

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?
Time markers: past simple
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.

l 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)

	Words	Grammar	Phonics	Skills
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8	How much time have we got?			page 62
	At the airport Words in context: my holiday	Expressing quantity <i>How much money have you got?</i> <i>I haven't got much money.</i> some / any <i>Have you got any newspapers?</i>	Past simple -ed endings: <i>walked, waited, showed</i>	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)

9	Something new to watch!			page 68
	Audio-visual entertainment Words in context: What's on TV?	Infinitive of purpose <i>I turned on the TV to watch sports.</i> <i>We went in the boat to see the dolphins.</i> How often ... ? <i>I watch TV every day / three times a week.</i>	er and or endings: er: <i>mother, father, September</i> or: <i>visitor, doctor, actor</i>	R: a TV guide L: identifying details about children's favourite TV shows S: talking about favourite TV shows W: the prefix <i>un</i> , writing a TV guide (WB)

Fluency Time! 3	Choosing TV programmes	Project: my own TV	page 74
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Review 3	page 76	Extensive reading: Travel	page 78
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10	I've printed my homework			page 80
	Computers Words in context: sending emails	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?</i> <i>Yes, I have. / No, I haven't.</i>	ur and ir spellings: ur: <i>hurt, Thursday, nurse, curtains</i> ir: <i>circle, girl, shirt, bird</i>	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)

11	Have you ever been ...?			page 86
	Places Words in context: Everest Expeditions	Present perfect: ever <i>Have you ever been to space?</i> <i>Yes, I have. / No, I haven't.</i> Present perfect: never <i>We've never fallen in the mountains.</i>	ea and e spellings: ea: <i>feather, bread, head, heavy</i> e: <i>spend, tent, present, help</i>	R: an account L: identifying details about a mountain expedition S: interviewing an explorer W: topic sentences, writing a blog entry (WB)

12	What's the matter?			page 92
	Illness Words in context: How to stay healthy	should / shouldn't <i>You should drink some water.</i> <i>You shouldn't eat lots of cakes.</i> could / couldn't <i>Max couldn't eat his dinner.</i> <i>But he could eat lots of cakes.</i>	le and al endings: le: <i>candle, castle, table, people</i> al: <i>sandal, animal, hospital, cereal</i>	R: an information leaflet L: identifying details about children's healthy lifestyles S: describing what you do to be healthy W: connecting sentences using <i>because</i> and <i>so</i> , writing an information leaflet (WB)

Fluency Time! 4	Describing accidents	Project: a room cube	page 98
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Review 4	page 100	Extensive reading: Exciting places	page 102
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13	Can you help me?			page 104
	Making smoothies Words in context: Young Heroes	Object pronouns <i>me / you / him / her / it / them / us</i> Relative pronouns <i>This is the boy who didn't put the lid on.</i> <i>This is the smoothie which was in the blender.</i>	el and il endings: el: <i>tunnel, camel, towel, travel</i> il: <i>lentils, pencil, April, pupil</i>	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)

14	We were fishing			page 110
	Family Words in context: My relatives are coming!	Past continuous <i>What were you doing?</i> <i>I was looking at photos.</i> Dates and I was born ... <i>My dad was born in 1971.</i> <i>He was born on 9th July 1971.</i>	tion and shion endings: tion: <i>addition, subtraction, invitation</i> shion: <i>fashion, cushion</i>	R: a poem L: identifying favourite memories S: talking about your memories W: poem structure and rhyme, completing a poem (WB)

15	Good news, bad news			page 116
	Jobs Words in context: Three Wishes	Past simple and past continuous <i>When I was working, the phone rang.</i> Grammar homophones: there / they're / their <i>There is some good news.</i>	Vocabulary homophones: <i>see / sea, hear / here, wear / where, write / right</i>	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	page 122
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Review 5	page 124	Extensive reading: Gold	page 126	Science	page 128
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Culture	Shopping, Watching wildlife, Australia	page 130
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