

pages 120-127