





## Scope and Sequence

## Looking to the Future



Starter Unit How was your summer?							Page 2
Vocabulary	Sounds and Spelling	Reading	Grammar	Listening	Developing Life Skills	Writing	Speaking
<b>Unit 1 I'm going to be busy</b>							<b>Page 8</b>
<b>Activities</b> do a science project go out of town go to a wedding go to football training help my parents record a programme visit my cousins write a report	Vowel-Consonant-Silent e	<b>Fiction – Realistic Fiction</b> <i>Oh, No – Tom!</i> Understanding Plot	<i>Be going to</i> for Future Plans	Specific Information	Work well with others	<b>Friendly Note</b> Writing Questions	<b>A Future Schedule</b> Invite a friend to join your weekend activities
<b>Unit 2 I think I'll write a novel</b>							<b>Page 16</b>
<b>Lifestyle Choices</b> be a professional athlete be a professional gamer get married go to university learn a lot of languages start my own company travel abroad write a novel	Three Different s Sounds	<b>Fiction – Poetry</b> <i>Career Questions</i> Introducing Poetry and Main Idea	Future with <i>will</i>	Gist Specific Information	Work hard to meet your goals	<b>Autobiography</b> Using Time Words and Phrases	<b>Class Survey</b> Survey classmates about their future plans
<b>Unit 3 I might be a journalist</b>							<b>Page 24</b>
<b>Jobs and careers</b> comedian film director fitness instructor flight attendant journalist pilot robot designer scientist	Schwa Sound in Unaccented Syllables	<b>Non-fiction – Informational Text</b> <i>Future Jobs</i> Understanding the Writer's Purpose	<i>might/may/could</i> for Future Possibility	Specific Information	Use curiosity to expand your own learning	<b>Job advert</b> Capitalisation	<b>What's your job personality?</b> Discuss the results of a survey about people's job personalities
<b>Module 1 Wrap-Up and Projects</b>							<b>Page 32</b>
		Jobs Timeline – History and STEAM			What jobs did people have in the past? What jobs are there now? What jobs will there be in the future?		
		Measuring Time – Science and Maths			How long does it take to do certain activities?		

# My Tastes



Vocabulary	Sounds and Spelling	Reading	Grammar	Listening	Developing Life Skills	Writing	Speaking
<b>Unit 4 I like to eat spicy food</b>							<b>Page 40</b>
<b>Food Textures</b> bitter chewy creamy crunchy salty sour spicy sweet	Hard and Soft c Sounds	<b>Non-fiction – Informational Text</b> <i>The World's Favorite Food</i> Identifying Supporting Details	Verb + Infinitive, Verb + Gerund	Gist Specific Information	Know when to listen and when to speak	<b>Summary</b> Definite Article <i>the</i>	<b>Let's make a pizza</b> Present ideas about your perfect pizza
<b>Unit 5 Let's stop to get a snack</b>							<b>Page 48</b>
<b>Food Places</b> bakery cafe fast food restaurant food court local shop market pizza place supermarket	Digraphs for Writing Long o	<b>Fiction – Folktale</b> <i>Why the Sky Is Far Away: A Nigerian Folktale</i> Identifying Cause and Effect	Infinitives of Purpose	Reasons	Use polite language to show respect	<b>Description</b> Reasons with <i>because</i> and <i>so</i>	<b>My Places</b> Role play a dialogue about places you go to frequently
<b>Unit 6 It's my favourite dish</b>							<b>Page 56</b>
<b>Cooking Verbs</b> bake boil chop fry heat up mix pour stir	Three Different -ed Sounds	<b>Fiction – How-to Text</b> <i>Two Cooks in the Kitchen</i> Asking Questions as You Read	Difference Words	Numbers and Prices	Stay on task and avoid distractions	<b>Recipe</b> Using <i>before</i> and <i>after</i>	<b>My Favourite Dish</b> Research and present popular dishes in other countries
<b>Module 2 Wrap-Up and Projects</b>							<b>Page 62</b>
 <b>Project A</b>		Food Map – Geography			How far does your food travel to get to you?		
 <b>Project B</b>		Snack Maths – Health and Maths			How much food is needed for classroom snacks?		

## Scope and Sequence

## Getting There


Vocabulary	Sounds and Spelling	Reading	Grammar	Listening	Developing Life Skills	Writing	Speaking
<b>Unit 7 Welcome to our home</b>							<b>Page 72</b>
<b>In Your Home</b> bathroom bedroom go downstairs go outside go upstairs kitchen living room through the window	The Long <i>u</i> Sound	<b>Fiction – Realistic Fiction</b> <i>A New Home</i> Making Inferences	Prepositions of Location and Direction	Gist Specific Information	Use time efficiently	<b>Short story</b> Using Sequence Adverbs	<b>This is my bedroom!</b> Talk about the location of things in pictures
<b>Unit 8 The train is faster</b>							<b>Page 80</b>
<b>Forms of Transport</b> bus car ferry metro plane ship train tram	Digraphs for Writing Long /a/	<b>Fiction – Travel Blog</b> <i>Japanese Journey</i> Identifying Facts and Opinions	Comparatives with <i>as ... as</i>	Gist Specific Information	Use feedback to make decisions	<b>Opinion</b> Subject-Verb Agreement	<b>How far is it? How do I get there?</b> Present information about how to get to different locations
<b>Unit 9 We will arrive on time!</b>							<b>Page 88</b>
<b>Transport Terms</b> arrive cancelled delayed depart early late on time timetable	Double Consonant Plus <i>-ed</i>	<b>Fiction – Maths Story Problems</b> <i>When Do We Go? When Do We Get There?</i> Asking Questions as You Read	Comparative and Superlative Adverbs	Reasons	Understanding other people's point of view	<b>Friendly Note</b> Use <i>and, but, or</i>	<b>Class Survey: Top Activities</b> Survey classmates about travel activities
<b>Module 3 Wrap-Up and Projects</b>							<b>Page 96</b>
 <b>Project A</b>	Home Builders – STEAM				How many toothpicks does it take to build a model house?		
 <b>Project B</b>	Visit Our City! – Geography and English				What are the best places to visit in our town?		

# Dealing with the Unexpected

Vocabulary	Sounds and Spelling	Reading	Grammar	Listening	Developing Life Skills	Writing	Speaking
<b>Unit 10 Safety first!</b>							<b>Page 104</b>
<b>Occupations and Safety</b> boots construction worker dentist engineer firefighter gloves safety glasses uniform	Digraphs for Writing Long e	<b>Non-fiction – Information Text</b> <i>Staying Safe at Work</i> Using Labels in a Text to Help Understanding	<i>why, because, so</i>	Reasons and Results	Reflect on past experiences to make decisions	<b>Description</b> Compound Subject-Verb Agreement	<b>Jobs People Choose</b> Present research about the jobs people choose
<b>Unit 11 It's a mystery!</b>							<b>Page 112</b>
<b>Investigating the Truth</b> believe clue crime doubt honest mystery solve suspicious	Double Consonant + <i>-ing</i>	<b>Fiction – Mystery Story</b> <i>Did You Hear That?</i> Identifying sensory information	Past Continuous	Sequence	Be an active listener	<b>Autobiography</b> Compound Subjects	<b>True, True, False</b> Present research about a mystery
<b>Unit 12 After the storm</b>							<b>Page 120</b>
<b>Weather Events</b> damage earthquake fire hurricane rescue safety storm volcano	Soft and Hard g Sounds	<b>Fiction – Historical Fiction</b> <i>Flash Flood!</i> Understanding Setting	Past Continuous vs Past Simple	Sequence (continued)	Adapt to changing plans	<b>Story</b> Phrasal Verbs	<b>Natural Disasters</b> Present research about a natural disaster
<b>Module 4 Wrap-Up and Projects</b>							<b>Page 128</b>
 <b>Project A</b>		Staying Warm in the Arctic – STEAM			How do animals stay warm in the Arctic?		
 <b>Project B</b>		Emergency Kit – STEAM and English			What should be in an emergency kit?		

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## Making Plans

Vocabulary	Sounds and Spelling	Reading	Grammar	Listening	Developing Life Skills	Writing Skills	Speaking
<b>Unit 13 Let's plan a trip!</b>							<b>Page 136</b>
<b>Planning for the Outdoors</b> get lost go camping go hiking make a list plan our trip read a map sleep in a tent wear sunscreen	<i>n't</i> in Contractions	<b>Non-fiction – Science Text</b> <i>Unplug and Do What You Love</i> Identifying Main Idea	<i>if</i> and <i>when</i> Clauses: The Zero Conditional	Understanding Sequence of Events	Work well on your own	<b>Plan</b> Order of Adjectives	<b>How do you prepare?</b> Present research about preparing for activities
<b>Unit 14 Time to celebrate</b>							<b>Page 144</b>
<b>Special Events</b> anniversary art exhibition celebrate concert festival graduation national holiday sports competition	Silent /	<b>Non-fiction – Descriptive Narrative</b> <i>The Pink Trees of Spring</i> Understanding Sequence of Events	Relative Clauses with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i>	Gist Specific Information	Don't copy other people's work	<b>Description</b> Compound Predicates	<b>Special Events</b> Discuss special events with classmates
<b>Unit 15 Could we make posters?</b>							<b>Page 152</b>
<b>Planning for a Celebration</b> clean up have a party invite guests make decorations make posters play party games prepare a meal set up tables and chairs	Short and Long <i>oo</i> Sounds	<b>Fiction – Humorous Story</b> <i>A Knotty Problem</i> Making Predictions	Suggestions with <i>shall</i> , <i>might</i> , <i>could</i> , <i>should</i>	Specific Information	Set good goals	<b>Note Giving Advice</b> Irregular Plural Nouns	<b>Shall we plan a sports day?</b> Discuss sports day activities
<b>Module 5 Wrap-Up and Projects</b>							<b>Page 160</b>
 <b>Project A</b>		Plan a Special Event – English and Art			How can we plan an event?		
 <b>Project B</b>		Make a Packing List – Geography and English			What should we pack for a trip?		
<b>Glossary</b>							<b>Page 166</b>