Scope and sequence

Starter: Do something different!

Words

Grammar

Skills

1. You can build it!

Tools

Present perfect: ever / never

Have you ever cleaned a kitchen?

I've never made a cake.

Present perfect: for / since

Ben has had woodworking lessons since he was eight.

He's worked on this wooden table for two weeks.

Reading: A poem: My tree house

(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!

Putting on a play

Past simple and present perfect

It was great!

I've tidied up all the leaves.

already / get / before / just

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.

Reading: A play script: The Crown Diamond

(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!

Household items

Comparatives and superlatives

as ... as / not as ... as

It's as colourful as the carnival in Rio.

It's not as big as the carnival in Rio.

too / enough

It's too dark now.

There isn't enough light in here.

Reading: A story: Lost at the Carnival

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

Extensive reading: non-fiction

Carnivals, fiction

The Trojan Horse

Our planet

The environment

Past simple and past continuous:

interrupted actions

Some children were playing when we arrived.

used to

There used to be lots of litter here.

Reading: An information text: An eco home

(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)

Reuse and recycle

Recycling

will / won't

Now Chip will know how to do everything and he won't make mistakes.

Present continuous with future meaning

We're leaving at two o'clock.

Reading: A magazine article: As good as new

(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)

Crazy about wildlife!

At the wildlife park

going to: future plans and intentions

My class is going to adopt a tiger.

going to: predictions

It's going to fall.

Reading: An article: Gorilla Kingdom

(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

Extensive reading: non-fiction

Earth Day, fiction

The Elephant's Child

Endings of stories

Writing focus: More fluent

Writing outcome: Writing more fluent

(Workbook)
### Call an ambulance!

**First aid**

**Working with words:** Phrasal verbs

Words in context: A day in the life of a firefighter

**Reported speech**

He said he needed some bandages. He told our teacher that he had got a surprise for us. She said we were going to learn first aid.

**Reading:** An account: A day in the life of a firefighter

(Cross-curricular link)

Listening: Listening for detail in a phone call to the emergency services

Speaking: An emergency service phone call roleplay

**Writing focus:** Features of a newspaper report

**Writing outcome:** Writing a personal account

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### Let’s eat healthily

**Food**

**Working with words:** Phrasal verbs with get

Words in context: The healthy eating pyramid

**First conditional**

If I press this button, the machine will make a pizza.

**First conditional questions**

Will I get ill if I don’t eat fruit and vegetables?

**Reading:** An information poster: The healthy eating pyramid

(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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### The big match

**Sport**

**Working with words:** Antonyms

Words in context: Just breathe

**Modal verbs:** may, might and could

I might need to do more work on those boots!

**First conditional questions**

Will I get ill if I don’t eat fruit and vegetables?

**Reading:** A process text: Just breathe (Cross-curricular link)

Listening: Listening for detail in an interview

Speaking: Asking and answering questions about exercise

**Writing focus:** Writing up notes into full sentences

**Writing outcome:** Writing up an interview from notes (Workbook)

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### Fluency Time! 3

**Passing on messages**

**Project:** English text messages

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### Ancient buildings

**History**

**Archaeology**

**Working with words:** Suffix -ful

Words in context: The lost city

**Indefinite pronouns**

There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong?

**Question tags**

These necklaces are beautiful, aren’t they?

**Reading:** An article: The lost city (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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### A message for the future

**History**

**A time capsule**

**Working with words:** Homonyms

Words in context: Nim’s Island

**The passive (present simple)**

English is spoken in many different countries.

**Passive and active**

People in costumes greet visitors. Visitors are greeted by people in costumes.

**Reading:** A film review: Nim’s Island

Listening: Listening and identifying descriptions

Speaking: Asking and answering questions about films

**Writing focus:** Features of a film review

**Writing outcome:** Writing a film review (Workbook)

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### Be a part of history!

**History**

**The news**

**Working with words:** Adjectives with -ing

Words in context: Who deserves a high salary?

**The passive (past simple)**

You were invented to cook and clean.

**Passive questions**

Is English spoken in the USA? Who was the telephone invented by?

**Reading:** An internet forum: Who deserves a high salary? (Cross-curricular link)

Listening: Listening and identifying opinions

Speaking: Asking and answering questions about future aspirations

**Writing focus:** Expressing opinions

**Writing outcome:** Writing an opinion text (Workbook)

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### Fluency Time! 4

**Detailed descriptions**

**Project:** a knowledge game

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### Extensive reading: non-fiction

**China, fiction Treasure Island**

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### Culture

**School clubs**

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### Festivals

**A Christmas Carol**

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### Class play

**The Treasure Map**