

Scope and sequence

Starter Back together

Food words Telling the time Alphabetical order
like + verb +ing **can for permission / requests** **Countable and uncountable nouns**
a / an / some **be going to + verb** **Comparative and superlative adjectives**

page 4

Words

Grammar

Phonics

Skills

1 The food here is great!

page 8

The restaurant
 Words in context:
What do you like for breakfast?

Present simple and present continuous
They usually wear blue uniforms.
They're wearing white today.
Time markers: present simple and continuous
always / usually / sometimes / rarely / never / now / today / right now / at the moment

Long a and e sounds:
a: train, tray, cake
e: tree, leaves, key

Reading: a magazine article
Listening: identifying details about family meals
Speaking: talking about eating habits
Writing: recognizing syllables in words, writing about my eating habits (Workbook –WB)

2 We had a concert

page 14

The concert
 Words in context:
The Concert

Past simple: have and be
All our friends were there.
Past simple: regular verbs
The audience clapped and cheered.
Time markers: past simple
last week / yesterday / last night / two weeks ago

Long i, o and u sounds:
i: light, cry, bike
o: boat, blow, bone
u: room, blue, flute

R: a poem
L: identifying different musical activities
S: asking and answering questions about musical preferences and abilities
W: the double consonant rule, writing a description of a picture (WB)

3 The dinosaur museum

page 20

The dinosaur museum
 Words in context:
Dinosaur data

Past simple: irregular verbs with negatives
We didn't go to school.
Past simple: irregular verbs with questions
Did they go to a museum?
What did you see?

f and ph spellings:
f: flamingo, scarf, feet
ph: phone, nephew, alphabet

R: a non-fiction text
L: identifying favourite things on a school trip
S: asking and answering questions about school trips
W: exclamation marks, writing a webpage about my school trip (WB)

Fluency Time! 1

Eating out

Project: a café menu

page 26

Review 1

page 28

Extensive reading: Fossils

page 30

4 Whose jacket is this?

page 32

Sports time
 Words in context:
tennis

Possessive pronouns
Whose jacket is it?
It's mine / yours / his / hers / ours / theirs.
Adverbs: +ly and irregular
He ran slowly. They played well.

ll endings:
smell, bell, shell
rr words:
mirror, carrot, cherry

R: a history poster
L: identifying children's favourite sports
S: asking and answering questions about favourite sports
W: *It's* or *Its*, writing instructions for a sport (WB)

5 Go back to the roundabout

page 38

Directions
 Words in context:
Shadow puppet theatre

have to / had to
We have to go back to the roundabout.
Giving directions
Go straight on at the roundabout.
why / because
Why are we at this petrol station? Because ...

ck and c endings:
ck: neck, duck, clock, rock
c: plastic, picnic, music, comic

R: an informative webpage
L: understanding directions
S: giving directions
W: instructions, writing an invitation (WB)

6 The best bed!

page 44

Describing words
 Words in context:
The Ant and the Grasshopper

Comparatives and superlatives: long adjectives
My bed is more comfortable than this one.
Irregular comparatives and superlatives
better than / worse than / the best / the worst

Soft c and g sounds:
c: city, ice, dance, rice
g: cage, page, giraffe, stage

R: a fable
L: identifying chronology in a fable
S: telling a story from pictures
W: identifying irregular plurals, writing a fable (WB)

Fluency Time! 2

Making phone calls

Project: a telephone

page 50

Review 2

page 52

Extensive reading: Sport

page 54

7 Will it really happen?

page 56

In space
 Words in context:
The Future

The future with will
People will travel in super-fast planes.
Will they go back to Australia?
Time markers: the future
in a month's time / in two weeks' time / next week / on Monday / this evening / tomorrow / soon / later

au, aw and or spellings:
au: sauce, August, autumn
aw: jigsaw, straw, paw
or: horse, sport, morning

R: a website forum
L: identifying children's predictions
S: offering opinions about the future
W: compound words, expanding notes into a text (WB)

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How much time have we got?

page 62

At the airport

Words in context:
my holiday**Expressing quantity***How much money have you got?
I haven't got much money.
some / any
Have you got any newspapers?***Past simple -ed****endings:**
*walked, waited, showed***R:** a letter**L:** identifying details about holidays**S:** asking and answering questions about your holiday
W: addressing envelopes, writing a letter about my holiday (WB)

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Something new to watch!

page 68

Audio-visual
entertainment
Words in context:
What's on TV?**Infinitive of purpose***I turned on the TV to watch sports.
We went in the boat to see the dolphins.
How often ... ?
I watch TV every day / three times a week.***er and or endings:****er:** *mother, father, September*
or: *visitor, doctor, actor***R:** a TV guide**L:** identifying details about children's favourite TV shows**S:** talking about favourite TV shows**W:** the prefix *un*, writing a TV guide (WB)

Fluency Time! 3

Choosing TV programmes

Project: my own TV

page 74

Review 3

page 76

Extensive reading: Travel

page 78

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I've printed my homework

page 80

Computers

Words in context:
sending emails**Present perfect: affirmative***He's put the books on the shelves.
Present perfect: questions, answers and negatives
Have you seen my new speakers?
Yes, I have. / No, I haven't.***ur and ir spellings:****ur:** *hurt, Thursday, nurse, curtains*
ir: *circle, girl, shirt, bird***R:** online instructions**L:** identifying children's computer use**S:** talking about computer use**W:** parts of speech, writing about how I use a computer (WB)

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Have you ever been ...?

page 86

Places

Words in context:
Everest Expeditions**Present perfect: ever***Have you ever been to space?
Yes, I have. / No, I haven't.***Present perfect: never***We've never fallen in the mountains.***ea and e spellings:****ea:** *feather, bread, head, heavy*
e: *spend, tent, present, help***R:** an account**L:** identifying details about a mountain expedition**S:** interviewing an explorer**W:** topic sentences, writing a blog entry (WB)

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What's the matter?

page 92

Illness

Words in context:
How to stay
healthy**should / shouldn't***You should drink some water.
You shouldn't eat lots of cakes.
could / couldn't
Max couldn't eat his dinner.
But he could eat lots of cakes.***le and al endings:****le:** *candle, castle, table, people*
al: *sandal, animal, hospital, cereal***R:** an information leaflet**L:** identifying details about children's healthy lifestyles**S:** describing what you do to be healthy**W:** connecting sentences using *because* and *so*, writing an information leaflet (WB)

Fluency Time! 4

Describing accidents

Project: a room cube

page 98

Review 4

page 100

Extensive reading: Exciting places

page 102

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Can you help me?

page 104

Making
smoothiesWords in context:
Young Heroes**Object pronouns***me / you / him / her / it / them / us***Relative pronouns***This is the boy who didn't put the lid on.
This is the smoothie which was in the blender.***el and il endings:****el:** *tunnel, camel, towel, travel*
il: *lentils, pencil, April, pupil***R:** two factual accounts**L:** matching people with how they help others**S:** asking questions about jobs**W:** identifying and using sub clauses, writing an interview (WB)

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We were fishing

page 110

Family

Words in context:
My relatives are
coming!**Past continuous***What were you doing?
I was looking at photos.
Dates and I was born ...
My dad was born in 1971.
He was born on 9th July 1971.***tion and shion endings:****tion:** *addition, subtraction, invitation*
shion: *fashion, cushion***R:** a poem**L:** identifying favourite memories**S:** talking about your memories**W:** poem structure and rhyme, completing a poem (WB)

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Good news, bad news

page 116

Jobs

Words in context:
Three Wishes**Past simple and past continuous***When I was working, the phone rang.
Grammar homophones: there / they're / their
There is some good news.***Vocabulary****homophones:**
*see / sea, hear / here,
wear / where, write / right***R:** a traditional story**L:** identifying children's wishes**S:** talking about your wishes**W:** using speech marks, writing the end of a story (WB)

Fluency Time! 5

In the playground

Project: a mini book

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Review 5

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Extensive reading: Gold

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Science

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Culture

Shopping, Watching wildlife, Australia

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