

# Scope and Sequence

| Unit Page | Poster              | Reading   | Lexis                                     | Speaking (dialogue)   | Study skills (WB)                        |
|-----------|---------------------|---|---|---|--|
| 1<br>22   | School clubs        | <i>School clubs are fun!</i><br>text type: email, descriptions of events                    | school clubs, hobbies and sports          | <i>Let's put on a play!</i><br>Part 1: Come and join the Drama Club!          | dictionary skills; odd one out           |
| 2<br>30   | In the theatre      | <i>Red Riding Hood</i><br>text type: a traditional tale with a clear beginning, middle, end | theatre, the stage                        | <i>Let's put on a play!</i><br>Part 2: The script                             | dictionary skills; alphabetical order    |
| 3<br>38   | Water birds         | <i>Birds of the oceans and lakes</i><br>text type: information with labels and captions     | the nature of birds                       | <i>Let's put on a play!</i><br>Part 3: The costumes                           | sorting; dictionary skills               |
| 46        | Revision            |   |   |   |  |
| 4<br>48   | Crafts              | <i>Making things we use</i><br>text type: description of a process                          | crafts, tools and products                | <i>Let's put on a play!</i><br>Part 4: Everything's falling down              | dictionary skills; sequencing            |
| 5<br>56   | All about a show    | <i>A dance festival</i><br>text type: first person recount                                  | posters, programmes and tickets           | <i>Let's put on a play!</i><br>Part 5: The final rehearsal                    | alphabetical order; definitions          |
| 6<br>64   | Changes in nature   | <i>Amazing changes</i><br>text type: poems  | life stages of insects and animals        | <i>Let's put on a play!</i><br>Part 6: Good luck, everyone!                   | matching; dictionary skills              |
| 72        | Revision            |   |   |   |  |
| 7<br>74   | People of the world | <i>Old customs in the modern world</i><br>text type: information                            | parts of the world; land, sea and ocean   | <i>The golden mask of Chapichapi</i><br>Part 1: Who's that man?               | dictionary skills; odd one out           |
| 8<br>82   | The Incas           | <i>A message for the Inca king</i><br>text type: a story with a strong setting              | Inca wealth, soldiers and weapons         | <i>The golden mask of Chapichapi</i><br>Part 2: Jewels of the Incas           | self-correction; spelling; sorting       |
| 9<br>90   | Chinese inventions  | <i>We use these every day</i><br>text type: information and description                     | early technology                          | <i>The golden mask of Chapichapi</i><br>Part 3: In the Chinese room           | alphabetical order; definitions          |
| 98        | Revision            |   |   |   |  |
| 10<br>100 | Space travel        | <i>Space pioneers</i><br>text type: biography   | space exploration and space crafts        | <i>The golden mask of Chapichapi</i><br>Part 4: A journey into space          | dictionary skills; sorting               |
| 11<br>108 | Life in the north   | <i>The Sami people</i><br>text type: information and description of a person's appearance   | clothing and equipment for a cold climate | <i>The golden mask of Chapichapi</i><br>Part 5: Where are Alfie's sandwiches? | dictionary skills; spelling; definitions |
| 12<br>116 | A desert oasis      | <i>The lost city</i><br>text type: an adventure story with a strong opening                 | desert geography and features             | <i>The golden mask of Chapichapi</i><br>Part 6: The Egyptian room             | alphabetical order; definitions          |
| 124       | Revision            |   |   |   |  |

| Grammar   | Grammar in conversation  | Listening   | Phonics                               | Language skills (WB)                         | Writing  |
|---|--|---|---------------------------------------|--|--|
| <i>Pete went to Swimming Club.<br/>He swam very fast.<br/>A girl threw a ball.</i>                            | <i>I'm too busy.<br/>You're too noisy.<br/>It's too difficult.</i>                                     | identifying;<br>listening for gist<br>and detail              | <i>oo<br/>cook</i>                    | contractions                                 | an email to a<br>friend                              |
| <i>She was walking in the forest.<br/>Was she carrying a basket?<br/>Were the birds singing?</i>              | <i>I could buy an ice cream<br/>but I couldn't buy a CD.</i>   | sequencing  | <i>u<br/>bull</i>                     | reporting clause in<br>direct speech         | a story with a<br>clear beginning,<br>middle and end |
| <i>This game is more expensive than<br/>that one but the other game is the<br/>most expensive.</i>            | <i>You're as old as me but<br/>you're not as clever as<br/>me.</i>                                     | gist and detail;<br>giving an<br>opinion                      | <i>ea<br/>head</i>                    | conjunctions<br><i>because</i> and <i>so</i> | information<br>with labels and<br>captions           |
| Revision  |  |   |                                       |  |  |
| <i>When it started to rain, the children<br/>ran into the house.</i>  | <i>Is there something in<br/>your pocket?<br/>No, nothing, look!</i>                                   | identifying   | <i>y = ee<br/>lady</i>                | plural of nouns<br>ending <i>f, fe</i>       | describing a<br>process                              |
| <i>While Lucy was sleeping, Andy was<br/>playing the trumpet.</i>   | <i>You must choose either<br/>the cat or the dog.</i>  | listening for gist<br>and detail                              | <i>oi<br/>oil</i>                     | time phrases                                 | text for a<br>poster and a<br>programme              |
| <i>This caterpillar will become a<br/>butterfly.<br/>It will not become a dragonfly.</i>                      | <i>This one is better but<br/>this is the best. This is<br/>worse but that's the<br/>worst of all.</i> | identifying;<br>sequencing                                    | <i>aw<br/>claw</i>                    | apostrophe for<br>possession                 | completing a<br>rhyming poem                         |
| Revision  |  |   |                                       |  |  |
| <i>There's lots of snow. There are a lot<br/>of yaks. There isn't much sand. There<br/>aren't many birds.</i> | <i>You should get up<br/>earlier.<br/>You shouldn't go to bed<br/>late.</i>                            | following a<br>description                                    | <i>ew<br/>new</i>                     | pronouns, back<br>referencing                | factual<br>information                               |
| <i>Is anybody in the bathroom?<br/>No, there isn't anybody there.</i>   | <i>Turn left at the theatre.<br/>Walk straight on.<br/>Turn right at the park.</i>                     | identifying<br>dialogues;<br>listening for<br>gist and detail | <i>air<br/>chair<br/>are<br/>rare</i> | punctuating direct<br>speech                 | continuing a<br>story with a<br>strong setting       |
| <i>If it snows tomorrow, we'll make a<br/>snowman.</i>  | <i>Shall we take a picnic?<br/>Let's take sandwiches.<br/>How about chocolate?</i>                     | sequencing  | <i>igh<br/>high</i>                   | subject, verb,<br>object word order          | information and<br>description                       |
| Revision  |  |   |                                       |  |  |
| <i>There are a few cakes.<br/>There is a little juice.<br/>How much water is there?</i>                       | <i>It's not big enough.<br/>It's not heavy enough.</i>   | listening for gist<br>and detail                              | <i>ph<br/>photograph</i>              | importance of a<br>verb in a sentence        | biography  |
| <i>Grandpa has painted the door.<br/>The children have picked some<br/>flowers.</i>                           | <i>They might score three<br/>goals.<br/>They might not win.</i>                                       | listening for<br>detail                                       | <i>ch<br/>school</i>                  | subject and object<br>pronouns               | description<br>of a person's<br>appearance           |
| <i>A tourist is a person who visits places<br/>on holiday.</i>  | <i>What do you call a<br/>person who builds<br/>bridges?</i>   | sequencing;<br>listening for<br>detail                        | <i>c<br/>city</i>                     | punctuating<br>exclamations,<br>questions    | a story with a<br>strong opening                     |
| Revision  |  |   |                                       |  |  |