

Scope and sequence

Starter: Do something different!

page 4

Present simple Present continuous Past simple Punctuation review

	Words	Grammar	Skills	
Performing arts	1 You can build it! page 8			
	Tools Working with words: subject verb object adjectives and adverbs Words in context: <i>My tree house</i>	Present perfect: ever / never <i>Have you ever cleaned a kitchen? I've never made a cake.</i> Present perfect: for / since <i>Ben has had woodwork lessons since he was eight. He's worked on this wooden table for two weeks.</i>	Reading: A poem: <i>My tree house</i> (Cross-curricular link) Listening: Listening and ordering objects Speaking: Asking and answering questions about making things	Writing focus: Rhythm in poetry (counting syllables and stresses) Writing outcome: Writing a poem using syllable counts and stresses (Workbook)
	2 It's show time! page 16			
Performing arts	Putting on a play Working with words: Silent letters: <i>gh</i> and <i>k</i> Words in context: <i>The Crown Diamond</i>	Past simple and present perfect <i>It was great! I've tidied up all the leaves.</i> already / yet / before / just <i>I've already built the set. I haven't learnt the script yet. I haven't been in a play before. Karen has just finished the costumes.</i>	Reading: A play script: <i>The Crown Diamond</i> (Cross-curricular link) Listening: Listening and ordering events Speaking: Predicting the ending to a play	Writing focus: Features of a play script Writing outcome: Completing a play script (Workbook)
	3 The best party ever! page 24			
Performing arts	Household items Working with words: Suffix <i>-ion</i> Words in context: <i>Lost at the carnival</i>	Comparatives and superlatives as ... as ... <i>It's as colourful as the carnival in Rio.</i> not as ... as <i>It's not as big as the carnival in Rio.</i> too / enough <i>It's too dark now. There isn't enough light in here.</i>	Reading: A story: <i>Lost at the Carnival</i> Listening: Predicting and listening for descriptions Speaking: Asking and answering questions about wearing costumes	Writing focus: Beginnings and endings of stories Writing outcome: Ending a story (Workbook)
	Fluency Time! 1 Booking tickets Project: an event poster page 32			
Extensive reading: non-fiction <i>Carnivals</i>, fiction <i>The Trojan Horse</i> page 34				
The environment	4 Our planet page 38			
	The environment Working with words: Compound nouns Words in context: <i>An eco home</i>	Past simple and past continuous: interrupted actions <i>Some children were playing when we arrived.</i> used to <i>There used to be lots of litter here.</i>	Reading: An information text: <i>An eco home</i> (Cross-curricular link) Listening: Identifying details of a lifestyle Speaking: Asking and answering questions about the environment	Writing focus: Making writing more fluent Writing outcome: Writing an information text (Workbook)
	5 Reuse and recycle page 46			
The environment	Recycling Working with words: Prefix <i>re-</i> Words in context: <i>As good as new</i>	will / won't <i>Now Chip will know how to do everything and he won't make mistakes.</i> Present continuous with future meaning <i>We're leaving at two o'clock.</i>	Reading: A magazine article: <i>As good as new</i> (Cross-curricular link) Listening: Listening and ordering events Speaking: Asking and answering questions about recycling	Writing focus: Making suggestions Writing outcome: Writing a leaflet (Workbook)
	6 Crazy about wildlife! page 54			
The environment	At the wildlife park Working with words: Suffixes <i>-er / -or</i> Words in context: <i>Gorilla Kingdom</i>	going to: future plans and intentions <i>My class is going to adopt a tiger.</i> going to: predictions <i>It's going to fall.</i>	Reading: An article: <i>Gorilla Kingdom</i> (Cross-curricular link) Listening: Listening and completing fact files Speaking: Asking and answering questions about animals	Writing focus: Topic sentences and paragraphs Writing outcome: Writing an article (Workbook)
	Fluency Time! 2 Expressing opinions Project: a wildlife park map page 62			
Extensive reading: non-fiction <i>Earth Day</i>, fiction <i>The Elephant's Child</i> page 64				

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Health and fitness	7 Call an ambulance! page 68				
	<table border="1"> <tr> <td> First aid Working with words: Phrasal verbs Words in context: <i>A day in the life of a firefighter</i> </td> <td> Reported speech <i>He said he needed some bandages.</i> said / told <i>Our teacher told us she had got a surprise for us. She said we were going to learn first aid.</i> Reported speech: time markers <i>"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.</i> </td> <td> Reading: An account: <i>A day in the life of a firefighter</i> (Cross-curricular link) Listening: Listening for detail in a phone call to the emergency services Speaking: An emergency services phone call roleplay </td> <td> Writing focus: Features of a newspaper report Writing outcome: Writing a newspaper report (Workbook) </td> </tr> </table>	First aid Working with words: Phrasal verbs Words in context: <i>A day in the life of a firefighter</i>	Reported speech <i>He said he needed some bandages.</i> said / told <i>Our teacher told us she had got a surprise for us. She said we were going to learn first aid.</i> Reported speech: time markers <i>"A doctor is coming to the school tomorrow." She told us a doctor was coming to the school the next day.</i>	Reading: An account: <i>A day in the life of a firefighter</i> (Cross-curricular link) Listening: Listening for detail in a phone call to the emergency services Speaking: An emergency services phone call roleplay	Writing focus: Features of a newspaper report Writing outcome: Writing a newspaper report (Workbook)
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Health and fitness	8 Let's eat healthily page 76				
	<table border="1"> <tr> <td> Food Working with words: Phrasal verbs with <i>get</i> Words in context: <i>The healthy eating pyramid</i> </td> <td> First conditional <i>If I press this button, the machine will make a pizza.</i> First conditional questions <i>Will I get ill if I don't eat fruit and vegetables?</i> </td> <td> Reading: An information poster: <i>The healthy eating pyramid</i> (Cross-curricular link) Listening: Listening and summarizing Speaking: Asking and answering questions about diet </td> <td> Writing focus: Concluding a personal account Writing outcome: Writing a personal account (Workbook) </td> </tr> </table>	Food Working with words: Phrasal verbs with <i>get</i> Words in context: <i>The healthy eating pyramid</i>	First conditional <i>If I press this button, the machine will make a pizza.</i> First conditional questions <i>Will I get ill if I don't eat fruit and vegetables?</i>	Reading: An information poster: <i>The healthy eating pyramid</i> (Cross-curricular link) Listening: Listening and summarizing Speaking: Asking and answering questions about diet	Writing focus: Concluding a personal account Writing outcome: Writing a personal account (Workbook)
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Health and fitness	9 The big match page 84				
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Extensive reading: non-fiction <i>Young stars</i> , fiction <i>Clara's visit</i>	page 94
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History	10 Ancient buildings page 98				
	<table border="1"> <tr> <td> Archaeology Working with words: Suffix <i>-ful</i> Words in context: <i>The lost city</i> </td> <td> Indefinite pronouns <i>There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong?</i> Question tags <i>These necklaces are beautiful, aren't they?</i> </td> <td> Reading: An article: <i>The lost city</i> (Cross-curricular link) Listening: Listening for details about ancient sites Speaking: Asking and answering questions about museums </td> <td> Writing focus: Making writing more interesting Writing outcome: Writing a descriptive account (Workbook) </td> </tr> </table>	Archaeology Working with words: Suffix <i>-ful</i> Words in context: <i>The lost city</i>	Indefinite pronouns <i>There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong?</i> Question tags <i>These necklaces are beautiful, aren't they?</i>	Reading: An article: <i>The lost city</i> (Cross-curricular link) Listening: Listening for details about ancient sites Speaking: Asking and answering questions about museums	Writing focus: Making writing more interesting Writing outcome: Writing a descriptive account (Workbook)
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Extensive reading: non-fiction <i>China</i> , fiction <i>Treasure Island</i>	page 124
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Culture	School clubs	School trips	page 128
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Festivals	<i>A Christmas Carol</i>	page 132
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Class play	<i>The Treasure Map</i>	page 134
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