



# Scope and sequence



	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
<b>Welcome</b> A great place to live	<b>Places:</b> bridge, building, city centre, city hall, farm, fields, flat, hills, street, village	What do you like doing? I like (talking to people).  What does he / she like doing? He / she likes (helping people).	<b>Countries:</b> Argentina, China, Italy, Mexico, Poland, Spain, Turkey, UK, USA	What time do you wake up? I wake up at (five past / to seven).
<b>1 Exploring wildlife</b>	<b>Animals:</b> beetle, camel, cheetah, crocodile, deer, eagle, kangaroo, polar bear, tortoise, wolf	A deer is (shorter) than a camel.	<b>Adjectives:</b> dangerous, friendly, important, intelligent, safe, young	Cheetahs are more (dangerous) than deer.
<b>2 All about technology</b> <b>Review 1</b> Our lives (Unit 1 and 2)	<b>Technology:</b> camera, e-reader, games console, headphones, laptop, mobile phone, printer, screen, smart watch, speaker	How often do you use a laptop? I (always) use a laptop.	<b>Technology actions:</b> post (an advertisement), print (photos), turn off, turn on, upload (photos), write (comments)	I (often) help. I'm helping now.
<b>3 Sharing our skills</b>	<b>Everyday items:</b> bandage, diary, helmet, key, magazine, money, puzzle, rope, snack, torch	I have to / don't have to (bring a rope).	<b>Camping objects:</b> blanket, gloves, jacket, sledge, sleeping bag, stove	Does he / she have to (wear gloves)? Yes, he / she does. No, he / she doesn't.
<b>4 Let's celebrate</b> <b>Review 2</b> Our world (Unit 3 and 4)	<b>Festivals:</b> balloons, band, candles, costumes, drums, fireworks, flags, lights, masks, parade	There was / wasn't (a parade). There were some / weren't any (fireworks).	<b>Adjectives:</b> dirty, frightened, hungry, surprised, thirsty, tired	Where were you? When was (the party)? Who was (at the party)? Were you (tired)?
<b>5 Being kind</b>	<b>Activities:</b> carry shopping, clean the windows, look after a child, offer someone your seat, paint a fence, share food, tidy up the rubbish, visit someone, walk a dog, water the plants	I / You / We / They painted / didn't paint the fence. He / She cleaned / didn't clean the windows.	<b>Verbs:</b> arrive, cry, laugh, pick up, smile, try	Did you (laugh)? What did she (need)? Where did he (walk)? When did they (arrive)?
<b>6 Our important places</b> <b>Review 3</b> Our future (Unit 5 and 6)	<b>Holiday activities:</b> buy a ticket, exchange money, go on a tour, go sightseeing, pack a suitcase, read a guidebook, stay in a hotel, take a taxi, travel by bus, wait in a queue	He / She's going to (travel by bus). We / They aren't going to (exchange money).	<b>Transport:</b> airport, cable car, coach, ferry, minibus, underground	What are you going to (do)? Where is he going to (stay)? When are we going to (go)? How are they going to (travel)?
<b>Goodbye</b>	Next year, it's going to be bigger! It's really exciting!			
<b>Celebrations</b>	<b>Mother Language Day:</b> alphabet, Arabic, characters, Japanese, Spanish, Turkish <b>International Day of Happiness:</b> camping, circus, medals, rainbow, relatives, sunset <b>World Children's Day:</b> chat, dream, enjoy, find out, join a club, learn <b>International Day of Friendship:</b> be kind, give, invite, meet, post, text			

Pronunciation	Functional language	Global citizenship	Real-world writing	Project
	<b>Talking about ability</b> <i>We can plant more trees and flowers.</i>	<b>Working together where we live</b>	A website	<b>A progress puzzle</b>
<b>apple</b> /æ/, <b>day</b> /eɪ/	<b>Expressing surprise</b> <i>Wow! Really? That's unbelievable! How amazing!</i>	<b>Learning about animal habitats</b> <i>climate, habitat, shelter, survive</i>	An animal fact file	<b>A wildlife space</b>
<b>foot</b> /ʊ/, <b>shoe</b> /u:/	<b>Giving advice and making suggestions</b> <i>You should (talk to somebody). You shouldn't (talk to people you don't know).</i>	<b>Using technology responsibly and safely</b> <i>chat online, make video calls, search the internet, open emails</i>	A blog post	<b>A technology advice poster</b>
<b>climb</b> /kl/, <b>create</b> /kr/	<b>Making and responding to offers</b> <i>Shall I help you? Oh, thank you! That's very kind.</i>	<b>Sharing skills with others</b> <i>air, flat, float, sink</i>	Instructions	<b>A class skills share</b>
<b>clear</b> /ɪə/, <b>please</b> /i:/	<b>Asking for clarification and checking understanding</b> <i>What does (baklava) mean? How do you spell (baklava)?</i>	<b>Celebrating different festivals</b> <i>moon, sky, stars, sun</i>	A review	<b>An international festival display</b>
<b>waited</b> /ɪd/, <b>smiled</b> /d/, <b>walked</b> /t/	<b>Asking for and giving reasons</b> <i>Why did she need help? She needed help because (her shopping was heavy).</i>	<b>Helping our communities</b> <i>collect, donate, project, volunteer</i>	A story	<b>A kindness wall</b>
<b>speaking</b> /sp/, <b>stadium</b> /st/	<b>Agreeing and disagreeing</b> <i>I agree. I disagree.</i>	<b>Learning about ecotourism</b> <i>accommodation, culture, ecotourism, souvenir</i>	An email	<b>A tourist brochure</b>

### Future Skills

**Future skills 1:** Working with others  
**Future skills 2:** Respecting others  
**Future skills 3:** Presentation skills

**Future skills 4:** Organisation  
**Future skills 5:** Conflict resolution  
**Future skills 6:** Making decisions