

Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: Hello!	p22	Core: <i>Rosy, Tim, Billy, Miss Jones, one, two, three, four, five, six, seven, eight, nine, ten, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, red, yellow, pink, green, purple, orange, blue</i> Extra: <i>Hello, Goodbye, Hi, class, cousin, sorry, come on, sing, rainbow, everyone, come, fun, too</i>	<i>Hello. Goodbye. How are you? I'm fine, thank you. What's your name? My name's... How old are you? I'm...</i>
1 What's this?	p26	School things Core: <i>pen, rubber, pencil, ruler, book, bag, door, window</i> Extra: <i>look at, train, school things, open (v), close (v), pencil case, see, like (v), school bag, OK</i>	What's this? <i>It's a pen.</i>
2 Playtime!	p32	Toys Core: <i>doll, ball, teddy, puzzle, car, kite, bike, train</i> Extra: <i>toy, big, love (v), favourite, furry, fat, lovely, animal, colour (n)</i>	<i>my / your</i> <i>This is my bag.</i> <i>Is this your teddy?</i> <i>Yes, it is. / No, it isn't.</i>
3 This is my nose!	p38	My body Core: <i>arms, nose, face, legs, ears, fingers, hands, eyes</i> Extra: <i>Let's, put on, point to, now, that's right, all, Oops!, mess, make, colour (v), then, body, cut (out), fold (v), paper, paw, stick (v), tail, long</i>	<i>arm / arms</i> <i>This is...</i> <i>These are...</i>
Review 1		Revision of vocabulary and structures from Units 1–3	
4 He's a hero!	p44	Jobs Core: <i>teacher, pupil, housewife, fireman, pilot, doctor, policeman, farmer</i> Extra: <i>hero, Grandma, Grandpa, meat, kind, meet, lane, again, eat, write, brother, happy, family, uncle</i>	<i>She's / He's a teacher.</i> <i>Is she / he a teacher?</i> <i>Yes, she is. / No, he isn't.</i>
5 Where's the ball?	p50	The park Core: <i>seesaw, slide, net, swing, tree, pool, ice cream, frisbee</i> Extra: <i>good try, under, on, in, goal, where, park, nice, cool, play (v), boy, girl, football, help (v)</i>	<i>Where's the ball?</i> <i>It's in / on / under the bag.</i>
6 Billy's teddy!	p56	My family Core: <i>mum, dad, sister, brother, grandma, grandpa, aunt, uncle, cousin</i> Extra: <i>find, the others, know, family, lots of, love (n), look (out of), photo, throw, still, flying, into, at, they</i>	Possessive 's <i>This is Mum's book.</i>
Review 2		Revision of vocabulary and structures from Units 1–6	

Phonics	Skills	Values
	<p>Listening: identifying numbers (listening for specific information)</p> <p>Speaking: <i>What's your name?</i> (asking and answering questions about names); <i>How old are you?</i> (asking and answering questions about age)</p>	Understanding that people belong to various groups and communities, such as family and school
<p>Initial sounds: <i>a b c d</i> Aa: <i>apple</i> Bb: <i>bird</i> Cc: <i>cat</i> Dd: <i>dog</i></p>	<p>Reading: a description (reading and understanding descriptions of objects; recognizing specific words)</p> <p>Listening: identifying objects (listening for specific information)</p> <p>Speaking: <i>What's this? It's...</i> (asking and answering questions)</p> <p>Writing: identifying and counting words in a sentence; Workbook – writing about my school things (guided writing)</p>	Helping in the classroom (contributing to the life of the class)
<p>Initial sounds: <i>e f g h</i> Ee: <i>egg</i> Ff: <i>fish</i> Gg: <i>goat</i> Hh: <i>hat</i></p>	<p>Reading: a poem: 'My favourite...' (reading and understanding a poem)</p> <p>Listening: identifying favourite things (matching people to their favourite things)</p> <p>Speaking: <i>What's your favourite...?</i> (asking and answering questions about favourite things)</p> <p>Writing: dividing sentences into words (identifying words within a sentence); Workbook – writing about my favourite toys (guided writing)</p>	Be kind to people (sharing and playing cooperatively) Helping each other at home
<p>Initial sounds: <i>i j k l</i> Ii: <i>ink</i> Jj: <i>jam</i> Kk: <i>kite</i> Ll: <i>lion</i></p>	<p>Reading: instructions for making a paper toy (reading and following instructions; reading a text and putting pictures in the correct order)</p> <p>Listening: identifying different animals (listening and ordering pictures)</p> <p>Speaking: describing an animal's features</p> <p>Writing: identifying full sentences; Workbook – writing about my body (guided writing)</p>	Take care in the sun (dress appropriately, put on sun cream and drink water to stay safe)
<p>Initial sounds: <i>m n o p</i> Mm: <i>mum</i> Nn: <i>nurse</i> Oo: <i>orange</i> Pp: <i>pen</i></p>	<p>Reading: an autobiography (reading and understanding a family description; developing inferring and comprehension skills)</p> <p>Listening: identifying people by their jobs (listening for specific information)</p> <p>Speaking: <i>Is he a doctor?</i> (asking and answering questions about jobs)</p> <p>Writing: identifying capital letters and full stops; Workbook – writing about my family (guided writing)</p>	People who help us (helping others in need) Looking out for health and safety hazards at home
<p>Initial sounds: <i>q r s t u</i> Qq: <i>queen</i> Rr: <i>rabbit</i> Ss: <i>sofa</i> Tt: <i>teddy</i> Uu: <i>umbrella</i></p>	<p>Reading: a puzzle text (reading and understanding a text about a picture)</p> <p>Listening: identifying objects by location (numbering things in a picture)</p> <p>Speaking: <i>Where's the kite?</i> (asking and answering questions about where things are)</p> <p>Writing: identifying capital letters at the start of names; Workbook – writing about the park (guided writing)</p>	Take care in the park (understanding what improves and harms your local, natural and built environments and about ways of looking after them)
<p>Initial sounds: <i>v w x y z</i> Vv: <i>van</i> Ww: <i>window</i> Xx: <i>box</i> Yy: <i>yo-yo</i> Zz: <i>zebra</i></p>	<p>Reading: a caption story (reading a text that describes pictures; finding specific information)</p> <p>Listening: distinguishing details (identifying pictures from their descriptions)</p> <p>Speaking: <i>Who's this?</i> (asking and answering questions about people)</p> <p>Writing: identifying question marks and sentences; Workbook – writing about my family's things (guided writing)</p>	My family (family and friends should care for each other)

7	Are these his trousers?	p62	My clothes Core: <i>dress, socks, T-shirt, trousers, shorts, shoes, coat, hat</i> Extra: <i>basket, clothes, every, day, try on, team, his, her, what about</i>	<i>This is her / his T-shirt.</i> <i>Are these his socks?</i> <i>Yes, they are. / No, they aren't.</i>
8	Where's Grandma?	p68	My house Core: <i>kitchen, living room, dining room, bedroom, bathroom, garden, upstairs, downstairs, house, flat</i> Extra: <i>certificate, well done, good, work, show (v), surprise, follow, go, through, table, chair, want, little, next door, balcony, TV</i>	<i>Is she in the kitchen?</i> <i>Yes, she is. / No, she isn't.</i> <i>Are they in the garden?</i> <i>Yes, they are. / No, they aren't.</i>
9	Lunchtime!	p74	My lunch box Core: <i>lunch box, sandwich, drinks, apple, banana, biscuit, tomato, pear, grapes</i> Extra: <i>lunchtime, choose, share, cheese, water, get, lunch, chirp, say, today, inside</i>	<i>I've got two sandwiches.</i> <i>I haven't got my lunch box.</i> <i>an apple</i> <i>(an + a, e, i, o, u)</i>
Review 3		Revision of vocabulary and structures from Units 1–9		
10	A new friend!	p80	My friends Core: <i>long, short, blond, brown, curly, straight</i> Shapes Core: <i>square, circle, triangle, rectangle</i> Extra: <i>hair, over there, new, friend, side, the same, smooth, round, just, count, dear, picture, great, best, tall, tell, from, jumper</i>	<i>He's / She's / It's got...</i> <i>He / She / It hasn't got...</i>
11	I like monkeys!	p86	The zoo Core: <i>elephant, giraffe, monkey, big, tall, little, tiger, snake, parrot</i> Extra: <i>zoo, funny, hip hooray, growl, hiss, squawk, hear, listen, true, top, leaves, tongue, guess, wrong, on top of, head, neck, at all, there, food, pretty, next, first</i>	<i>I like monkeys.</i> <i>I don't like elephants.</i> <i>They're big.</i> <i>I'm little.</i>
12	Dinnertime!	p92	Food Core: <i>rice, meat, carrots, yogurt, fish, bread</i> Drinks Core: <i>milk, juice, water</i> Extra: <i>finished, dinnertime, drink (v), late, school, café, dessert, hungry, menu, because</i>	<i>Do you like carrots?</i> <i>Yes, I do. / No, I don't.</i> <i>What do you like?</i> <i>I like yogurt.</i>
Review 4		Revision of vocabulary and structures from Units 1–12		
13	Tidy up!	p98	My bedroom Core: <i>rug, bed, cupboard, shelf, pillow, blanket</i> Numbers 11–20 Core: <i>eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</i> Extra: <i>tidy up, tidy (adj), room, more, get in, put, star (adj), letter, magazine</i>	<i>There's...</i> <i>There are...</i>
14	Action Boy can run!	p104	Verbs Core: <i>run, fly, walk, talk, swim, climb, write, draw, sing</i> Extra: <i>can (v), clever, silly, do anything, alphabet, song, smile (v), sitting, jump, very, fast, stripes, fruit, nuts, pet, live (v), beautiful</i>	<i>He can / can't fly.</i> <i>Can he talk?</i> <i>Yes, he can. / No, he can't.</i>
15	Let's play ball!	p110	The beach Core: <i>sandcastle, beach, crab, the sea, boat, shell, sun, cream, bat, ice lolly</i> Extra: <i>good idea, wait, together, another, wonderful, welcome, sandy, rock pool, clean, hotel, stall, alone, litter, enjoy, flavour, forget</i>	<i>Let's + verb</i>
Review 5		Revision of vocabulary and structures from Units 1–15		

<p>The alphabet: the alphabet letter names and their sequence</p>	<p>Reading: a caption story (reading and understanding a story; reading for specific details) Listening: identifying clothes (identifying pictures from their descriptions) Speaking: <i>What colour are these trousers?</i> (asking and answering questions about colours) Writing: identifying 's in sentences; matching full and abbreviated forms with the contraction 's; Workbook – writing about my favourite clothes (guided writing)</p>	<p>Warm clothes and cool clothes (taking care to stay healthy in different seasons) Helping with jobs at home</p>
<p>Digraphs: sh <i>shoes</i> <i>sheep</i> <i>fish</i></p>	<p>Reading: a description on a webpage (reading and understanding a description of a flat; finding specific information in a text) Listening: listening to a description of a flat (numbering items in the correct order) Speaking: <i>Where are the bedrooms?</i> (asking and answering questions with <i>Where's</i> ...) Writing: identifying vowels within words; Workbook – writing about my home (guided writing)</p>	<p>My house (noticing safety hazards around the home) Family and friends caring for each other</p>
<p>Digraphs: ch <i>chair</i> <i>teacher</i> <i>chick</i></p>	<p>Reading: information texts (reading and understanding descriptions of lunch boxes; matching lunch boxes with their descriptions) Listening: identifying key words (ticking items that are heard) Speaking: <i>I've got a banana...</i> (asking and answering questions about lunch boxes) Writing: completing sentences with <i>a</i> or <i>an</i>; Workbook – writing about my lunch box (guided writing)</p>	<p>Healthy food (understanding the basics of healthy eating) Sharing with friends and family</p>
<p>Digraphs: th <i>three</i> <i>bath</i> <i>teeth</i></p>	<p>Reading: a descriptive letter (reading and understanding a letter; matching children with their descriptions) Listening: identifying different friends (numbering items in the correct order) Speaking: <i>She's got blond hair. Who is it?</i> (asking and answering questions about appearance) Writing: matching full and abbreviated forms with the contractions 've and 's; Workbook – writing about my friend (guided writing)</p>	<p>Good friends (bullying and excluding people is wrong) Identifying and respecting the similarities and differences between people</p>
<p>CVC words: a <i>cat</i> <i>man</i> <i>fan</i></p>	<p>Reading: a poem: 'What am I?' (reading and understanding a poem; reading for specific information) Listening: identifying preferences (listening for specific details) Speaking: <i>It's got four legs. It's black and orange.</i> (describing animals) Writing: identifying adjectives in sentences; Workbook – writing about animals I like (guided writing)</p>	<p>Be kind to animals (understanding that living creatures should be respected and treated with care)</p>
<p>CVC words: e <i>bed</i> <i>pen</i> <i>red</i></p>	<p>Reading: information texts (reading and understanding a menu; finding specific details in a text) Listening: identifying food preferences (listening for specific details) Speaking: <i>What do you like?</i> (asking and answering questions about food likes and dislikes) Writing: matching full and abbreviated forms of the negative contraction <i>n't</i>; Workbook – writing about food I like (guided writing)</p>	<p>Good for you! (taking care of what you eat to stay healthy)</p>
<p>CVC words: i <i>bin</i> <i>fig</i> <i>tin</i></p>	<p>Reading: a descriptive letter (reading and understanding a letter to a magazine; reading for specific details) Listening: distinguishing details (identifying different rooms from their descriptions) Speaking: <i>Where are the shoes?</i> (asking and answering questions about where things are) Writing: question marks and full stops (differentiating between sentences and questions); Workbook – writing about my bedroom (guided writing)</p>	<p>Neat and tidy (understanding ways of looking after your home environment)</p>
<p>CVC words: o <i>dog</i> <i>fox</i> <i>log</i></p>	<p>Reading: descriptions (reading and understanding a text about animals; reading for specific details) Listening: identifying animals (numbering items in the correct order) Speaking: <i>It can run. It's brown and big.</i> (asking and answering questions about animals) Writing: matching full and abbreviated forms of <i>can't</i>; Workbook – writing about what I can do (guided writing)</p>	<p>Keep fit (understanding that physical exercise is important to stay healthy)</p>
<p>CVC words: u <i>rug</i> <i>jug</i> <i>sum</i></p>	<p>Reading: an information poster (reading and understanding a poster; reading for specific details) Listening: distinguishing details (identifying pictures from their descriptions) Speaking: <i>Let's play ball!</i> (making and responding to suggestions) Writing: identifying verbs; Workbook – writing about the beach (guided writing)</p>	<p>Take care on the beach (taking care of the natural environment and respecting the needs of others) Working together as a team</p>

Scope and sequence

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		Words	Grammar
Starter: Welcome back! p22		Revision: words to describe people, numbers 1–20, family, colours, toys, days of the week Extra: <i>welcome back, learning, end (v), bump, down, week, white, black</i>	<i>I've got brown hair. This is my cousin. He's got green eyes. Where's Billy? Is he under the bed? There is... There are...</i>
1	Our new things p26	School things Core: <i>classroom, table, computer, peg, pencil case, board, poster, picture, drawers, cupboard</i> Extra: <i>whiteboard, Wow!, this, that, these, those, what, have a look, work (n), game, touch, knee, feet, bright, wall, sit, with, swimming pool</i>	<i>This / That is... These / Those are...</i>
2	They're happy now! p32	Feelings Core: <i>hot, cold, hungry, thirsty, happy, sad, tired, angry, scared, brave</i> Extra: <i>babies, twins, cry (v), go to sleep, snore, hug (v), yourself, stamp (v), feelings, feel, sometimes, always, behave, fear, gone, carry on, laugh (v), until, broken, poor, nearly, wake up</i>	<i>We're / They're happy. Are they hot? Yes, they are. / No, they aren't.</i>
3	I can ride a bike! p38	Outdoor activities Core: <i>ride a bike, ride a horse, skate, skateboard, play tennis, play football</i> Prepositions of place Core: <i>behind, in front of, next to, between</i> Extra: <i>teach, stop, anywhere, hiding, by, perfect, aged, seat, wheel, children, grass, sand, take, young, skateboard (n), skates (n), outdoor (adj)</i>	<i>She can / can't ride a bike. Can he play tennis? Yes, he can. / No, he can't.</i> <i>Prepositions of place</i>
Review 1		Revision of vocabulary and structures from Units 1–3	
4	Have you got a milkshake? p44	Food Core: <i>salad, fries, pizza, milkshake, cheese sandwich, chicken</i> Numbers 20–100 Core: <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</i> Extra: <i>don't worry, naughty, start (v + n), easy, if, try, number, high, done, much, olive, sure, buy</i>	<i>Have you got a milkshake? Yes, I have. / No, I haven't. Has he got fries? Yes, he has. / No, he hasn't.</i>
5	We've got English! p50	School subjects Core: <i>art, maths, English, science, PE, music</i> School rooms Core: <i>playground, sports field, art room, computer room</i> Extra: <i>our, their, time, wear, paint, headphones, speak, study, read, primary, lesson, break time, learn</i>	<i>What have we got on Monday? We've got science. When have we got PE?</i> <i>our / their</i>
6	Let's play after school! p56	After-school activities Core: <i>help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV, listen to music, play with friends, read a book, write an email</i> Extra: <i>how about, well, after, a lot, on my own, cook (v), stories, CD, sport</i>	<i>I visit my grandma every Tuesday. I go swimming every Thursday. I don't watch TV.</i>
Review 2		Revision of vocabulary and structures from Units 1–6	

Phonics	Skills	Values
	<p>Listening: identifying people from their descriptions (listening for specific information)</p> <p>Speaking: <i>She's got curly hair. His name's James. How many...? What colour...?</i> (describing people's appearance; introducing yourself and other people; talking about objects)</p>	Understanding and respecting differences between people
<p>Review of the alphabet and initial sounds</p>	<p>Reading: a description (reading a text describing pictures; reading for specific words)</p> <p>Listening: identifying people and objects from their description (numbering items in the correct order)</p> <p>Speaking: <i>How many...? There are...</i> (asking and answering questions about a picture)</p> <p>Writing: capitalization; Workbook – writing about my classroom (guided writing)</p>	<p>Keep your classroom tidy (contributing to keeping the classroom tidy)</p> <p>Understanding that it is important to look after possessions and the classroom</p>
<p>Review of digraphs: ch sh th</p> <p>ch: <i>chair teacher</i></p> <p>sh: <i>shoes fish</i></p> <p>th: <i>thumb bath</i></p>	<p>Reading: a poem: 'My feelings' (reading and understanding a poem; matching words with information in the poem)</p> <p>Listening: identifying feelings (numbering pictures of feelings in the correct order)</p> <p>Speaking: <i>Is he sad? No, he isn't. He's...</i> (asking and answering questions about how people feel)</p> <p>Writing: long and short forms; Workbook – writing about my feelings (guided writing)</p>	<p>Let's help each other (finding ways to help people when they need it)</p> <p>Caring for other people</p>
<p>Review of CVC words: a e i o u</p> <p>a: <i>cat van</i></p> <p>e: <i>peg bed</i></p> <p>i: <i>bin fig</i></p> <p>o: <i>mop dog</i></p> <p>u: <i>bus jug</i></p>	<p>Reading: information on a webpage (reading and understanding information on a webpage; choosing the correct information from the text)</p> <p>Listening: identifying outdoor toys (numbering objects in the correct order)</p> <p>Speaking: <i>Where's the skateboard? It's in front of the table.</i> (asking and answering questions about where things are)</p> <p>Writing: using <i>a / an</i>; Workbook – writing about what I can and can't do (guided writing)</p>	<p>Sports and safety (practising sports safely)</p> <p>Encouraging and helping people to be brave</p>
<p>Consonant blends: gr br fr</p> <p>gr: <i>grass grapes</i></p> <p>br: <i>brush bread</i></p> <p>fr: <i>frog frisbee</i></p>	<p>Reading: a caption story (reading and understanding a caption story; finding specific information in a text)</p> <p>Listening: identifying which food items are available in a shop</p> <p>Speaking: <i>Have you got apples? Yes, we have.</i> (asking and answering questions about what someone has got)</p> <p>Writing: question marks and full stops; Workbook – writing about my lunch (guided writing)</p>	<p>Healthy food (understanding that some foods are healthy and others are unhealthy)</p>
<p>Consonant blends: dr tr cr</p> <p>dr: <i>drum dress</i></p> <p>tr: <i>truck tree</i></p> <p>cr: <i>crayon crab</i></p>	<p>Reading: a description on a webpage (reading and understanding a webpage; finding specific details in a text)</p> <p>Listening: identifying school rooms from their descriptions (numbering pictures in the correct order)</p> <p>Speaking: <i>What have we got in the art room? We've got...</i> (asking and answering questions about different rooms in a school)</p> <p>Writing: capital letters; Workbook – writing about my school subjects (guided writing)</p>	<p>Safety at school (noticing safety hazards in the classroom)</p> <p>Sharing with people at school</p>
<p>Consonant blends: fl pl bl</p> <p>fl: <i>flower flat</i></p> <p>pl: <i>plum plate</i></p> <p>bl: <i>blanket blue</i></p>	<p>Reading: information texts (reading and understanding a class poster; matching children with their after-school activities)</p> <p>Listening: identifying after-school activities (choosing which activities children take part in)</p> <p>Speaking: <i>I read a book. I don't ride a bike.</i> (talking about which after-school activities you do)</p> <p>Writing: verbs; Workbook – writing about what I do after school (guided writing)</p>	<p>Help your family (respecting the needs of others)</p>

			Words	Grammar
7	Let's buy presents!	p62	Special days Core: <i>chocolate, sweets, balloon, present, cake, card, neighbour, pastries, nuts, tie</i> Extra: <i>birthday, tomorrow, scared of, asleep, someone, or, take off, outside, sky, in half, think about, front, smile (n), everything, give</i>	<i>What do you like?</i> <i>I like / don't like balloons.</i> <i>What does he like?</i> <i>He likes / doesn't like chocolate.</i>
8	What's the time?	p68	Everyday activities Core: <i>get up, have breakfast, go to school, go home, have dinner, go to bed</i> Times of the day Core: <i>in the morning, in the afternoon, in the evening, at night</i> Extra: <i>brush my teeth, goodnight, time for, get dressed, cereal, go by bus, so, plane</i>	<i>What's the time?</i> <i>It's seven o'clock.</i> <i>He gets up at six o'clock.</i>
9	Where does she work?	p74	Places Core: <i>hospital, school, airport, police station, fire station, shop, station, zoo, supermarket, bank</i> Extra: <i>work (v), fantastic, place, thing, out and about, dark, shopping (n), at the moment, cute, feed, vegetable, job</i>	<i>Where does she work?</i> <i>She works in a bank.</i> <i>Does she work in a shop?</i> <i>Yes, she does. / No, she doesn't.</i>
Review 3			Revision of vocabulary and structures from Units 1–9	
10	It's hot today!	p80	Weather Core: <i>raining, windy, hot, cold, snowing, sunny</i> Weather activities Core: <i>fly a kite, make a snowman, wear coats, go outside</i> Extra: <i>weather, like (prep), sun hat, catch, quick, key, wet, high up, all together, news, warm, raincoat, sun, sunglasses, fly away, be careful, get wet, keep</i>	<i>What's the weather like?</i> <i>It's windy / raining / hot.</i> <i>Put on / don't put on your coat.</i>
11	What are you wearing?	p86	Clothes Core: <i>skirt, scarf, gloves, jeans, boots, shirt</i> Time Core: <i>o'clock, quarter past, half past, quarter to</i> Extra: <i>people, platform, here comes . . . , slow, hurry up, coach, pass by, wave (v), get on, sit down, seaside, town</i>	Present continuous: <i>What are you wearing? / What's he wearing?</i> <i>I'm wearing a blue skirt. / He's wearing red trousers.</i>
12	You're sleeping!	p92	Celebrations Core: <i>wedding, guests, cake, bride, band, invitations</i> Getting ready Core: <i>make a cake, wash the car, brush my hair, take photos</i> Extra: <i>watch (v), video, dance (v), sleep, get ready, by my side, suit (n), excited, can't wait, month, summer, party, clean (v), letters, think, send, soon</i>	Present continuous: <i>What are you / they doing?</i> <i>I'm / We're / They're talking.</i> <i>What's he / she doing?</i> <i>He's / She's eating.</i>
Review 4			Revision of vocabulary and structures from Units 1–12	
13	Look at all the animals!	p98	Farm animals Core: <i>cow, goat, horse, sheep, donkey, goose</i> Adjectives Core: <i>loud, quiet, fast, slow</i> Extra: <i>than, mummy, daddy, other, hen, cheep, cluck, honk, clop, clip, trot, farm, piece, trip (n), leave, bring, rule, run away, finally, bite, scare, sink (n), friendly</i>	Comparatives: <i>This cow is bigger than that cow.</i>
14	Look at the photos!	p104	Memories Core: <i>kind, naughty, wet, dry, fridge, photo</i> Tidying up Core: <i>tidy, untidy, floor, rubbish</i> Extra: <i>duck, each, play (n), year, wolf, hood, costume, scary, proud, act (v), hard work, brilliant, ready, tidy up</i>	Past simple: <i>I / He / She was happy.</i> <i>I / He / She wasn't naughty.</i> <i>You were kind.</i> <i>They weren't dry.</i>
15	Well done!	p110	People Core: <i>man, men, woman, women, child, children</i> Ordinal numbers Core: <i>first, second, third, fourth</i> Extra: <i>prize-giving, prize, winner, some, any, race, heavy, lose, runner, fairground, round and round, field, move, real, hurrah!, fresh, miss (v), go back</i>	Past simple: <i>There were some teachers.</i> <i>There weren't any children.</i> Irregular plurals
Review 5			Revision of vocabulary and structures from Units 1–15	

Phonics	Skills	Values
Consonant blends: <i>cl gl sl</i> cl: <i>cloud clock</i> gl: <i>gloves glue</i> sl: <i>slide slippers</i>	Reading: instructions on making a card (reading and following instructions; finding specific information in a text) Listening: identifying suitable presents (matching people with the correct present) Speaking: <i>What does he like? He likes tennis.</i> (asking questions about likes and dislikes) Writing: long and short forms; Workbook – writing about presents (guided writing)	Be good at the party! (playing co-operatively and being aware of other people)
Consonant blends: <i>sm sn st sk</i> sm: <i>smile small</i> sn: <i>snow snake</i> st: <i>stairs star</i> sk: <i>sky skates</i>	Reading: information texts (reading and understanding a text about someone's daily routine; finding specific details in a text) Listening: listening for times and activities (drawing the times when people do certain activities) Speaking: <i>He has breakfast.</i> (talking about what someone does at different times of day) Writing: identifying <i>Wh-</i> questions; Workbook – writing about my day (guided writing)	Personal hygiene (understanding and maintaining good personal hygiene) Respecting the needs of other people
Long vowels: a + magic e <i>lake face</i> <i>gate plane</i>	Reading: a magazine interview (reading and understanding an interview about someone's job) Listening: listening for details in an interview (choosing the correct information) Speaking: <i>What are Peter's favourite animals?</i> (asking and answering questions about a job) Writing: using commas with <i>and</i> in lists; Workbook – writing about where my family works (guided writing)	All jobs are important (understanding that people in a community have different roles)
Long vowels: i + magic e <i>bike white</i> <i>kite line</i> <i>nine</i>	Reading: a weather report (reading and understanding a weather report; matching images with information in a text) Listening: identifying the weather at certain times from the weather report (choosing the correct option) Speaking: <i>It's Monday. What's the weather like?</i> (talking about weather on different days) Writing: verbs and adjectives; Workbook – writing about the weather (guided writing)	Let's look after our world (understanding what improves and harms the environment) Dressing appropriately to stay healthy outdoors
Long vowels: o + magic e <i>nose bone</i> <i>rope home</i> <i>stone</i>	Reading: a poem: 'At the coach station' (reading and understanding a poem; finding specific information in a text) Listening: identifying people by their clothing Speaking: <i>What's she wearing? She's wearing a red shirt. Who is it?</i> (describing what people are wearing) Writing: writing the time; Workbook – writing about my clothes (guided writing)	Let's take care of our things (understanding the importance of looking after personal possessions)
Long vowels: u + magic e <i>June tube</i> <i>flute cube</i>	Reading: a descriptive email (reading and understanding a descriptive email; completing questions with information from a text) Listening: listening for details to distinguish between photos (numbering pictures in the correct order) Speaking: <i>What's he doing? He's dancing.</i> (talking about what people are doing) Writing: present continuous verbs; Workbook – writing about a party (guided writing)	Let's work together! (working co-operatively with other people)
Long vowels: ee <i>tree cheese</i> <i>green feet</i> <i>three</i>	Reading: an information text (reading and understanding a leaflet about a school visit to a farm; finding specific information in a text) Listening: listening for rules (matching pictures to rules) Speaking: <i>Don't open the gate.</i> (giving positive and negative rules) Writing: using <i>and</i> to connect sentences; Workbook – writing about a farm visit (guided writing)	We're all different! (respecting the similarities and differences between people) Respecting animals and the natural world
Short and long vowels <i>cub cube</i> <i>tap tape</i> <i>pip pipe</i>	Reading: a newspaper article (reading and understanding a school newspaper article; reading for specific details) Listening: identifying people from their descriptions Speaking: <i>He was a lion (in the school play).</i> (talking about what people were in a play that took place in the past) Writing: <i>and / or</i> ; Workbook – writing about me and my friends (guided writing)	Let's be kind and good (sharing, helping, and playing together) Understanding the ways people change and develop
ng / nk <i>ng: ring king swing</i> <i>nk: bank sink pink</i>	Reading: a fairytale (reading and understanding a fairytale; developing comprehension skills) Listening: identifying actions and emotions (ordering the events in a story) Speaking: <i>What's Suzy doing? She's... Is she sad? No, she isn't. She's...</i> (describing what someone / something is doing; asking and answering questions about feelings) Writing: irregular plurals; Workbook – writing about a school open day (guided writing)	Let's remember the values (being aware of good and helpful behaviour) Congratulating people on their achievements

Scope and sequence

All core language is recycled regularly throughout the course.

		Words	Grammar
Starter: My family	p24	Revision: family words, adjectives, numbers 1–100 Core: months of the year	Present simple with be and got <i>I'm seven. We've got two cousins.</i> Past simple with be <i>It was sunny.</i> <i>The children were happy.</i> Comparatives <i>The red car is bigger than the blue car.</i>
1 They're from Australia!	p28	Countries Core: <i>Egypt, the UK, Russia, Spain, Thailand, Australia, the USA, Brazil</i> Seasons / Home Core: <i>spring, summer, autumn, winter, garden, season</i>	Present simple <i>Where are you from?</i> <i>I'm from Egypt.</i> <i>Where is he from?</i> <i>He's from Brazil.</i>
2 My weekend	p34	Hobbies Core: <i>read comics, skateboard, do gymnastics, play chess, fish, play basketball, take photos, play volleyball, play the guitar, shop, cook, paint, play the piano, visit family</i>	like + verb + ing <i>I like reading.</i> <i>I don't like fishing.</i> <i>Does he like playing chess?</i> <i>Yes, he does. / No, he doesn't.</i>
3 My things	p40	My things / phrasal verbs Core: <i>computer, TV, DVD player, CD player, MP3 player, camera, turn on, turn off</i> Collections Core: <i>stickers, posters, comics, postcards, badges, shells</i>	your / our / their <i>That's their CD player.</i> Can for permission / requests <i>Can I use your computer?</i> <i>Yes, you can. / No, you can't.</i> <i>Can you turn off the DVD player, please?</i>
Review 1		Revision of vocabulary and structures from Units 1–3	
4 We're having fun at the beach!	p46	Water sports Core: <i>swim, sail, dive, surf, kayak, windsurf, snorkel, waterski</i> Adjectives to describe places Core: <i>polluted, clean, dangerous, safe, beautiful, ugly</i>	Present continuous: affirmative and negative <i>I'm swimming.</i> <i>We're sailing.</i> <i>She isn't snorkelling.</i> <i>They aren't waterskiing.</i>
5 A naughty monkey!	p52	Zoo animals Core: <i>penguin, zebra, monkey, kangaroo, camel, lizard, flamingo, crocodile</i> Adjectives to describe emotions and things Core: <i>angry, scared, free, sorry, funny, kind</i>	Present continuous: questions and short answers <i>Is the crocodile eating the sandwich?</i> <i>Yes, it is. / No, it isn't.</i> <i>Are they eating?</i> <i>Yes, they are. / No, they aren't.</i>
6 Jim's day	p58	Daily routine Core: <i>have a shower, brush my teeth, get dressed, have breakfast, brush my hair, get up, catch the bus, walk to school</i> Time words Core: <i>first, then, next, finally, every day, at the weekend</i>	Present simple: affirmative, negative, and questions <i>I have breakfast at eight o'clock.</i> <i>He doesn't get up early.</i> <i>Do they live in a big house?</i> <i>Yes, they do. / No, they don't.</i> <i>What time does he start work?</i>
Review 2		Revision of vocabulary and structures from Units 1–6	

Phonics	Skills	Values
	<p>Reading: identifying people and objects from descriptions</p> <p>Listening: identifying numbers</p> <p>Speaking: asking and answering about birthdays</p> <p>Writing: writing the answers to sums</p>	<p>Greeting people politely</p> <p>Appreciating our family</p>
<p>Consonant blends:</p> <p>cr: <i>crayon</i></p> <p>dr: <i>draw, drink</i></p> <p>sp: <i>spoon</i></p> <p>sn: <i>snake</i></p> <p>pl: <i>play</i></p>	<p>Reading: a story: 'The Selfish Giant' (reading and understanding a story, reading for the main idea; understanding the sequence of events in a story)</p> <p>Listening: identifying details about age, birthday, country, and favourite season (understanding specific information to identify the correct picture)</p> <p>Speaking: asking and answering about age, country, and favourite season</p> <p>Writing: capitalizing proper nouns and sentence beginnings; Workbook – writing about myself</p>	<p>Values 1:</p> <p>Values at home</p> <p>(Helpful and safe behaviour)</p> <p>Helping around the house</p> <p>Being tidy in the home</p> <p>Taking care of personal belongings</p> <p>Being quiet and considerate near other people</p> <p>Closing doors behind you</p> <p>Being safe at home</p> <p>Asking for permission (e.g. <i>Can I watch television, please?</i>)</p>
<p>Magic e:</p> <p>a_e: <i>face, space</i></p> <p>i_e: <i>kite, bike</i></p> <p>o_e: <i>rope, stone</i></p> <p>u_e: <i>June, cube</i></p>	<p>Reading: a penfriends website (reading and understanding a webpage; reading for specific details)</p> <p>Listening: identifying details about different penfriends (matching people and their hobbies)</p> <p>Speaking: choosing a penfriend (asking and answering questions about hobbies; suggesting a suitable penfriend for your partner)</p> <p>Writing: full forms and short forms of <i>be</i> and <i>have</i>; Workbook – writing an email about my hobbies</p>	
<p>Words with ar:</p> <p><i>car, park, shark, star, scarf</i></p>	<p>Reading: a school project (reading and understanding school projects about collections; finding specific details about people in a text)</p> <p>Listening: identifying details about collections (matching people and the things they collect)</p> <p>Speaking: talking about collections (asking and answering questions based on information in the listening text)</p> <p>Writing: punctuation marks: question marks, commas and full stops; Workbook – writing about a child's collection</p>	

Extensive reading: The Swiss Family Robinson; Families around the world

<p>all endings:</p> <p><i>ball, mall, wall, tall, small</i></p>	<p>Reading: a holiday brochure (reading about a dolphin encounter holiday; understanding and using descriptive adjectives)</p> <p>Listening: identifying details about beach activities (listening and numbering pictures)</p> <p>Speaking: talking about what you like doing on the beach (asking and answering questions)</p> <p>Writing: spelling rules for the gerund form; Workbook – writing a postcard about my trip</p>	<p>Values 2:</p> <p>Values outside</p> <p>(Respecting nature)</p> <p>Being safe near animals</p> <p>Being kind to animals</p> <p>Putting litter in bins</p> <p>Closing gates behind you (so animals can't escape)</p> <p>Understanding that it is dangerous to play on gates</p>
<p>or and aw spellings:</p> <p>or: <i>fork, horse, corn</i></p> <p>aw: <i>straw, paw, yawn</i></p>	<p>Reading: a story: 'The Lion and the Mouse' (reading and understanding a story; reading and matching specific actions / descriptions with story characters)</p> <p>Listening: identifying different frames of a cartoon strip (understanding descriptions using the present continuous)</p> <p>Speaking: describing different frames of a cartoon strip (asking and answering questions)</p> <p>Writing: using speech marks; Workbook – writing about animals</p>	
<p>oy and oi spellings:</p> <p>oy: <i>boy, toy, oyster</i></p> <p>oi: <i>coin, oil, soil</i></p>	<p>Reading: a website about cyber school (reading and understanding a webpage; reading for specific information)</p> <p>Listening: identifying details about a student's day (listening and numbering pictures)</p> <p>Speaking: describing daily routine (asking and answering questions)</p> <p>Writing: proper nouns; Workbook – writing information about me</p>	

Extensive reading: White Fang; Flocke the polar bear

			Words	Grammar
7	Places to go!	p64	Places in town Core: <i>café, library, museum, playground, shopping mall, sports centre, swimming pool, cinema</i> Performances Core: <i>play, theatre, concert, actor, film, singer</i>	Present simple and adverbs of frequency <i>always, sometimes, never</i> <i>I sometimes go to the library.</i> Prepositions of time: <i>on, at, in</i> <i>My birthday is in May.</i>
8	I'd like a melon!	p70	Food Core: <i>pasta, bread, cereal, meat, melon, cucumber, onion, lemon, potato, butter, cheese, salt, pepper, peas</i>	Countable and uncountable nouns <i>a / an / some</i> <i>I'd like / Would you like...?</i>
9	What's the fastest animal in the world?	p76	Describing places Core: <i>lake, mountain, waterfall, ocean, wide, big, deep, high, building, country, bridge, river, old, long</i>	Comparatives <i>Russia is bigger than the UK.</i> Superlatives <i>The highest mountain in the world is Mount Everest.</i>
Review 3			Revision of vocabulary and structures from Units 1–9	
10	In the park!	p82	In the park Core: <i>path, grass, flowers, bin, trees, playground, fountain, litter</i> Verbs Core: <i>shout, chase, catch, meet, cross, laugh</i>	<i>must / mustn't for rules and obligations</i> <i>You must turn off your mobile phone.</i> <i>You mustn't shout.</i>
11	In the museum	p88	Transport Core: <i>ferry, bus, helicopter, motorbike, plane, taxi, train, tram</i> Prepositions Core: <i>along, through, in the middle / at the top of, between, inside</i>	Past simple with be <i>There was / wasn't / were / weren't ...</i> <i>lots of, some, any</i> Time phrases: <i>yesterday, last week / year / Monday, (fifty years) ago, then</i>
12	A clever baby!	p94	Adjectives to describe people Core: <i>old, young, handsome, pretty, short, tall, shy, friendly, cheerful, miserable, relaxed, worried, mean, generous</i>	Past simple with be and have: affirmative and negative <i>I wasn't tall when I was five.</i> <i>He had black hair when he was young.</i>
Review 4			Revision of vocabulary and structures from Units 1–12	
13	The Ancient Egyptians	p100	Verbs Core: <i>start, finish, love, hate, want, use, laugh, live</i> Adjectives to describe things Core: <i>heavy, light, hard, soft, easy, difficult</i>	Past simple with regular verbs: affirmative and negative <i>They lived 5,000 years ago.</i> <i>They didn't cook pizza.</i>
14	Did you have a good day at school?	p106	School things Core: <i>paint, paintbrush, calculator, lunch box, dictionary, PE kit, backpack, apron</i> Camping things Core: <i>tent, sleeping bag, frying pan, matches, rope, torch</i>	Past simple questions <i>Did you have a good day?</i> <i>Yes, I did. / No, I didn't.</i> Wh- questions: what / when / where <i>What did you watch last night? A film.</i>
15	Our holiday!	p112	Holiday things Core: <i>suitcase, sun cream, towel, soap, shampoo, hairbrush, toothbrush, toothpaste</i> Time words Core: <i>tomorrow, later, tonight, this afternoon, soon, next week</i>	going to + verb <i>He's going to play basketball tomorrow.</i> <i>Are you going to swim in the sea?</i> <i>Yes, I am. / No, I'm not.</i>
Review 5			Revision of vocabulary and structures from Units 1–15	

Phonics	Skills	Values
ow and ou spellings: <i>ow: cow, clown, flower</i> <i>ou: house, trousers, mouse</i>	Reading: a film review (reading and understanding a film review; reading for specific information) Listening: identifying details about free time activities (listening for specific words) Speaking: describing free time activities (asking and answering about what activities you do, and how often you do them) Writing: verbs, adjectives and prepositions; Workbook – writing an email to invite a friend to the cinema	Values 3: Values in town (Behaving in public) Waiting your turn in a queue Holding the door open for someone Not dropping litter in the streets Helping elderly people (e.g. by offering to help carry their shopping) Helping visitors to your town (e.g. by telling them where places are) Behaving politely in public Asking for things politely (e.g. <i>I'd like an ice cream, please</i>)
Id and It endings: <i>Id: child, shield, field</i> <i>It: belt, quilt, adult</i>	Reading: a recipe (reading and understanding a recipe; reading for specific information) Listening: identifying what people want at the market (listening for specific words) Speaking: a role play: at the market Writing: adjective order; Workbook – writing a recipe (making your favourite sandwich)	
nd, nt, and mp endings: <i>nd: sand, pond</i> <i>nt: plant, tent</i> <i>mp: lamp, camp</i>	Reading: a website: 'World Records' (reading and understanding a webpage about word records; reading for specific information) Listening: identifying geographical features (listening for specific words) Speaking: describing geographical features (using information in a table) Writing: placement of adverbs of frequency; Workbook – writing about things I do	

Extensive reading: Stone soup; National dishes

Long vowel sound /eɪ/: <i>rain, train</i> <i>Monday, tray</i> <i>case, race</i>	Reading: a story: 'The Gingerbread Man' (reading and understanding a classic children's story; reading and understanding key information about the story) Listening: identifying library rules (numbering pictures in order) Speaking: describing library rules Writing: using <i>and / or</i> in sentences; Workbook – writing school rules	Values 4: Valuing people (Thinking of others) Being kind to younger siblings Being considerate to other people in the playground Sharing your things Asking other children to join in Understanding that it is dangerous to climb trees Understanding that it is unkind to laugh at other people's misfortunes Helping people who are injured or disabled Obeying rules in public places (e.g. keeping quiet, not damaging things)
Long vowel sound /i:/: <i>ice cream, dream</i> <i>queen, green</i> <i>jelly, happy</i>	Reading: a history poster: 'The Vikings' (reading and understanding a factual text about the Viking people; reading for specific information) Listening: identifying aspects of Viking life (understanding a conversation) Speaking: describing aspects of Viking life (making statements about the past with <i>there was / were</i>) Writing: using paragraphs in writing; Workbook – writing about my town now / in the past	
Long vowel sound /aɪ/: <i>night, light</i> <i>sky, dry</i> <i>smile, shine</i>	Reading: a poem: 'My Grandma' (reading and understanding a poem about a member of the family; reading for specific information) Listening: distinguishing details about a grandad (listening for specific details) Speaking: making true / false statements about a grandfather Writing: using <i>and</i> and <i>but</i> in sentences; Workbook – writing about my family	

Extensive reading: Toad's motor car; M-400 Skycar

Long vowel sound /əʊ/: <i>snow, elbow</i> <i>coat, soap</i> <i>nose, stone</i>	Reading: an information poster: 'Papyrus' (reading and understanding a factual text about papyrus; reading and understand descriptions of things in a text) Listening: identifying details about someone's day (understanding a sequence of events) Speaking: describing details of someone's day (asking and answering questions about the events shown in pictures) Writing: using topic headings in paragraphs; Workbook – writing about Ancient Egypt / now	Values 5: Values at school (Learning together safely) Being safe at school (not climbing on furniture, not rocking on your chair) Keeping the classroom tidy and safe (picking up sharp objects on the floor, mopping up split water) Keeping clean and safe by wearing an apron for activities like art and cooking Using school equipment safely
Long vowel sound /u:/: <i>moon, boot</i> <i>blue, glue</i> <i>tune, tube</i>	Reading: an interview (reading and understanding a school magazine article about a camping trip; reading for specific information) Listening: identifying the events of a camping trip (understanding a sequence of events) Speaking: describing the events of a camping trip (asking and answering questions about past events: a boy's week) Writing: using time words to show the sequence of events; Workbook – writing about my school day	
Words with oo: <i>book, wool, wood,</i> <i>hood, cook</i>	Reading: a postcard (reading and understanding a holiday postcard; reading for information about a person's plans) Listening: identifying details about a boy's school holidays (understanding a conversation about a boy's holiday plans and listening for specific information) Speaking: discussing plans (asking and answering about plans for next week) Writing: opening and closing remarks in an email, postcard or letter; Workbook – writing an email to a friend about what I'm going to do this weekend	

Extensive reading: The first day of school; Sports day; The Prince and the Pauper

Scope and sequence

		Words	Grammar
Starter: Back together!		Revision: free-time activities, food words, alphabetical order Core: telling the time	<i>like</i> + verb + <i>ing</i> <i>can</i> for permission / requests Countable and uncountable nouns <i>a / an / some</i> <i>be going to</i> + verb Comparative and superlative adjectives
1	The food here is great!	The restaurant Core: <i>waiter, waitress, uniform, menu, customer, bottle of water, cup of coffee, glass of milk, bowl of soup, plate of salad</i> Words in context: breakfast time <i>beans, olive oil, toast, noodles, coconut, chilli, corn, pancake</i>	Present simple and present continuous <i>They usually wear blue uniforms.</i> <i>They're wearing white today.</i> Time markers: present simple and continuous <i>always / usually / sometimes / rarely / never</i> <i>now / right now / today / at the moment</i>
2	We had a concert	The concert Core: <i>concert, drums, instruments, violin, audience, recorder, cheer, stage, programme, trumpet</i> Words in context: 'Festival day' <i>cymbals, sparkle, tap your feet, ground, rhythm, thunder, cheeks, wings</i>	Past simple: <i>have</i> and <i>be</i> <i>We had a concert at our house.</i> <i>All our friends were there.</i> Past simple: regular verbs <i>The audience clapped and cheered.</i> Time markers: past simple <i>yesterday / last week / last year / two days ago</i>
3	The dinosaur museum	The dinosaur museum Core: <i>dinosaur, museum, model, skeleton, scary, scream, roar, alive, dead, robot</i> Words in context: dinosaur data <i>Earth, scientist, pattern, skin, disappear, rock, asteroid, fall (fell)</i>	Past simple: irregular verbs with negatives <i>We didn't go to school.</i> Past simple: irregular verbs with questions <i>Did they go to a museum?</i> <i>What did you see?</i>
Review 1		Revision of vocabulary and structures from Units 1–3	
4	Whose jacket is this?	Sports time Core: <i>team, jacket, trainers, trophy, player, kick, score a goal, racket, rucksack, win (won)</i> Words in context: basketball <i>bounce, invent, balcony, court, point, throw, ladder, hole</i>	Possessive pronouns <i>Whose jacket is it?</i> <i>It's mine / yours / his / hers / its / theirs / ours</i> Adverbs: + <i>ly</i> and irregular <i>He ran slowly.</i> <i>They played well.</i>
5	Go back to the roundabout	Directions Core: <i>read a map, turn left, go back, traffic light, hurry, roundabout, get lost, turn right, go straight on, petrol station</i> Words in context: shadow puppets <i>shadow, puppet, popular, event, stick, screen, voice, lift up</i>	<i>have to / had to</i> <i>We have to go back to the roundabout.</i> Giving directions <i>Go straight on at the roundabout.</i> <i>why / because</i> <i>Why are we at this petrol station?</i> <i>Because we're lost.</i>
6	The best bed!	Describing words Core: <i>break, repair, comfortable, hard, soft, expensive, cheap, wooden, metal, modern</i> Words in context: a fable, 'The Ant and the Grasshopper' <i>enormous, prepare, worry, thick, dig, share, generous, lazy</i>	Comparatives and superlatives: long adjectives <i>My bed is more comfortable than this one.</i> Irregular comparatives and superlatives <i>better than / worse than</i> <i>the best / the worst</i>
Review 2		Revision of vocabulary and structures from Units 1–6	

Phonics	Skills	Values
	<p>Reading: introducing the use of dictionaries</p> <p>Listening: identifying times</p> <p>Speaking: asking and answering questions about children's activities; asking and answering questions about what you would like to buy; asking and answering questions about the time</p> <p>Writing: writing words into alphabetical order</p>	<p>Appreciating similarities and differences between people</p> <p>Asking for permission</p>
<p>Long a and e sounds: a: <i>train, tray, cake</i> e: <i>tree, leaves, key</i></p>	<p>Reading: a magazine article: 'What do you like for breakfast?' (reading and understanding a magazine article; matching specific information to the appropriate text)</p> <p>Listening: identifying details about family meals</p> <p>Speaking: asking and answering questions about eating habits</p> <p>Writing: recognizing syllables in words; Workbook – writing about my eating habits</p>	<p>Values 1: Values in town (Helpful and respectful behaviour in a restaurant) Being polite to the people around you Not playing with toys while you are eating Helping restaurant staff and treating them with respect Having good table manners Not creating hazards while people are carrying food and drink</p>
<p>Long i, o and u sounds: i: <i>light, cry, bike</i> o: <i>boat, blow, bone</i> u: <i>room, blue, flute</i></p>	<p>Reading: a poem: 'Festival day' (reading and understanding a poem; matching questions and answers)</p> <p>Listening: identifying different musical activities</p> <p>Speaking: asking and answering questions about musical preferences and abilities</p> <p>Writing: the double consonant rule; Workbook – writing a description of a picture</p>	
<p>f and ph spellings: f: <i>flamingo, scarf, feet</i> ph: <i>phone, nephew, alphabet</i></p>	<p>Reading: a non-fiction text: 'Dinosaur data' (reading and understanding a factual text from an information book; matching questions and answers)</p> <p>Listening: identifying favourite things on a school trip</p> <p>Speaking: asking and answering questions about school trips</p> <p>Writing: exclamation marks; Workbook – writing a webpage about my school trip</p>	

Extensive reading: What are fossils? The story of Mary Anning

<p>ll endings: <i>smell, bell, shell</i></p> <p>rr words: <i>mirror, carrot, cherry</i></p>	<p>Reading: a magazine article: basketball (reading and understanding an article about basketball from a children's magazine; completing sentences with the correct word)</p> <p>Listening: identifying children's favourite sports</p> <p>Speaking: asking and answering questions about favourite sports</p> <p>Writing: <i>It's</i> or <i>Its</i>; Workbook – writing instructions for a sport</p>	<p>Values 2: Values at school (Co-operating and playing safely on the sports field) Playing together in teams Taking care of sports equipment Being aware of other people's needs Making sure you drink water when playing sports Helping people who are in trouble Being kind to other players</p>
<p>ck and c endings: <i>ck: neck, duck, clock, rock</i> <i>c: plastic, picnic, music, comic</i></p>	<p>Reading: an informative webpage: 'Shadow puppet theatre' (reading a children's website about having fun with hand shadows; identifying true or false sentences)</p> <p>Listening: understanding directions</p> <p>Speaking: giving directions</p> <p>Writing: instructions; Workbook – writing an invitation</p>	
<p>Soft c and g sounds: <i>c: city, ice, dance, rice</i> <i>g: cage, page, giraffe, stage</i></p>	<p>Reading: a fable: 'The Ant and the Grasshopper' (reading a modern version of a fable; completing sentences with the correct word)</p> <p>Listening: identifying chronology in a fable</p> <p>Speaking: telling a story from pictures</p> <p>Writing: identifying irregular plurals; Workbook – writing a fable</p>	

Extensive reading: American football; Usain Bolt

		Words	Grammar
7	Will it really happen? p64	In space Core: <i>the future, travel, satellite, the moon, the sun, planets, rocket, astronaut, star, spaceship</i> Words in context: life in 100 years' time <i>housework, feelings, illness, crowded, road, storm, extinct</i>	The future with will <i>People will / won't travel in super-fast planes.</i> Time markers: the future <i>on Monday / next week / in a month's time / this evening / soon / later</i>
8	How much time have we got? p70	At the airport Core: <i>money, passenger, arrivals, departures, luggage, passport, suitcase, magazine, newspaper, coin</i> Words in context: my holiday <i>unusual, journey, fall asleep, whistle, hotel, disappointed, fireworks, fair</i>	Expressing quantity <i>How much time have we got? / I've got lots of pencils. / I haven't got many pencils.</i> some / any <i>Have you got any newspapers? We've got some pencils, but we haven't got any pens.</i>
9	Something new to watch! p76	Audio-visual entertainment Core: <i>cartoon, radio, camcorder, the news, documentary, channel, advert, remote control, TV programme, mobile phone</i> Words in context: TV programmes <i>factory, poor, ticket, lucky, kick-off, championship, stadium, play a trick on</i>	Infinitive of purpose <i>I switched on the TV to watch sports. We went in the boat to see the dolphins.</i> How often ... ? <i>How often do you watch TV? I watch TV once / twice a week.</i>
Review 3			
Revision of vocabulary and structures from Units 1–9			
10	I've printed my homework p82	Computers Core: <i>printer, screen, mouse, log on, speakers, click on, save a document, memory stick, search the Internet</i> Words in context: sending emails <i>type the address, subject, keyboard, spell checker, attach a photo, a website, send a message</i>	Present perfect: affirmative <i>He's put the books on the shelves.</i> Present perfect: questions, answers and negatives <i>Have you seen my new speakers? Yes, I have. / No, she hasn't. She hasn't printed the document.</i>
11	Have you ever been...? p88	Places Core: <i>town, ocean, volcano, village, oasis, rainforest, capital city, desert, island, cave</i> Words in context: 'The Amazing Escape' <i>explorer, melt, frozen, sink (sank), lifeboat, survive, storm, wave, rescue</i>	Present perfect: ever <i>Have you ever been to space? Yes, I have. / No, I haven't.</i> Present perfect: never <i>She's never been to an oasis. We've never fallen in the mountains.</i>
12	What's the matter? p94	Illness Core: <i>a headache, feel sick, feel dizzy, a cold, a cough, an earache, a stomach ache, a sore throat, take medicine</i> Words in context: how to stay healthy <i>healthy, fit, energy, crisps, sugar, cabbage, calcium, sardine</i>	should / shouldn't <i>You should drink some water. You shouldn't eat lots of cakes.</i> could / couldn't <i>Max couldn't eat dinner, but he could eat lots of cakes.</i>
Review 4			
Revision of vocabulary and structures from Units 1–12			
13	Can you help me? p100	Making smoothies Core: <i>smoothie, milk, fridge, pour, blender, strawberry, chop, lid, mango, peel</i> Words in context: child heroes <i>hero, classmates, earthquake, collapse, carry, ceremony, bubble, prize</i>	Object pronouns <i>me / you / him / her / it / us / them</i> Relative pronouns <i>This is the boy who didn't put the lid on. This is the smoothie which was in the blender.</i>
14	We were fishing p106	Family Core: <i>mother-in-law, father-in-law, wife, husband, son, daughter, niece, nephew</i> Words in context: 'My relatives are coming!' <i>relatives, toddler, normal, cute, squeeze, queue, stay in touch, miss someone</i>	Past continuous <i>What were you doing? I was looking at photos.</i> Dates and I was born ... <i>My mum was born in 1981. She was born on 9th July.</i>
15	Good news, bad news p112	Jobs Core: <i>boss, office, builder, vet, journalist, secretary, dentist, receptionist, mechanic, author</i> Words in context: 'Three wishes' <i>fisherman, speak (spoke), silly, surprised, sausage, delicious, wish for, pull</i>	Past simple and past continuous <i>When I was working, the phone rang. They were smiling when I went in.</i> Grammar homophones: there / they're / their <i>There is some good news. / They're very happy. / They will be with their cousins.</i>
Review 5			
Revision of vocabulary and structures from Units 1–15			

Phonics	Skills	Values
au, aw and or: au: <i>sauce, August, autumn</i> aw: <i>jigsaw, straw, paw</i> or: <i>horse, sport, morning</i>	Reading: interviews in a magazine about the future (reading a magazine interview; matching sentence halves) Listening: identifying children's predictions Speaking: offering opinions about the future Writing: compound words; Workbook – expanding notes into a text	Values 3: Valuing people (Thinking of others) Being generous and sharing with others Being considerate towards older people Being helpful when people need it
Past simple -ed endings: <i>walked, waited, showed</i>	Reading: a letter (reading a letter describing a holiday; identifying true or false sentences) Listening: identifying details about holidays Speaking: asking and answering questions about your holiday Writing: addressing envelopes; Workbook – writing a letter about my holiday	
er and or endings: er: <i>mother, father, September</i> or: <i>visitor, doctor, actor</i>	Reading: a TV guide (completing sentences) Listening: identifying details about children's favourite TV shows Speaking: talking about favourite TV shows Writing: the prefix <i>un</i> ; Workbook – writing a TV guide	

Extensive reading: A letter from Rome; Gulliver's Travels

ur and ir spellings: ur: <i>hurt, Thursday, nurse, curtains</i> ir: <i>circle, girl, shirt, bird</i>	Reading: online instructions: how to send an email (matching sentences and pictures) Listening: identifying children's computer use Speaking: talking about computer use Writing: parts of speech; Workbook – writing about how I use a computer	Values 4: Values in the country (Safe behaviour outside) Wearing safety equipment like a helmet when riding a bike Using lights on a bike in the dark Wearing warm clothes in the evening Following paths Taking care with fire
ea and e spellings: ea: <i>feather, bread, head, heavy</i> e: <i>spend, tent, present, help</i>	Reading: an account: 'The Amazing Escape' (putting sentences in the correct order) Listening: identifying details about life in the Antarctic Speaking: interviewing a survivor Writing: topic sentences; Workbook – writing a diary entry	
le and al endings: le: <i>candle, castle, table, people</i> al: <i>sandal, animal, hospital, cereal</i>	Reading: an information leaflet: 'How to stay healthy' (completing sentences with the correct word) Listening: identifying details about children's healthy lifestyles Speaking: describing what you do to be healthy Writing: <i>because</i> and <i>so</i> ; Workbook – writing an information leaflet	

Extensive reading: My trip to the rainforest; Life in the desert

el and il endings: el: <i>tunnel, camel, towel, travel</i> il: <i>lentils, pencil, April, pupil</i>	Reading: two factual accounts: 'Child heroes' (completing sentences with the correct word) Listening: matching people with how they help others Speaking: asking questions about jobs Writing: identifying and using sub clauses; Workbook – writing an interview	Values 5: Values at home (Safe behaviour in the kitchen) Putting rubbish outside Making sure food doesn't fall onto the floor Watching out for dangers to young children Keeping dangerous items out of reach of children Keeping hands and surfaces clean Taking care with knives
tion and shion endings: tion: <i>addition, subtraction, question, invitation</i> shion: <i>fashion, cushion</i>	Reading: a poem: 'My relatives are coming!' (reading questions and writing short answers) Listening: identifying favourite memories Speaking: talking about your memories Writing: poem structure and rhyme; Workbook – completing a poem	
Vocabulary homophones: <i>see / sea</i> <i>hear / here</i> <i>wear / where</i> <i>write / right</i>	Reading: a traditional story: 'Three Wishes' (reading an extended text) Listening: identifying children's wishes Speaking: talking about your wishes Writing: using speech marks; Workbook – writing the end of a story	

Extensive reading: Gold treasures; My family and other animals

Scope and sequence

		Words
Starter: Do something different!	p22	Revision: activities
1 You can build it!	p25	Tools <i>rope, saw, hammer, roller, tray, nail, tools, tape measure</i> Working with words: subject, verb, object; adjectives and adverbs Words in context: My tree house Class Book: <i>tree house, laugh, crooked, plans, board, ladder, straight, toolbox</i> Workbook: <i>beach house, shade, branches, seaweed</i>
2 It's show time!	p33	Putting on a play <i>curtain, stage, script, lights, make-up, character, costume, audience</i> Working with words: silent letters gh and k Class Book: <i>lights, night, straight, know, knee, knife</i> Workbook: <i>knit, knot, fright, flight</i> Words in context: The Crown Diamond Class Book: <i>servant, enter, diamond, detective, arrest, note, robbery, criminal</i> Workbook: <i>detective, investigate, clues, props</i>
3 The best party ever!	p41	Household items <i>broom, lampshade, sponge, rubber gloves, washing line, feather duster, cloth, sack</i> Working with words: suffix -ion Class Book: <i>invent / invention, act / action, direct / direction, congratulate / congratulation, decorate / decoration, celebrate / celebration</i> Workbook: <i>discuss / discussion, protect / protection, collect / collection, pollute / pollution</i> Words in context: Lost at the carnival Class Book: <i>parade, speakers, mask, float, microphone, crowd, dancers, stilts</i> Workbook: <i>clap, cheer, plug in, wave</i>
Extensive reading	p49	Non-fiction: National Youth Theatre Fiction: The Raft
4 Our planet	p50	The environment <i>damage, clean up, the environment, litter, planet, pollution, rubbish dump, wildlife</i> Working with words: compound nouns Class Book: <i>wildlife park, rubbish dump, swimming pool, police station, computer room, post office</i> Workbook: <i>duck pond, litter bin, beach house, TV crew</i> Words in context: An eco home Class Book: <i>electricity, solar panel, fossil fuels, alternative energy, beam, skylight, mud, spring</i> Workbook: <i>greenhouse, sailing boat, water mill, technology</i>
5 Reuse and recycle	p58	Recycling <i>oil, bottle bank, carrier bag, paper, chemicals, recycling centre, metal, battery</i> Working with words: prefix re- Class Book: <i>remove, return, recycle, reuse, retell, rewrite</i> Workbook: <i>recharge, refill, rebuild, redecorate</i> Words in context: As good as new Class Book: <i>greetings card, ribbon, bracelet, bus ticket, map, car tyre, juice carton, wrapping paper</i> Workbook: <i>stick, glue, cut up, roll</i>
6 Crazy about wildlife!	p66	At the wildlife park <i>insect house, pool, enclosure, picnic area, reptile house, aviary, gift shop, aquarium</i> Working with words: suffixes -er / -or Class Book: <i>keep / keeper, present / presenter, sing / singer, invent / inventor, act / actor, visit / visitor</i> Workbook: <i>teach / teacher, help / helper, direct / director, calculate / calculator</i> Words in context: Gorilla Kingdom Class Book: <i>extinct, species, endangered, prevent, wild, population, circus, threat</i> Workbook: <i>research, donation, adopt, habitat</i>
Extensive reading	p74	Non-fiction: Trash People Fiction: The Elephant's Child

Grammar	Skills	
<p>Revision: possessive s, present simple, present continuous, past simple, time markers</p>	<p>Reading: understanding a short story, identifying true or false sentences</p> <p>Listening: listening to check predictions</p> <p>Speaking: describing characters' actions and habits</p>	<p>Writing focus: rules of punctuation</p>
<p>Present perfect: ever / never <i>Have you ever cleaned a kitchen?</i> <i>I've never made a cake.</i></p> <p>Present perfect: for / since <i>Ben has had woodwork lessons since he was eight.</i> <i>He's worked on this wooden table for two weeks.</i></p>	<p>Reading: a narrative poem: <i>My tree house</i> (reading and understanding a poem) (Cross-curricular link)</p> <p>Listening: ordering objects, identifying speakers</p> <p>Speaking: asking and answering questions about making things</p>	<p>Writing focus: identifying rhythm in poetry (counting syllables and stresses)</p> <p>Writing outcome: writing a poem using syllable counts and stresses (Workbook)</p>
<p>Past simple and present perfect <i>It was great!</i> <i>I've tidied up all the leaves.</i></p> <p>already / yet / before / just <i>I've already built the set.</i> <i>I haven't learnt the script yet.</i> <i>I haven't been in a play before.</i> <i>Karen has just finished the costumes.</i></p>	<p>Reading: a play script: <i>The Crown Diamond</i> (reading and understanding a play script, identifying true or false sentences) (Cross-curricular link)</p> <p>Listening: ordering events in a play</p> <p>Speaking: predicting the ending to a play, talking about stories and characters</p>	<p>Writing focus: features of a play script</p> <p>Writing outcome: writing the final scene of a play to complete a play script (Workbook)</p>
<p>Comparatives and superlatives</p> <p>as ... as ... <i>It's as colourful as the carnival in Rio.</i></p> <p>not as ... as ... <i>It's not as big as the carnival in Rio.</i></p> <p>too / enough <i>It's too dark now.</i> <i>There's not enough light in here.</i></p>	<p>Reading: a story: <i>Lost at the Carnival</i> (reading and understanding a story, completing sentences with the correct word)</p> <p>Listening: predicting and listening for descriptions</p> <p>Speaking: asking and answering questions about wearing costumes</p>	<p>Writing focus: beginnings and endings of stories</p> <p>Writing outcome: ending a story (Workbook)</p>
<p>Past simple and past continuous: interrupted actions <i>Some children were playing when we arrived.</i></p> <p>Used to <i>There used to be lots of litter here.</i></p>	<p>Reading: an information text: <i>An eco home</i> (reading and understanding an information text, correcting false sentences) (Cross-curricular link)</p> <p>Listening: identifying details of a lifestyle</p> <p>Speaking: asking and answering questions about the environment</p>	<p>Writing focus: making writing more fluent</p> <p>Writing outcome: writing an information text (Workbook)</p>
<p>will / won't <i>Now Chip will know how to do everything and he won't make mistakes.</i></p> <p>Present continuous with future meaning <i>We're leaving at two o'clock.</i></p>	<p>Reading: a magazine article: <i>As good as new</i> (reading and understanding a magazine article, identifying true or false sentences) (Cross-curricular link)</p> <p>Listening: listening and ordering events</p> <p>Speaking: asking and answering questions about recycling</p>	<p>Writing focus: making suggestions</p> <p>Writing outcome: writing a leaflet (Workbook)</p>
<p>Going to: future plans and intentions <i>My class is going to adopt a tiger.</i></p> <p>Going to: predictions <i>It's going to fall.</i></p>	<p>Reading: an article: <i>Gorilla Kingdom</i> (reading and understanding an article, identifying true or false sentences) (Cross-curricular link)</p> <p>Listening: listening and completing fact files</p> <p>Speaking: asking and answering questions about animals</p>	<p>Writing focus: topic sentences and paragraphs</p> <p>Writing outcome: writing an article (Workbook)</p>

		Words	
7	Call an ambulance!	p75	<p>First aid <i>burn, first aid kit, bruise, bandage, cut, sling, patient, plaster</i></p> <p>Working with words: phrasal verbs Class Book: <i>put on, take off, put away, get out, put down, pick up</i> Workbook: <i>look after, hand out, drop off, cheer up</i></p> <p>Words in context: A day in the life of a firefighter Class Book: <i>hose, train, site, flood, breathing apparatus, accident, check, rescue</i> Workbook: <i>lifeguard, crew, volunteer, coastguard</i></p>
8	Let's eat healthily	p83	<p>Food <i>additives, dairy products, health food, home-made, ingredients, junk food, ready-made, sugar</i></p> <p>Working with words: phrasal verbs with get Class Book: <i>get up, get on with, get on, get off</i> Workbook: <i>get back, get stuck, get around to, get rid of</i></p> <p>Words in context: The healthy eating pyramid Class Book: <i>energy, calories, snacks, sweet, salty, diet, vitamins, source</i> Workbook: <i>clever, plenty, brain, raw</i></p>
9	The big match	p91	<p>Sport <i>athlete, coach, training, trophy, goalkeeper, fan, exercise, captain</i></p> <p>Working with words: antonyms Class Book: <i>best, worst, win, lose, give, take</i> Workbook: <i>deep, shallow, noisy, quiet, clean, dirty</i></p> <p>Words in context: Just breathe Class Book: <i>process, oxygen, blood, breathe, lungs, pump, carbon dioxide, heart</i> Workbook: <i>beat, pulse rate, wrist, steady</i></p>
Extensive reading		p99	Non-fiction: Young Stars Fiction: Clara's Visit
10	Ancient buildings	p100	<p>Archaeology <i>archaeologist, column, statue, steps, block, pot, jewellery, carving</i></p> <p>Working with words: suffix -ful Class Book: <i>wonder / wonderful, cheer / cheerful, help / helpful, care / careful, play / playful</i> Workbook: <i>thought / thoughtful, colour / colourful, fear / fearful</i></p> <p>Words in context: The lost city Class Book: <i>slanted, ruins, maze, aqueduct, palace, ancient, fortress, explore</i> Workbook: <i>rich, central heating, border, invade</i></p>
11	A message for the future	p108	<p>A time capsule <i>time capsule, bank note, photo album, manual, diary, memory stick, stamp, receipt</i></p> <p>Working with words: homonyms Class Book: <i>stamp (n) (v), float (n) (v), spring (n) (n), note (n) (n), coach (n) (n), light (n) (adj)</i> Workbook: <i>duck (n) (v), match (n) (v), sink (n) (v)</i></p> <p>Words in context: A Kid in King Arthur's Court Class Book: <i>director, comedy, confident, earthquake, performance, knight, special effects, teenager</i> Workbook: <i>challenge, mysterious, swap places, boarding school</i></p>
12	Be a part of history!	p116	<p>The news <i>photographer, microphone, flash, lens, reporter, interview, article, news</i></p> <p>Working with words: adjectives with -ing Class Book: <i>interest / interesting, frighten / frightening, relax / relaxing, excite / exciting, bore / boring, amaze / amazing</i> Workbook: <i>surprise / surprising, confuse / confusing, tire / tiring, amuse / amusing</i></p> <p>Words in context: Who deserves a high salary? Class Book: <i>salary, factory, deserve, scientist, celebrity, surgeon, improve, hero</i> Workbook: <i>earn, charity, education, wheelchair</i></p>
Extensive reading		p124	Non-fiction: Ancient China Fiction: Treasure Island

Grammar	Skills	
<p>Reported speech <i>He said he needed some bandages.</i> said / told <i>Our teacher told us she had got a surprise for us.</i> <i>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></p>	<p>Reading: an account: <i>A day in the life of a firefighter</i> (reading and understanding an account, answering comprehension questions) (Cross-curricular link) Listening: listening for detail in a phone call to the emergency services Speaking: an emergency services phone call roleplay</p>	<p>Writing focus: features of a newspaper report Writing outcome: writing a newspaper report (Workbook)</p>
<p>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></p>	<p>Reading: an information poster: <i>The healthy eating pyramid</i> (reading and understanding an information poster, answering comprehension questions) (Cross-curricular link) Listening: listening and summarizing Speaking: asking and answering questions about diet</p>	<p>Writing focus: concluding a personal account Writing outcome: writing a personal account (Workbook)</p>
<p>Modal verbs: may, might and could <i>I might need to do more work on these boots.</i> have to / had to statements and questions <i>Do you have to exercise every day?</i> <i>We had to tidy our bedrooms before we could go out to play yesterday.</i></p>	<p>Reading: a process text: <i>Just breathe</i> (reading and understanding a process text, answering comprehension questions) (Cross-curricular link) Listening: listening for detail in an interview Speaking: asking and answering questions about exercise</p>	<p>Writing focus: writing up notes into full sentences Writing outcome: writing up an interview from notes (Workbook)</p>
<p>Indefinite pronouns <i>There are machines everywhere.</i> <i>There is something wrong with all my inventions.</i> <i>Is there anything wrong?</i> Question tags <i>These necklaces are beautiful, aren't they?</i></p>	<p>Reading: an article: <i>The Lost City</i> (reading and understanding an article, identifying true or false sentences) (Cross-curricular link) Listening: listening for details about ancient sites Speaking: asking and answering about museums</p>	<p>Writing focus: making writing more interesting Writing outcome: writing a descriptive account (Workbook)</p>
<p>The passive (present simple) <i>English is spoken in many different countries.</i> Passive and active <i>People in costumes greet visitors.</i> <i>Visitors are greeted by people in costumes.</i></p>	<p>Reading: a film review: <i>A Kid in King Arthur's Court</i> (reading and understanding a film review, completing sentences with the correct word) Listening: listening and identifying descriptions Speaking: asking and answering questions about films</p>	<p>Writing focus: features of a film review Writing outcome: writing a film review (Workbook)</p>
<p>The passive (past simple) <i>You were invented to cook and clean.</i> Passive questions <i>Is English spoken in the USA?</i> <i>Who was the telephone invented by?</i></p>	<p>Reading: an Internet forum: <i>Who deserves a high salary?</i> (reading and understanding an Internet forum, matching people and opinions) (Cross-curricular link) Listening: listening and identifying opinions Speaking: asking and answering questions about future aspirations</p>	<p>Writing focus: expressing opinions Writing outcome: writing an opinion text (Workbook)</p>

Scope and sequence

All core language is recycled regularly throughout the course.

		Words
Starter: Welcome back! p23		Revision: names of countries, past simple forms of common irregular verbs
1	Art project! p26	Describing art Core: mural, painting, landscape, portrait, art gallery, foreground, background, sculpture Working with words: Prefixes un- / im- Words in context stare, borrow, row, smoke, hit, splash, float (v), tie (v) (Class Book); lightning, oars, grab, bank (Workbook)
2	Sports adventures! p34	Extreme Sports Core: ice skating, skiing, baseball, rugby, mountain biking, caving, paragliding, rock climbing Working with words: Prefixes dis- / in- Words in context diving, pearl, equipment, talented, freedom, environment, wildlife (Class Book); provide, volunteer, skills, protect (Workbook)
3	It's festival time! p42	Festival adjectives Core: original, awful, amazing, deserted, disgusting, traditional, bright, delicious Working with words: Suffix -ous Words in context last (v), celebrate, snack, brick, garlic, demonstration, dish, dessert (Class Book); hang, decorate, recipe, bunch (Workbook)
Extensive reading p50		Non-fiction: <i>The Olympic Games</i> Fiction: <i>The Picture of Dorian Gray</i>
4	Transport of the future! p51	Forms of transport Core: hot-air balloon, submarine, coach, yacht, helicopter, motorbike, lorry, barge Working with words: Phrasal verbs Words in context ideal, loads, connect, local, private, balance, mud, log (Class Book); package, 4 by 4 vehicle, railway, sand dunes (Workbook)
5	The greatest inventions! p59	Inventions Core: design, discover, invent, build, device, machine, inspiration, experiment Working with words: Suffix -ment Words in context Core: sharp, clay, hollow, nib, ink, reservoir, rotate, cartridge (Class Book); underwater, rod, press, string (Workbook)
6	You've won a computer! p67	Computer verbs Core: connect, disconnect, log on, log off, download, upload, surf, attach (Class Book); bug, chip, mouse, speaker (Workbook) Working with words: Homonyms Words in context Core: complication, create, experimental, huge, cursor, immediately, president, market (Class Book); public, available, expect, ordinary (Workbook)
Extensive reading p75		Non-fiction: <i>The History of Glass Making</i> Fiction: <i>The Railway Children</i>

Grammar	Skills	Values
Revision: present simple, present continuous, past simple, past continuous, irregular past forms	Reading: understanding a short story, identifying true or false sentences Speaking: using the past continuous and past simple to talk about actions	Writing focus: practising the past simple forms of common irregular verbs
Going to and will <i>I'm going to visit an art gallery this afternoon.</i> <i>I'll come with you.</i> Present continuous with future meaning <i>We're meeting at ten o'clock.</i>	Reading: a story: <i>Island adventure</i> (reading and understanding an extract from a story, understanding words from the context) (Cross-curricular link) Listening: listening for details about a painting Speaking: asking and answering questions about paintings	Writing focus: writing a story Writing outcome: completing a story (Workbook)
First conditional and first conditional questions <i>If the weather is good, we'll go paragliding.</i> <i>Will you come for a walk if the weather is good?</i> Second conditional <i>If I had a camera, I'd take a picture.</i>	Reading: a sports profile: <i>Tanya Streeter</i> (reading and understanding a biographical article, understanding words from the context) Listening: listening for detail in a sports profile Speaking: asking and answering questions about sports	Writing focus: using a concept map to plan Writing outcome: completing a concept map and using it to write a leaflet (Workbook)
Present perfect: for / since / already / just / yet / before <i>I've been here since nine o'clock.</i> <i>The festival has been on for five days.</i> <i>The procession has already finished.</i> <i>I've just eaten some delicious pancakes.</i> <i>I haven't seen any fireworks yet.</i> <i>I've never eaten anything so delicious before.</i> Past simple and present perfect <i>I went to that festival last year.</i> <i>I've made my costume.</i>	Reading: a travel article: <i>Top Ten Food Festivals</i> (reading and understanding a travel article, understanding words from the context) Listening: listening for detail in an interview Speaking: asking and answering questions about food festivals	Writing focus: letter writing conventions Writing outcome: writing a letter to a friend (Workbook)
Present perfect continuous 1 <i>Passengers have been waiting for five hours.</i> Time markers <i>for / since / all morning / all day / all week</i> Present perfect continuous 2 <i>I'm tired because I've been working on a new invention.</i> <i>What have you been doing?</i> <i>Have you been swimming?</i>	Reading: a book extract: <i>Transport around the world</i> (reading and understanding a book extract, understanding words from the context) Listening: listening for detail in an interview Speaking: asking and answering questions about different forms of transport	Writing focus: using process diagrams Writing outcome: using a process diagram to explain how a bike works (Workbook)
The passive (present simple and past simple) <i>Many kinds of chewing gum are made.</i> <i>The gum wasn't advertised.</i> The passive (present continuous) <i>My computer is being repaired at the moment.</i>	Reading: a timeline: <i>The History of the Pen</i> (reading and understanding a text with a timeline, understanding words from the context) (Cross-curricular link) Listening: identifying opinions Speaking: asking and answering questions about inventions	Writing focus: writing a biography Writing outcome: writing a biography (Workbook)
The passive (future) <i>You will be given ten new laptops.</i> The passive (present perfect) <i>These wires have been disconnected.</i>	Reading: a website article: <i>Computers - Fun Facts</i> (reading and understanding a webpage, understanding words from the context) (Cross-curricular link) Listening: listening for detail about why people use computers Speaking: asking and answering questions about computers	Writing focus: presenting a research report Writing outcome: writing a research report (Workbook)

		Words
7	Explorers for a day! p76	<p>Exploring Core: <i>binoculars, compass, map, treasure, north, south, east, west</i></p> <p>Working with words: Suffixes -er / -ist</p> <p>Words in context <i>shipwreck, clue, hurricane, search, voyage, iceberg, drown</i> (Class Book); <i>harbour, entrance, valuable, temple</i> (Workbook)</p>
8	It's a mystery! p84	<p>Mystery Core: <i>mysterious, strange, ancient, fascinating, site, evidence, investigation, artefact</i></p> <p>Working with words: Suffix -able</p> <p>Words in context Core: <i>sketch</i> (n), <i>figure, soil, underneath, clear away, climate, incredible</i> (Class Book); <i>quarry, erupt, statue, platform</i> (Workbook)</p>
9	Survival! p92	<p>Survival items Core: <i>penknife, water bottle, fishing line, whistle, needle and thread, rope, matches, first aid kit</i></p> <p>Working with words : Homophones</p> <p>Words in context <i>storm, survivor, supplies, shelter, sails, fence, cut down, wall</i> (Class Book); <i>hunt, hut, alone, seal</i> (Workbook)</p>
Extensive reading p109		Non-fiction: <i>Atlantis: the lost city</i> Fiction: <i>We Didn't Mean to Go to Sea</i>
10	Around the world! p110	<p>World languages Core: <i>official language, bilingual, multilingual, native speaker, accent, mother tongue, dialect, fluent</i></p> <p>Working with words: Suffix -ery</p> <p>Words in context <i>disappear, altogether, population, continent, international, dominant, predict, century</i> (Class Book); <i>isolated, tribe, communicate, inhabitants</i> (Workbook)</p>
11	Space travel! p109	<p>Space Core: <i>time capsule, bank note, photo album, manual, diary, memory stick, stamp, receipt</i></p> <p>Working with words: Phrasal verbs</p> <p>Words in context <i>head off, spun, diamond, precious, glow, surface, bumpy, snug</i> (Class Book); <i>beams, imagine, launch, observatory</i> (Workbook)</p>
12	Holiday time! p117	<p>Holiday adjectives Core: <i>cheap, expensive, peaceful, busy, luxurious, basic, stimulating, dull</i></p> <p>Working with words: Silent letters: w and h</p> <p>Words in context <i>give up, rickshaw, rush, scary, unfortunately, spicy, flavours, board game</i> (Class Book); <i>perfect, coral reef, orang-utan, market</i> (Workbook)</p>
Extensive reading p125		Non-fiction: <i>British English and American English</i> Fiction: <i>The Diary of an Astronaut</i>

Grammar	Skills	Values
<p>Relative pronouns: who, which <i>There are many climbers who successfully climb Mount Everest.</i> <i>They climb a mountain there which is the highest mountain in the world.</i></p> <p>Reported pronouns: that <i>He met a man that was more than 120 years old.</i></p>	<p>Reading: an encyclopedia entry: <i>Famous Shipwrecks</i> (reading and understanding a factual text, understanding words from the context) (Cross-curricular link)</p> <p>Listening: listening for detail in a tour guide</p> <p>Speaking: asking and answering questions about being an explorer</p>	<p>Writing focus: writing a personalized text about our dream job</p> <p>Writing outcome: writing a personalized text (Workbook)</p>
<p>Past perfect <i>After they had climbed onto the ship, they saw there was no one there.</i></p> <p>Past perfect questions and negative sentences <i>Had people invented trucks and trains before they built the Pyramids?</i> <i>They hadn't invented trucks and trains before they built the Pyramids.</i></p>	<p>Reading: an interview: <i>The Nazca Lines</i> (reading and understanding an interview, understanding words from the context) (Cross-curricular link)</p> <p>Listening: listening for detail in an advert</p> <p>Speaking: asking and answering questions about mysteries</p>	<p>Writing focus: features of a tourist information leaflet</p> <p>Writing outcome: writing a tourist information leaflet (Workbook)</p>
<p>Third conditional <i>If the machine had worked, he would have been happy.</i></p> <p>Modal verbs: have to, must, should and ought to <i>You have to bring a water bottle.</i> <i>You mustn't leave the group.</i> <i>You shouldn't bring valuable possessions.</i> <i>You ought to bring a camera.</i></p>	<p>Reading: a story extract: <i>Robinson Crusoe</i> (reading and understanding a story extract, understanding words from the context)</p> <p>Listening: listening and ordering events</p> <p>Speaking: asking and answering questions about surviving on a desert island</p>	<p>Writing focus: features of an advice leaflet</p> <p>Writing outcome: writing an advice leaflet (Workbook)</p>
<p>Reported speech (all tenses) <i>He said he wanted to visit many countries.</i> <i>He said he was looking forward to the trip.</i> <i>He said he had cycled around Africa.</i> <i>He said he had had lessons in French and Arabic.</i> <i>He said the trip would take about two years.</i></p> <p>Reflexive pronouns: myself, yourself, itself, himself, herself, ourselves, yourselves and themselves <i>The machine turned itself off.</i></p>	<p>Reading: a Question and Answer text: <i>Languages of the World</i> (reading and understanding a Question and Answer text, understanding words from the context) (Cross-curricular link)</p> <p>Listening: listening and matching speakers to statements</p> <p>Speaking: asking and answering questions about languages</p>	<p>Writing focus: writing an advert</p> <p>Writing outcome: writing an advert (Workbook)</p>
<p>Reported speech: Wh- questions: Where, Why, What, Who and When <i>He asked him where he was.</i></p> <p>Reported speech: commands and requests told / asked <i>He told us to turn off our mobile phones.</i> <i>He asked them to leave quietly.</i></p>	<p>Reading: a poem: <i>Dreaming in a spaceship</i> (reading and understanding a poem, understanding words from the context) (Cross-curricular link)</p> <p>Listening: listening and identifying missing words in a poem</p> <p>Speaking: asking and answering questions about space</p>	<p>Writing focus: writing a poem and using similes</p> <p>Writing outcome: writing a poem using similes (Workbook)</p>
<p>wish <i>I wish I was taller.</i> <i>I wish I could fly.</i> <i>I wish it wasn't the last day of our holiday.</i></p> <p>Question tags <i>There are lots of robots, aren't there?</i> <i>There will be lots of robots, won't there?</i> <i>You like ice cream, don't you?</i></p>	<p>Reading: a travel blog: <i>My year around the world</i> (reading and understanding an Internet travel blog, understanding words from the context) (Cross-curricular link)</p> <p>Listening: listening for detail in an interview</p> <p>Speaking: asking and answering questions about travelling</p>	<p>Writing focus: structuring an opinion essay</p> <p>Writing outcome: writing an opinion essay (Workbook)</p>