

# Scope and sequence

## Starter: Do something different!

page 4

Present simple Present continuous Past simple Punctuation review

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

|  | Words  | Grammar  | Skills  |   |                |
|--|--|--|---|---|----------------|
| Health and fitness   | <b>7 Call an ambulance!</b>  |  |   | <b>page 68</b>  |                |
|  | <b>First aid</b><br><b>Working with words:</b><br>Phrasal verbs<br><b>Words in context:</b><br><i>A day in the life of a firefighter</i>   | <b>Reported speech</b><br><i>He said he needed some bandages.</i><br><b>said / told</b><br><i>Our teacher told us she had got a surprise for us. She said we were going to learn first aid.</i><br><b>Reported speech: time markers</b><br><i>"A doctor is coming to the school tomorrow."<br/>She told us a doctor was coming to the school the next day.</i> | <b>Reading:</b> An account: <i>A day in the life of a firefighter</i> (Cross-curricular link)<br><b>Listening:</b> Listening for detail in a phone call to the emergency services<br><b>Speaking:</b> An emergency services phone call roleplay | <b>Writing focus:</b> Features of a newspaper report<br><b>Writing outcome:</b> Writing a newspaper report (Workbook)               |                |
|  | <b>8 Let's eat healthily</b>   |  |   | <b>page 76</b>  |                |
|  | <b>Food</b><br><b>Working with words:</b><br>Phrasal verbs with <i>get</i><br><b>Words in context:</b><br><i>The healthy eating pyramid</i>  | <b>First conditional</b><br><i>If I press this button, the machine will make a pizza.</i><br><b>First conditional questions</b><br><i>Will I get ill if I don't eat fruit and vegetables?</i>  | <b>Reading:</b> An information poster: <i>The healthy eating pyramid</i> (Cross-curricular link)<br><b>Listening:</b> Listening and summarizing<br><b>Speaking:</b> Asking and answering questions about diet                                   | <b>Writing focus:</b> Concluding a personal account<br><b>Writing outcome:</b> Writing a personal account (Workbook)                |                |
|  | <b>9 The big match</b>   |  |   | <b>page 84</b>  |                |
|  | <b>Sport</b><br><b>Working with words:</b><br>Antonyms<br><b>Words in context:</b><br><i>Just breathe</i>  | <b>Modal verbs: may, might and could</b><br><i>I might need to do more work on those boots!</i><br><b>have to / had to statements and questions</b><br><i>Do you have to exercise every day?<br/>We had to tidy our bedrooms before we could go out to play yesterday.</i>   | <b>Reading:</b> A process text: <i>Just breathe</i> (Cross-curricular link)<br><b>Listening:</b> Listening for detail in an interview<br><b>Speaking:</b> Asking and answering questions about exercise   | <b>Writing focus:</b> Writing up notes into full sentences<br><b>Writing outcome:</b> Writing up an interview from notes (Workbook) |                |
|  | <b>Fluency Time! 3</b>   |  | <b>Passing on messages</b>  | <b>Project: English text messages</b>   | <b>page 92</b> |
|  | <b>Extensive reading: non-fiction <i>Young stars</i>, fiction <i>Clara's Visit</i></b>   |  |   |   | <b>page 94</b> |
|  | History  | <b>10 Ancient buildings</b>  |   |   | <b>page 98</b> |
| <b>Archaeology</b><br><b>Working with words:</b><br>Suffix <i>-ful</i><br><b>Words in context:</b><br><i>The lost city</i>                     |  | <b>Indefinite pronouns</b><br><i>There is something wrong with all my inventions. There are machines everywhere. Is there anything wrong?</i><br><b>Question tags</b><br><i>These necklaces are beautiful, aren't they?</i>  | <b>Reading:</b> An article: <i>The lost city</i> (Cross-curricular link)<br><b>Listening:</b> Listening for details about ancient sites<br><b>Speaking:</b> Asking and answering questions about museums  | <b>Writing focus:</b> Making writing more interesting<br><b>Writing outcome:</b> Writing a descriptive account (Workbook)           |                |
| <b>11 A message for the future</b>   |  |  | <b>page 106</b>   |   |                |
| <b>A time capsule</b><br><b>Working with words:</b><br>Homonyms<br><b>Words in context:</b><br><i>Nim's Island</i>                             | <b>The passive (present simple)</b><br><i>English is spoken in many different countries.</i><br><b>Passive and active</b><br><i>People in costumes greet visitors. Visitors are greeted by people in costumes.</i> | <b>Reading:</b> A film review: <i>Nim's Island</i><br><b>Listening:</b> Listening and identifying descriptions<br><b>Speaking:</b> Asking and answering questions about films  | <b>Writing focus:</b> Features of a film review<br><b>Writing outcome:</b> Writing a film review (Workbook)   |   |                |
| <b>12 Be a part of history!</b>  |  |  | <b>page 114</b>   |   |                |
| <b>The news</b><br><b>Working with words:</b><br>Adjectives with <i>-ing</i><br><b>Words in context:</b><br><i>Who deserves a high salary?</i> | <b>The passive (past simple)</b><br><i>You were invented to cook and clean.</i><br><b>Passive questions</b><br><i>Is English spoken in the USA?<br/>Who was the telephone invented by?</i>                         | <b>Reading:</b> An internet forum: <i>Who deserves a high salary?</i> (Cross-curricular link)<br><b>Listening:</b> Listening and identifying opinions<br><b>Speaking:</b> Asking and answering questions about future aspirations  | <b>Writing focus:</b> Expressing opinions<br><b>Writing outcome:</b> Writing an opinion text (Workbook)   |   |                |
| <b>Fluency Time! 4</b>   |  | <b>Detailed descriptions</b>   | <b>Project: a knowledge game</b>  | <b>page 122</b>   |                |
| <b>Extensive reading: non-fiction <i>China</i>, fiction <i>Treasure Island</i></b>   |  |  |   | <b>page 124</b>   |                |
| <b>Culture</b>   | <b>School clubs</b>  | <b>The USA</b>   | <b>School trips</b>   | <b>page 128</b>   |                |
| <b>Class play</b>  | <b><i>The Treasure Map</i></b>   |  |   | <b>page 134</b>   |                |