

Syllabus

Unit	Grammar	Vocabulary	Functional language	'Learning through English' vocabulary and skills	Writing
1	There was / were ... There was an atlas. There wasn't a dictionary. There were some leaflets. There weren't any comics. Was there an elephant? Were there any dolphins?	Things we read dictionary, encyclopedia, magazine, leaflet, website, notice, calendar, poster, comic, atlas, newspaper	How to make suggestions Let's ... Shall we ...? How to talk about words How do you spell ...? What does ... mean? How do you say ... in English?	<i>Study skills: Concept maps</i> Design words colours, capital letters, small letters, thick lines, thin lines, pictures • <i>Interpret and make concept maps</i>	Writing task: A book review Writing tip: Useful expressions for writing a book review
2	could / couldn't Could it fly? I couldn't swim when I was five. Could she play the piano when she was seven?	Kitchen items plate, cup, saucer, mug, bowl, fork, knife, bottle, vase, glass, spoon, jug	How to describe objects in a museum What's it like? How old is it? Where's it from? What's it made of?	<i>Art: Cave paintings</i> Animals deer, bull, goat, rhino, bison, mammoth • <i>Describe cave paintings</i>	Writing task: A fact card about a dinosaur Writing tip: Capital letters and full stops
3	The Past simple and irregular verbs He bought a notebook. She didn't buy a pencil. Did you buy a magazine?	Places in a town church, castle, police station, theatre, museum, market, chemist, hotel, restaurant, supermarket, hospital	How to ask for and follow directions Where's the ...? Turn left. Take the second right. It's on the left.	<i>Maths: Roman numbers</i> Maths words plus, minus, equals, ten, hundred, thousand • <i>Read and write Roman numbers</i>	Writing task: A leaflet about an attraction Writing tip: Presentation of writing
4	Past simple Wh- questions Who did you see? What did he invent? Where did they go?	Craft materials string, tape, card, wire, glue, paint, stapler, paintbrush, drawing pins, paper clips, straws	How to ask for things politely Can you pass me ..., please? Can I have ..., please? Can I borrow ..., please?	<i>History: Inventors and inventions</i> Inventions camera, fridge, car, teabag, zip, microwave oven, jeans, mobile phone • <i>Use a timeline to talk about events in the past</i>	Writing task: A description of an object that you made Writing tip: first, then, next, finally
5	The Past continuous What was he doing at three o'clock? He was talking on the phone. Were you watching television at six o'clock?	Housework jobs do the washing up, make the dinner, put out the rubbish, tidy the living room, vacuum the carpet, clean the windows, make the bed, water the plants, do the washing	How to talk about obligation I have to make my bed. She doesn't have to tidy the living room. Do you have to clean the windows?	<i>Music: Musical instruments</i> Musical instruments violin, guitar, flute, trumpet, clarinet, xylophone, drum, tambourine, piano, electronic keyboard • <i>Classify instruments as wind, string, percussion or keyboard</i>	Writing task: A theatre programme note Writing tip: Using speech marks

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6	<p>(not) enough, too many / much</p> <p>She's got too much sugar. He hasn't got enough lemons. How much cheese do they need? She eats too many biscuits.</p>	<p>Food and drink</p> <p>lamb stew, strawberry ice cream, sausages, salad, tomato soup, baked potato, mashed potato, roast beef, chips, banana milkshake, vegetables, apple pie</p>	<p>How to order food in a restaurant</p> <p>What would you like to drink? Would you like a dessert? I'd like ..., please. Can I have ..., please?</p>	<p><i>Science: Nutrition</i></p> <p>Nutrients</p> <p>protein, starch, sugar, fat, vitamins, calcium, fibre</p> <ul style="list-style-type: none"> • <i>Read and interpret nutrition tables</i> • <i>Talk about the nutrients in food</i> 	<p>Writing task:</p> <p>A description of a food or dish you like</p> <p>Writing tip:</p> <p>Capital letters for days of the week and countries</p>
7	<p>going to</p> <p>What's the boy going to do? He's going to take a photo. Are you going to go to the park tomorrow?</p>	<p>Woodland animals</p> <p>blackbird, squirrel, hawk, caterpillar, hedgehog, fox, badger, rabbit, mouse, snail, pigeon, robin</p>	<p>How to describe animals</p> <p>It's a mammal. It's black and white. It's got four legs. It eats worms and roots. It lives in gardens and woods.</p>	<p><i>Science: Food chains</i></p> <p>Roles in a food chain</p> <p>producers, consumers, herbivores, omnivores, carnivores</p> <ul style="list-style-type: none"> • <i>Read and interpret food chains and food webs</i> • <i>Classify animals as herbivores, carnivores and omnivores</i> 	<p>Writing task:</p> <p>A description of a day out</p> <p>Writing tip:</p> <p>Using opinions and feelings to make a text interesting</p>
8	<p>Questions and short answers</p> <p>Does he fight fires? Yes, he does. / No, he doesn't. Have you got a hat? Yes, I have. / No, I haven't. (do, has, is, are, did, was, were, can, could)</p>	<p>Jobs</p> <p>artist, secretary, shop assistant, mechanic, postman, bus driver, cook, waitress, cleaner, builder, police officer, firefighter</p>	<p>How to say what job you want to do</p> <p>What do you want to be when you grow up? I want to be a doctor. Why? Because I like biology. Because I want to work with people.</p>	<p><i>Maths: Polygons</i></p> <p>Polygons</p> <p>triangle, quadrilateral, square, rectangle, pentagon, hexagon, heptagon, octagon</p> <ul style="list-style-type: none"> • <i>Recognize regular and irregular polygons within patterns</i> 	<p>Writing task:</p> <p>A letter</p> <p>Writing tip:</p> <p>Layout of a letter</p>
9	<p>The Present perfect</p> <p>He's swum in a river. I've never climbed a rockface. Have you ever won a prize?</p>	<p>Adventure sports</p> <p>skiing, snowboarding, rock climbing, go karting, ice skating, horse riding, hiking, windsurfing, canoeing, sailing, mountain biking, rollerblading</p>	<p>How to discuss and compare sports</p> <p>I think rollerblading is more exciting than ice skating. I think skiing is the most expensive sport. I think so too. I don't think so.</p>	<p><i>Geography:</i></p> <p><i>The Beaufort scale</i></p> <p>Beaufort scale words</p> <p>tree, branch, twig, leaf, smoke, umbrella, roof, tile</p> <ul style="list-style-type: none"> • <i>Observe and describe the effects of the wind</i> • <i>Use the Beaufort scale to estimate wind speed</i> 	<p>Writing task:</p> <p>A diary</p> <p>Writing tip:</p> <p>Using the correct verb forms</p>