

# Map of the book

## Well done, Ben and Lucy! (pages 4–9)

Vocabulary	Grammar	Story Phonics
At town events	<i>Do you / Does Lucy like (reading)? When do you start (school)? What was in (the book)? How did you find (the book)?</i>	<i>The map Rhyming words</i>
▶ <b>Song:</b> The Explorers		

## 1 In the museum (pages 10–21)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Knights and queens	<i>I must (wear a helmet). I mustn't (swim here). Give me / him / her / us / them (the book), please.</i>	<i>The knight The letter sound ow</i>	<ul style="list-style-type: none"> <li>• Reading <i>The secret of the Egyptian cat</i></li> <li>• Applying what you know</li> </ul>	<ul style="list-style-type: none"> <li>• Using one's imagination</li> </ul>	<b>History:</b> Discover museums
▶ <b>Song:</b> It's midnight		▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 2 The world around us (pages 22–33)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
The countryside	<i>but, and, because, so I could / couldn't (run 20 kilometres). Could you (swim for 10 hours)?</i>	<i>At the restaurant Silent consonants</i>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening and writing</li> <li>• Making time for the family</li> </ul>	<ul style="list-style-type: none"> <li>• Finding alternative ideas</li> <li>• Time sequencing</li> <li>• Sequencing pictures</li> </ul>	<b>Art:</b> Life in art
▶ <b>Song:</b> Walking with Mum		▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 3 Danger! (pages 34–45)

Vocabulary	Grammar	Story Phonics	Skills and value	Thinking skills	English for school
Emergencies	<i>I was / We were (climbing a tree). What was she / were they doing? Was he / Were we (playing)? Yes, he was. / No, he wasn't. Yes, we were. / No, we weren't.</i>	<i>The man in the car The sound /aɪ/</i>	<ul style="list-style-type: none"> <li>• Reading <i>The day the sea went out</i></li> <li>• Responding to emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Finding alternative ideas</li> <li>• Developing deduction skills</li> </ul>	<b>Human health and safety:</b> Fire safety
▶ <b>Song:</b> Yesterday at half past nine		▶ <b>Creativity</b>		▶ <b>Revision</b>	

## 4 Two return tickets (pages 46–57)

Vocabulary	Grammar	Story Phonics	Skills	Thinking skills	English for school and value
At the train station	<i>in (September), at (one o'clock), on (Sunday), in the (morning) I was (having dinner) when you phoned me.</i>	<i>The tunnel The sound /eə/</i>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting sentences</li> <li>• Developing research skills</li> <li>• Judging information</li> </ul>	<b>Science:</b> Forces Using force carefully
▶ <b>Song:</b> Mr Knocks		▶ <b>Creativity</b>		▶ <b>Revision</b>	

5 <b>Police!</b> (pages 58–69)					
<b>Vocabulary</b>	<b>Grammar</b>	<b>Story Phonics</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
Hair and face	<i>He used to (be a police officer). We had to (be really careful).</i>	<i>The Mysterious H</i> The sounds /ɑ:/ and /ɔ:/	<ul style="list-style-type: none"> <li>• Reading <i>Yatin and the orange tree</i></li> <li>• Being honest</li> </ul>	<ul style="list-style-type: none"> <li>• Paying attention to visual details</li> <li>• Processing information</li> </ul>	<b>Literature:</b> Crime fiction
▶ <b>Song: Who are you?</b>		▶ <b>Creativity</b>		▶ <b>Revision</b>	
6 <b>Mythical beasts</b> (pages 70–81)					
<b>Vocabulary</b>	<b>Grammar</b>	<b>Story Phonics</b>	<b>Skills</b>	<b>Thinking skills</b>	<b>English for school and value</b>
Animal bodies	<i>longer / more dangerous than better / worse than the biggest / heaviest / most dangerous the best / worst</i> <i>What does (a unicorn) look like? It looks like (a horse).</i>	<i>The secret door</i> The letter sound ea	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Logical thinking, categorising</li> <li>• Thinking creatively</li> <li>• Developing information processing skills</li> </ul>	<b>Science:</b> Protection Appreciating nature
▶ <b>Song: The most beautiful dinosaur</b>		▶ <b>Creativity</b>		▶ <b>Revision</b>	
7 <b>Orchestra practice</b> (pages 82–93)					
<b>Vocabulary</b>	<b>Grammar</b>	<b>Story Phonics</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
Instruments	<i>mine, yours, his, hers, ours, theirs</i> <i>Connor's the boy who ...</i> <i>The instrument which ...</i> <i>The house where ...</i>	<i>At the concert hall</i> The sounds /ɜ:/ and /ɔ:/	<ul style="list-style-type: none"> <li>• Reading <i>The bear's dream</i></li> <li>• Enjoying being different</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising</li> <li>• Reasoning</li> <li>• Empathising</li> <li>• Making hypotheses</li> </ul>	<b>Science in Music:</b> How we make sounds
▶ <b>Song: Chaos in the classroom</b>		▶ <b>Creativity</b>		▶ <b>Revision</b>	
8 <b>In the planetarium</b> (pages 94–105)					
<b>Vocabulary</b>	<b>Grammar</b>	<b>Story Phonics</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
Space	<i>What will you be when you grow up?</i> <i>I'll be a (police officer). badly, carefully, quickly, quietly, slowly</i>	<i>The trap</i> Word stress and the sound /ə/	<ul style="list-style-type: none"> <li>• Listening and reading</li> <li>• Speaking and writing</li> <li>• Respecting your elders</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and deduction</li> <li>• Analysing data</li> </ul>	<b>Science:</b> The solar system
▶ <b>Song: One day I'll be an astronaut</b>		▶ <b>Creativity</b>		▶ <b>Revision</b>	
9 <b>At the campsite</b> (pages 106–117)					
<b>Vocabulary</b>	<b>Grammar</b>	<b>Story Phonics</b>	<b>Skills and value</b>	<b>Thinking skills</b>	<b>English for school</b>
Holiday activities	<i>some cheese / tomatoes, a loaf of bread, a piece of cheese, a packet of crisps, a bottle of milk, a can of lemonade.</i> <i>How much cheese / How many bottles of water ... ?</i>	<i>The last line</i> Unstressed words	<ul style="list-style-type: none"> <li>• Reading <i>The snares in the forest</i></li> <li>• Protecting wildlife</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying relevant information</li> <li>• Developing visual-spatial thinking</li> </ul>	<b>Geography:</b> Map reading
▶ <b>Song: We're going on a picnic</b>		▶ <b>Creativity</b>		▶ <b>Revision</b>	