

Scope and Sequence

Our World Starter - British English

									
	0 p. 6	1 My School p. 10	2 My Toys p. 18	3 My Family p. 26	4 My Body p. 34	5 Stories p. 44	6 I Like Food p. 52	7 Clothes p. 60	8 Animals p. 68
CONTENT AREA CONNECTION	Social and Academic Language, Maths	Social and Academic Language, Maths	Social and Academic Language, Maths	Social Studies, Maths	Health and Physical Education, Maths	Language and Literature	Health and Physical Education, Social Studies	Social Studies	Science
OBJECTIVES	<ul style="list-style-type: none"> greet and say goodbye to one another listen to and respond to classroom instructions identify and name things that are <i>red</i> and <i>blue</i> count up to two items 	<ul style="list-style-type: none"> identify and name classroom objects ask and answer questions to identify classroom objects identify and name things that are <i>green</i> and <i>yellow</i> count up to four items 	<ul style="list-style-type: none"> identify and name toys ask and answer questions about toys identify and name things that are <i>brown</i> and <i>orange</i> count up to six items 	<ul style="list-style-type: none"> identify and name family members ask and answer questions about family members identify and name rooms in the house identify and name things that are <i>black</i> and <i>white</i> count up to eight items 	<ul style="list-style-type: none"> identify and name parts of the body say what parts of the body people have got identify and name things that are <i>pink</i> and <i>purple</i> count up to ten items 	<ul style="list-style-type: none"> identify and name people and things in a story identify and name the feelings <i>happy</i> and <i>sad</i> say what you want identify and name things that are <i>gold</i> and <i>silver</i> 	<ul style="list-style-type: none"> identify and name foods and drinks talk about likes and dislikes identify and name <i>circles</i> and <i>squares</i> 	<ul style="list-style-type: none"> identify and name clothing items say what you and others are wearing in hot and cold weather identify and name <i>rectangles</i> and <i>triangles</i> 	<ul style="list-style-type: none"> identify and name animals talk about actions that people and animals do identify and name <i>hearts</i> and <i>stars</i>
VOCABULARY SC: 1	Hello. I'm [Eddie]. What's your name? Hi. I'm [Freddy]. Goodbye. [Polly]! Bye. [Mia]. Stand up. Sit down. Open your book. Close your book.	<i>book, chair, crayon, desk, paper, pen, pencil, rubber</i>	<i>ball, balloon, car, doll, kite, lorry, robot, teddy bear</i>	<i>brother, father, grandma, grandpa, mother, sister, bathroom, bedroom, kitchen, living room</i>	<i>arms, ears, eyes, feet, hair, hands, legs, mouth, nose</i>	<i>bird, crown, friends, king, prince, princess, queen, happy, sad</i>	<i>bananas, biscuits, bread, chicken, milk, noodles, orange juice, rice, water</i>	<i>coat, dress, hat, shoes, T-shirt, shorts, skirt, socks, trousers</i>	<i>crocodile, giraffe, hippo, lion, monkey, zebra, drink, eat, run, walk</i>
LANGUAGE IN USE SC: 2		What is it? It's a [chair].	Is it a [doll]? Yes, it is. / No, it isn't. Is it a [teddy bear]? Yes, it is. / No, it isn't.	Who's this? It's my [brother]. Where's [my grandma]? In the [kitchen].	I've got [two hands]. He's/She's got [two hands].	I want a [crown], please. I want a [friend].	I like [noodles]. I don't like [noodles].	It's [cold]. I'm wearing [a coat]. It's [hot]. He's/She's wearing [shorts].	Is [the lion] [eating]? No, it isn't. It's [drinking].
CONCEPTS SC: 3	Colours: blue, red Numbers: 1, 2	Colours: green, yellow Numbers: 3, 4	Colours: brown, orange Numbers: 5, 6	Colours: black, white Numbers: 7, 8	Colours: pink, purple Numbers: 9, 10	Colours: gold, silver	Shapes: circle, square	Shapes: rectangle, triangle	Shapes: heart, star
THE SOUNDS OF ENGLISH SC: 4	/h/ hello /aɪ/ goodbye Chant: Hello, hello	/p/ pen /eɪ/ paper /e/ desk Chant: I've got some paper	/b/ ball /əʊ/ robot /k/ car Chant: Dolls and robots	/æ/ black /s/ sister /uː/ room Chant: I love my grandpa!	/ɑː/ arm /l/ leg /aʊ/ mouth Chant: One mouth for me	/g/ gold /iː/ queen /ŋ/ king Chant: The prince wants silver	/tʃ/ chicken /n/ noodles /r/ rice Chant: I like chicken	/ʃ/ T-shirt /ɒ/ doll /ɪ/ milk Chant: I want a T-shirt	/ʌ/ run /z/ zebra /ə/ lion Chant: Look, I'm a lion
READING SC: 5		Time for School	Birthday Boy	Eight is Great	It's Me!	The Crown	A Picnic	Clean Clothes	At the Animal Park
WRITING PP. 78-90		Aa Bb Cc	Dd Ee Ff	Gg Hh Ii	Jj Kk Ll	Mm Nn Oo	Pp Qq Rr	Ss Tt Uu Vv	Ww Xx Yy Zz
REVIEW		Units 1-4	pp. 42-43			Units 5-8	pp. 76-77		

📺 BONUS REVIEW VIDEO: SC: 6

Scope and Sequence

Our World 1 - British English

									
UNIT 0 Welcome to <i>Our World!</i> p. 4	1 My School p. 10	2 My World p. 26	3 My Family p. 42	4 My House p. 62	5 Cool Clothes p. 78	6 My Toys p. 94	7 My Body p. 114	8 I Like Food p. 130	9 Animal Friends p. 146
CONTENT AREA CONNECTION	Social and Instructional Language, Language and Literature	Language and Literature, Social Studies	Language and Literature, Social Studies	Social and Instructional Language, Language and Literature	Language and Literature, Social Studies	Social and Instructional Language, Language and Literature	Health and Physical Education, Social Studies	Health and Physical Education, Social Studies	Social Studies
GOALS SC: 1	<ul style="list-style-type: none"> name things in the classroom talk about things in the classroom say the colour and number of things 	<ul style="list-style-type: none"> name things in nature talk about natural things ask where things are 	<ul style="list-style-type: none"> name family members talk about family members use numbers to talk about my family 	<ul style="list-style-type: none"> talk about things in a house say where things are talk about actions 	<ul style="list-style-type: none"> talk about clothes talk about the colours of clothes say what people are wearing 	<ul style="list-style-type: none"> talk about toys talk about things people want talk about owning things 	<ul style="list-style-type: none"> name parts of the body talk about parts of the body talk about things we can do 	<ul style="list-style-type: none"> name food talk about things we like and don't like to eat talk about your favourite food 	<ul style="list-style-type: none"> name animals talk about what animals can do talk about what we want to do
VOCABULARY 1 & 2 SC: 2-3	<i>board, classroom, clock, computer, crayon, map, paper, pen, pencil, table</i> <i>book, chair, desk, picture, rubber</i> Strategy: Alphabetical order	<i>bird, butterfly, grass, mountain, river, rock, sea, sky, sun, tree</i> <i>bush, cloud, flower, moon, star</i> Strategy: Ending -s	<i>baby, brother, father, grandfather, grandmother, mother, my family, parents, photo, sister</i> Strategy: Compound words <i>big, old, short, small, tall, young</i> Strategy: Antonyms	<i>bathroom, bed, bedroom, dining room, kitchen, lamp, living room, mirror, sofa, TV</i> Strategy: Classifying and categorising <i>cleaning, cooking, eating, having a bath, sleeping, watching TV</i> Strategy: Base words and the suffix -ing	<i>dress, gloves, hat, jacket, shirt, shoes, skirt, socks, trousers, T-shirt</i> <i>brown, pink, purple, shelf, wardrobe</i> Strategy: Using a dictionary	<i>ball, bike, car, drum, game, kite, lorry, puppet, top, train</i> <i>board game, doll, puzzle, robot, teddy bear</i> Strategy: Compound words	<i>arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose</i> <i>jump, long, run, strong, walk</i> Strategy: Using a dictionary	<i>apple, banana, biscuit, chicken, egg, fish, orange, pizza, rice, salad, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> Strategy: Multiple-meaning words	<i>cat, chicken, cow, dog, donkey, duck, frog, goat, horse, rabbit, sheep, turtle</i> <i>climb, crawl, fly, see, swim</i> Strategy: Using a dictionary
GRAMMAR 1 & 2 SC: 6-7	Yes/No questions with <i>it's</i> What and How many	<i>to be: is, are</i> Where and in or on	<i>to have</i> He/She and questions with <i>who</i>	Yes/No questions with <i>Is there ...?</i> Present continuous: <i>He/She is + verb + -ing</i>	Present continuous: <i>am / are / is + verb + -ing</i> Questions with <i>that</i> and <i>those</i>	Present simple of <i>want: I/you/he, she</i> Questions with <i>this</i> and <i>these</i>	Possessive adjectives Ability with <i>can</i>	<i>like</i> with countable and uncountable nouns Indefinite articles: <i>a, an</i>	Present continuous: <i>they are + verb + -ing</i> <i>want + infinitive</i>
READING	Drawing and Writing Strategy: Compare and contrast	Rainbows Strategy: Use visuals to support comprehension	Families Are Different Strategy: Make connections to personal experience	Houses Are Different Strategy: Make connections to personal experience	Clothes Are Fun! Strategy: Compare and contrast	We ♥ Teddy Bears (We Love Teddy Bears) Strategy: Visualise	Sculptures Are Fun Strategy: Identify main idea and details	Fun Food Strategy: Summarise	Animal Babies Strategy: Scan text for information
WRITING	Make a name badge. Focus: Using capital letters, introducing themselves	Write and colour about nature. Focus: Writing short sentences with <i>is</i> and <i>are</i>	Draw and write about your family. Focus: Writing about families	Draw and write about your bedroom. Focus: Writing about bedrooms	Write about clothes. Focus: Writing about clothes	Draw and write about your favourite toy. Focus: Writing about favourite toys; using full stops at the end of sentences	Draw and write about a costume. Focus: Writing about a costume	Draw and write about your favourite food. Focus: Writing about favourite foods	Draw and write about your favourite animal. Focus: Writing about favourite animals
VALUE	Work hard at school.	Enjoy nature.	Love your family.	Be tidy.	Look after your clothes.	Share your toys.	Keep clean.	Eat good food.	Be kind to animals.
PROJECT	Make a counting book.	Make a collage about nature.	Make a family photo poster.	Make a plan of rooms in a house.	Dress a stick puppet.	Make a cup-and-ball toy.	Make a robot.	Make a placemat.	Make a class book about animals.
EXTENDED READING	Cave Paintings	pp. 58-59		A Shape Poem	pp. 110-111		Dog is Lucky!	pp. 162-163	
REVIEW	Units 1-3	pp. 60-61		Units 4-6	pp. 112-113		Units 7-9	pp. 164-165	

ADDITIONAL VIDEO Game: Sc. 5; Review: Sc. 8; Song: Sc. 9; Viewing: Sc. 10; Story Time: Sc. 11; Wrap Up: Sc. 12

Scope and Sequence

Our World 2 - British English

									
UNIT 0 My Family p. 4	1 Fun in Class p. 10	2 The World of Weather p. 26	3 Fun in the Sun p. 42	4 Inside Our House p. 62	5 Day by Day p. 78	6 How Are You? p. 94	7 Amazing Animals p. 114	8 The World of Work p. 130	9 Let's Eat! p. 146
CONTENT AREA CONNECTION	Social and Instructional Language, Language and Literature	Language and Literature, Science	Language and Literature, Health and Physical Education	Social Studies	Social and Instructional Language, Language and Literature	Language and Literature	Science, Social Studies	Language and Literature, Social Studies	Social Studies, Health and Physical Education
GOALS SC: 1	<ul style="list-style-type: none"> say what people are doing say what classroom objects you are using show where things are 	<ul style="list-style-type: none"> talk about the weather talk about your clothes say when it is hot or cold 	<ul style="list-style-type: none"> say what you like doing outside say what you do on different days say what you like 	<ul style="list-style-type: none"> name furniture name household objects say where things are in a house 	<ul style="list-style-type: none"> say what you do every day talk about when you do things name parts of the day 	<ul style="list-style-type: none"> say how people look talk about how people feel talk about what people are doing 	<ul style="list-style-type: none"> name animals describe animals talk about what animals can and can't do 	<ul style="list-style-type: none"> talk about jobs talk about where people work say what you want to be 	<ul style="list-style-type: none"> talk about food say what you like eating ask politely for things
VOCABULARY 1 & 2 SC: 2-4	<i>colouring, counting, cutting, drawing, gluing, listening, reading, rubbing out, talking, writing</i> Strategy: Base words and endings: <i>-ing</i> <i>felt tip, glue, notebook, paintbrush, scissors</i> Strategy: Comparing sounds: /s/ and /z/	<i>boots, cloudy, cold, hot, jumper, raincoat, rainy, snowy, sunny, swimming costume, windy</i> Strategy: Alphabetical order <i>coat, jeans, shorts, trainers, umbrella</i> Strategy: Alphabetical order	<i>fly a kite, play a game, play baseball, play basketball, play football, play hide and seek, ride a bike, rollerblade, skateboard, skip</i> Strategy: Multiple-meaning words <i>bounce a ball, catch a ball, play tag, throw a ball, watch a game</i> Strategy: Comparing sounds: /eɪ/ and /aɪ/	<i>armchair, bath, bookcase, cooker, fireplace, microwave, rug, shelves, shower, stairs</i> Strategy: Compound words <i>door, fridge, phone, sink, window</i> Strategy: Single sounds: /oʊ/	<i>brush my teeth, get dressed, get up, go to bed, go to school, have breakfast, have dinner, have lunch, play computer games, play with friends, wash my face</i> Strategy: Irregular plurals <i>at night, in the afternoon, in the evening, in the morning, late</i>	<i>angry, bored, excited, hungry, scared, silly, surprised, thirsty, tired, worried</i> Strategy: Antonyms and synonyms <i>crying, frowning, laughing, smiling, yawning</i>	<i>camel, crocodile, elephant, giraffe, hippo, hop, kangaroo, lion, monkey, panda, parrot, penguin, swing, tiger, zebra</i> Strategy: Context clues <i>big teeth, colourful feathers, long trunk, sharp claws, short tail</i>	<i>bus driver, chef, dentist, doctor, farmer, firefighter, nurse, office worker, police officer, scientist, singer, vet</i> Strategy: Base words and endings <i>-er, -or</i> <i>artist, film star, football player, inventor, rock star</i>	<i>bean, bread, burger, carrot, ice cream, mango, meat, noodles, pasta, pepper, potato, sweetcorn, tomato</i> Strategy: Using a dictionary <i>cheese, crisps, grapes, nuts, snacks, yoghurt</i> Strategy: Comparing sounds: /i:/ and /ɪ/
GRAMMAR 1 & 2 SC: 6-7	Present continuous: first person plural Questions with <i>Are there ...?</i> and short answers	What's + noun + like? and answers using <i>It's ...</i> Imperatives	Like + -ing Let's	Prepositions of place Subject-pronoun agreement: <i>it, they</i>	Telling the time Adverbs of frequency	He/She looks ...; How are you? and answers using <i>I'm + adjective</i> Regular and irregular plurals	Can and can't for ability Yes/No questions with <i>have/has ... got</i> and short answers	Present simple: <i>Wh</i> questions and answers Present simple: <i>want + to-</i> infinitive	Questions and answers with <i>any</i> Polite requests with <i>may</i>
READING	Paper Art Strategy: Compare and contrast	Snow Animals Strategy: Identify main idea and details	Amazing Playgrounds Strategy: Ask questions	Fun Houses Strategy: Use visuals to support comprehension	A Day in the Space Station Strategy: Identify sequence of events	Fabulous Faces Strategy: Ask questions	Two Big Birds Strategy: Compare and contrast	Wonderful Work! Strategy: Summarise	Super Snacks! Strategy: Scan text for information
WRITING	Draw and write about you and your friend. Focus: Write short sentences and identify names and actions	Write about a picture of yourself. Focus: Describe weather and clothes	Write about activities. Focus: Write about what you like doing	Write about a room in your house. Focus: Write about a room in your house	Write about your favourite day. Focus: Write about a favourite day	Write about a photo of a special event. Focus: Describe a photo of a special event	Write about a favourite animal. Focus: Write about a favourite animal	Write about a person's job. Focus: Write about a person's job	Write about favourite snacks. Focus: Write about your favourite snacks
VALUE	Be tidy.	Dress for the weather.	Be a good sport.	Help at home.	Be on time.	Help make other people happy.	Respect animals.	Work hard.	Eat good food.
PROJECT	Make a container for your school supplies.	Make a weather mobile.	Make a mural.	Make a house out of boxes.	Make an accordion book.	Make a paper-bag puppet.	Make a class set of animal cards.	Make a poster about your favourite job.	Make a class snack.
EXTENDED READING	A Son for Geppetto	pp. 58-59	Coyote Brings Fire to the People		pp. 110-111	Grevy's Zebras		pp. 162-163	
REVIEW	Units 1-3	pp. 60-61	Units 4-6		pp. 112-113	Units 7-9		pp. 164-165	

ADDITIONAL VIDEO Game: SC: 5; Review: SC: 8; Song: SC: 9; Viewing: SC: 10; Story Time SC: 11; Wrap UP: SC: 12

Scope and Sequence

Our World 3 - British English

									
UNIT 0 Welcome to Our Class p. 4	1 A Helping Hand p. 10	2 My Place in the World p. 26	3 On the Move! p. 42	4 Our Senses p. 62	5 Animal Habitats p. 78	6 What's for Dinner? p. 94	7 Feeling Fit p. 114	8 Let's Celebrate p. 130	9 My Weekend p. 146
CONTENT AREA CONNECTION	Social and Instructional Language, Social Studies	Language and Literature, Social Studies	Technology and Engineering, Social Studies	Science, Language and Literature, Health and Physical Education	Language and Literature, Science	Health and Physical Education, Social Studies	Health and Physical Education	Social Studies, Music and Performing Arts	Health and Physical Education, Language and Literature
GOALS SC: 1	<ul style="list-style-type: none"> talk about caring for others describe daily routines talk about how many times people do things 	<ul style="list-style-type: none"> talk about your town ask for help give directions 	<ul style="list-style-type: none"> talk about different kinds of transport describe how people travel compare and contrast 	<ul style="list-style-type: none"> talk about the senses talk about how things look, feel, taste, sound and smell talk about the past 	<ul style="list-style-type: none"> name animal habitats say what animals look like talk about animal homes 	<ul style="list-style-type: none"> name foods talk about quantities talk about favourite meals 	<ul style="list-style-type: none"> name parts of the body talk about the past talk about good and bad habits 	<ul style="list-style-type: none"> talk about celebrations and festivals say what happened in the past talk about cultural traditions 	<ul style="list-style-type: none"> talk about spare-time activities talk about the past talk about hobbies
VOCABULARY 1 SC: 2-4	<i>carry, feed my pet, give my pet a bath, goldfish, hamster, help, hold hands, hug, pick up, protect, take care of my pet, teach</i> Strategy: Context clues <i>come home, do my homework, have a snack, make my bed, have a shower</i>	<i>bakery, chemist's, cinema, hospital, museum, park, police station, post office, restaurant, supermarket, toy shop, train station</i> Strategy: Compound words <i>library, shopping centre, stadium, swimming pool, zoo</i> Strategy: Comparing sounds: /l/ and /r/	<i>aeroplane, bus, ferry, helicopter, hot air balloon, motorbike, sailing boat, scooter, ship, taxi, underground</i> Strategy: Compound words <i>coast downhill, get off, get on, park, pedal uphill</i> Strategy: Grouping	<i>beautiful, delicious, dry, hard, loud, quiet, rough, smooth, soft, sticky, terrible, ugly</i> Strategy: Antonyms <i>bitter, salty, sour, spicy, sweet</i> Strategy: Sound combinations: combinations with /s/	<i>cave, desert, forest, grasslands, hive, ice, island, mud, nest, rain forest, snow, underground, web, wetlands</i> Strategy: Compound words <i>fur, horns, pouch, tongue, wings</i> Strategy: Analogies	<i>bag of rice, bottle of oil, bowl of sugar, box of cereal, bunch of bananas, can of fizzy drink, glass of juice, jar of olives, loaf of bread, piece of cake</i> Strategy: Context clues <i>buy, compare, money, price, put away</i> Strategy: Sound categories: vowels	<i>back, bend, bone, chest, elbow, fingers, knee, muscle, shoulder, stomach, stretch, toes</i> Strategy: Analogies <i>eat fruit, eat junk food, eat vegetables, do exercise, get some rest</i>	<i>celebrate, costume, dance, decorations, dress up, feast, fireworks, lantern, mask, parade, party, remember</i> Strategy: Using a dictionary <i>balloons, birthday cake, candles, invitation, present</i>	<i>busy, eat out, exciting, go on a picnic, go to the beach, go to the cinema, interesting, lose, stay at home, text my friends, visit a museum, win</i> Strategy: Using a dictionary <i>go fishing, go hiking, go horse riding, go ice skating, go swimming</i>
GRAMMAR 1 SC: 5-6	<i>before and after</i> Adverbs of frequency	<i>Can</i> for requests and offers Giving directions	<i>too</i> for agreeing <i>but</i> as a contrast	Sense verbs <i>was / were</i>	<i>Why ... ? Because ...</i> Infinitive of purpose	<i>some and any</i> <i>a few and a little</i>	Past simple: Yes / No questions and short answers <i>too and enough</i>	Past simple: regular verbs Past simple: irregular verbs	Past simple: questions and negatives <i>go + verb + -ing</i>
READING	<i>Caring for Baby Elephants</i> Strategy: Identify sequence of events	<i>Eye in the Sky</i> Strategy: Text features	<i>Hot Air Balloons</i> Strategy: Sequence of events	<i>Amazing Animal Senses</i> Strategy: Compare and contrast	<i>Amazing Rain Forests</i> Strategy: Visualize	<i>What's for lunch?</i> Strategy: Connect text to personal experience	<i>Take Care of Your Brain!</i> Strategy: Identify main idea and details	<i>November Celebrations</i> Strategy: Scanning text for information	<i>Wow! Look at That!</i> Strategy: Identifying an author's purpose
WRITING	Write about taking care of people or animals. Focus: Use time-order words; write about taking care of others.	Write about a special place. Focus: Write about a special place I know.	Write about transport. Focus: Use <i>but</i> to show that two connected ideas are different.	Write about summer. Focus: Use <i>and, but</i> and <i>or</i> to connect sentences.	Write about an animal you like. Focus: Use <i>it's</i> and <i>its</i> correctly.	Write about your favourite meal. Focus: Write a topic sentence to give the main idea.	Write about keeping fit. Focus: Use <i>because</i> to explain reasons.	Write about a celebration. Focus: Use details to describe a celebration or festival.	Write about a good weekend. Focus: Use words to show the order of events.
VALUE	Take care of others.	Explore your town.	Be safe on the street.	Use your senses.	Help protect animal habitats.	Eat good food.	Keep fit.	Celebrate your culture.	Try new things.
PROJECT	Make a collage.	Make <i>My World</i> circles.	Make a class bar chart about favourite types of transport.	Write a <i>Five Senses</i> poem.	Make a mobile of an animal habitat.	Organise a taste test day.	Make a <i>Good Habits</i> poster.	Make a parade mask.	Make a class scrapbook.
EXTENDED READING	The Lion and the Mouse pp. 58-59			The Gingerbread Man pp. 110-111			The Paralympics pp. 162-163		
REVIEW	Units 1-3 pp. 60-61			Units 4-6 pp. 112-113			Units 7-9 pp. 164-165		

ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Story Time: Sc. 9; Wrap Up: Sc. 10

Scope and Sequence

Our World 4 - British English

	 1 All in Our Family p. 6	 2 Fresh Food p. 22	 3 A Long Time Ago and Today p. 38	 4 Get Well Soon! p. 60	 5 My Favourites p. 76	 6 Wonders of the Sea p. 92	 7 Good Idea! p. 114	 8 That's Really Interesting! p. 130	 9 The Science of Fun p. 146
CONTENT AREA CONNECTION	Humanities, Science, Social Studies	Science, Technology and Engineering	Humanities, Social Studies, Technology and Engineering	Health, Science	Humanities, Language and Literature, Performing Arts, Visual Arts	Science	Science, Technology and Engineering	Language and Literature	Science
GOALS SC: 1	<ul style="list-style-type: none"> describe what you look like compare people you know talk about your plans write a diary entry 	<ul style="list-style-type: none"> talk about obligation describe how often you do something discuss and order food write to express your opinion 	<ul style="list-style-type: none"> describe daily life in the past and your life today talk about what the past was like compare the past with your life now write unified paragraphs 	<ul style="list-style-type: none"> talk about health and illness give advice describe actions write about cause and effect 	<ul style="list-style-type: none"> identify different types of entertainment compare people and activities talk about your favourite people and things give your opinion 	<ul style="list-style-type: none"> name and describe sea life talk about how you can protect the seas and oceans talk about future events write to describe how things are different 	<ul style="list-style-type: none"> talk about inventions talk about past habits describe how to use an invention write facts and opinions about a favourite invention 	<ul style="list-style-type: none"> talk about your hobbies and interests give information about people you know talk about gifts you've received describe and explain a hobby 	<ul style="list-style-type: none"> identify how you use force to move use <i>the more ...</i> to describe cause and effect understand and make definitions write about cause and effect
VOCABULARY 1 & 2 SC: 2-4	bigger, cleverer, cuter, different, faster, friendlier, older, relatives, shorter, slower, smaller, stronger, taller, uglier, younger Strategy: Antonyms blonde hair, curly hair, glasses, straight hair, wavy hair Strategy: Memorisation	aubergine, cabbage, chillis, courgette, cucumber, dig, green beans, grow, lettuce, onion, pick, plant, pumpkin, ready, ripe, water, weed Strategy: Compound words every day, how often, on (Friday), once (a month), three times (a week), twice (a year) Strategy: Frequency words	begin, computer game, electric light, fire, housework, learn, life, make, mobile phone, sew, spend time, tell, things, town, wash Strategy: Homophones difficult, expensive, important, modern, old-fashioned Strategy: Adjectives	bandage, cast, cough, earache, feel dizzy, first aid kit, germ, have a cold, have a temperature, headache, medicine, sneeze, stomach ache, thermometer, tissue, toothache Strategy: Word parts broken leg, bruise (n), burn (n), cut (n), scratch (n) Strategy: Multiple meanings	actor, amazing, athlete, brave, cool, famous, film, funny, great, handsome, person, popular, pretty, talented, wonderful Strategy: Categorising words hobby, school subject, sport, TV programme, writer Strategy: Ranking preferences	creature, disappear, dolphin, fish, layer, midnight, octopus, pollution, resource, sea sponge, turtle, shark, squid, sunlight, whale, zone biodegradable, oil spill, overfishing, plastic, rubbish Strategy: Suffix <i>-able</i>	battery, creativity, electricity, fail, idea, imagination, invent, invention, problem, solution, succeed, try, useful, wheel Strategy: Using the suffix <i>-ful</i> lift, move, put, turn, use Strategy: Imperatives for instructions	alone, avatar, collect, compete, co-operate, controller, creative, enjoy, music group, point, score, screen, take photos, together Strategy: Using context comic, dinosaur, fossil, insect, soft toy	backwards, balance, connect, down, fall over, force, forwards, friction, happen, pull, push, rub, skater, spin, swing Strategy: Antonyms away from, direction, gravity, lean, towards
GRAMMAR 1 & 2 SC: 5-6	Comparatives with -er Present continuous for future plans	Have to Would like	Contrast with but and instead Comparatives with more + adjective	Advice with should Reflexive pronouns	Superlatives with -est and most Irregular comparatives and superlatives	Have to, must, can't and don't Future with will and won't	Used to for past habits You for general statements	Describing people with who Direct and indirect objects	Cause and effect with double comparatives Definitions with which
READING	Where Do Your Eyes Come From? Strategy: Using visuals to support comprehension	The Farms of the Future Are Here Strategy: 5Ws and <i>how</i>	The World in the Palm of Your Hand Strategy: Using timelines	Why Do We Sneeze? Strategy: Identify sequence of events	Amazing Acrobats Strategy: Using visuals	Colourful Corals Strategy: Set a purpose for reading	Young and Creative Strategy: Ask questions	Hide and Seek Strategy: Identify sequence of events	Up, Down and All Around! Strategy: Understand cause and effect
WRITING	Diary Entry Focus: Use emotion words	Opinion Writing Focus: Identify positive and negative points	Paragraph Unity Focus: Identify topic sentence and supporting details	Cause and Effect Writing Focus: Describe what happens and why	Reviews Focus: Write a book review	Contrast Writing Focus: Use words and expressions that show contrast	Fact and Opinion Writing Focus: Use facts to support opinions	Explanation Writing Focus: Describe something general	Cause and Effect Writing Focus: Write cause and effect
MISSION SC: 9	Understand the human family. National Geographic Explorer: Spencer Wells	Appreciate local food. National Geographic Explorer: Juan Martinez	Appreciate the past. National Geographic Explorer: Stephen Ambrose	Be prepared. National Geographic Explorer: Dr Hayat Sindi	Find a role model. National Geographic Explorer: Aparajita Datta	Protect the seas and oceans. National Geographic Explorer: Dr Sylvia Earle	Use your imagination and creativity to solve problems. National Geographic Explorer: Aydogan Ozcan	Enjoy a hobby. National Geographic Explorer: Jørn Hurum	Think creatively and critically. National Geographic Explorer: Stephon Alexander
PROJECT	Class big book	Plant cards	Then and now poster	First aid kit	Famous people class book	Sea creatures poster	Superpower app	A hobby presentation	A thaumatrope
REVIEW	Units 1-3 pp. 54-55			Units 4-6 pp. 108-109			Units 7-9 pp. 162-163		
EXTENDED READING	Giant's Causeway pp. 56-57			Oceans of Plastic: Time for Action pp. 110-111			Leonardo da Vinci: The Greatest Inventor in History? pp. 164-165		
LET'S TALK	Hello! I agree! p. 58 p. 59			What's wrong? I don't understand. p. 112 p. 113			Wow, that's cool! What does that mean? p. 166 p. 167		

ADDITIONAL VIDEO Song: Sc. 7; Viewing Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11

Scope and Sequence

Our World 5 - British English

	 1 Extreme Weather p. 6	 2 Copycat Animals p. 22	 3 Music in Our World p. 38	 4 Life Out There p. 60	 5 Arts Lost and Found p. 76	 6 Amazing Plants! p. 92	 7 Volcanoes p. 114	 8 Reduce, Reuse, Recycle p. 130	 9 Wonderful Holidays! p. 146
CONTENT AREA CONNECTION	Science	Science	Music and Performing Arts, Visual Arts	Science, Technology and Engineering	Humanities, Music and Performing Arts	Science	Science	Science, Visual Arts	Language and Literature
GOALS SC: 1	<ul style="list-style-type: none"> talk about different kinds of extreme weather describe the damage storms can cause describe how to prepare for extreme weather write a personal narrative 	<ul style="list-style-type: none"> describe animals compare different animals talk about how animals imitate others use classification writing 	<ul style="list-style-type: none"> talk about different musical instruments and styles talk about your musical experiences compare how people make music do contrast writing 	<ul style="list-style-type: none"> talk about space and space exploration talk about different possibilities of life in space give your opinions about space do persuasive writing 	<ul style="list-style-type: none"> talk about traditions and communities talk about different craft and cultural activities understand changing traditions write a blog entry 	<ul style="list-style-type: none"> describe plants talk about what plants and animals do to help plants survive compare how plants grow and adapt do descriptive writing 	<ul style="list-style-type: none"> discuss volcanoes describe how a volcano erupts make predictions write a process description 	<ul style="list-style-type: none"> discuss the importance of reducing, reusing and recycling learn about art made from recycled materials talk about what you can do to help the environment write a biography 	<ul style="list-style-type: none"> talk about different holiday destinations talk about what you would do in different situations express preferences write a review
VOCABULARY 1 & 2 SC: 2-4	blizzard, drop, drought, flood, hailstorm, heatwave, hurricane, lightning, range, rise, sandstorm, speed, thunder, tornado, tropical storm Strategy: Compound nouns	camouflage, characteristic, copy, frighten, hide, hunt, imitate, insect, poisonous, predator, prey, resemble, species, spot, stripe Strategy: Using a dictionary	band, beat, chord, concert, drum, flute, guitar, lead singer, melody, note, perform, piano, practise, rhythm, saxophone, violin Strategy: Multiple-meaning words	atmosphere, comet, data, debate, extraterrestrial, galaxy, journey, orbit, planet, solar system, space, the universe Strategy: Classification of words	art, community, culture, future, generation, hold on to, language, local, pass down, proud, share, storytelling, tourist, tradition, weave Strategy: Using context clues	adapt, attract, bacteria, behaviour, digest, ground, leaf, light, roots, stem, stink, strategy, survival, trap, trick Strategy: Word families	ash, calm, cover, crack, create, deep, erupt, explode, gas, heat, inside, melt, molten rock, steam, surface, thick, volcano Strategy: Multiple-meaning words	build, conserve, design, energy-efficient, environment, junk, landfill site, man-made, natural, recycle, reduce, renewable, reuse, rubbish, throw away Strategy: Prefix <i>re-</i>	beach, camping, guide, hike, hotel, photo safari, relax, ruins, tent, theme park, ticket, tour, water park, wildlife Strategy: Using a thesaurus
GRAMMAR 1 & 2 SC: 5-6	Future predictions and plans with <i>be going to</i> Zero conditional (present tense)	Comparisons with <i>as ... as</i> Tag questions	Present perfect with <i>ever</i> and <i>never</i> Comparative adverbs	<i>May</i> and <i>might</i> Indefinite pronouns	Gerunds as subjects Gerunds as objects	The passive: Present simple Relative clauses with <i>that</i>	First conditional <i>Because of ...</i>	Passive with modals (present simple) Clauses with <i>when</i>	Second conditional <i>Would rather</i>
READING	Tornado Trouble Strategy: Visualise	Copycats Strategy: Scan text for information	It's All Music Strategy: Ask questions	Listening for Life Strategy: Identify the author's purpose	Not Your Grandpa's Mariachi Strategy: Compare and contrast	Is That a Plant? Strategy: Use information graphics to support comprehension	Active Volcanoes Strategy: Scan text for information	Found Art Strategy: Understand the author's purpose	Treehouse Holiday Strategy: Use visuals to support comprehension
WRITING	Personal Narrative Focus: Describe an experience	Classification Writing Focus: Show how things belong to a category or group	Contrast Writing Focus: Show the differences between things	Persuasive Writing Focus: Convince the reader of your opinion	Blog Entry Focus: Write about your thoughts	Descriptive Writing Focus: Describe what something looks like and what it does	Process Description Focus: Explain what happens in a sequence	Biography Focus: Write about the life and work of a person	Travel Review Focus: Write about a holiday experience
MISSION SC: 9	Understand weather. National Geographic Explorer: Tim Samaras	Protect biodiversity. National Geographic Explorer: Kriti Karanth	Change through music. National Geographic Awardee: Jack Johnson	Be curious. National Geographic Explorer: Kevin Hand	Value your cultural traditions. National Geographic Explorer: Dr Elizabeth Kapu'uwaitani Lindsey	Value plants. National Geographic Explorer: Maria Fadiman	Help in a disaster. National Geographic Explorer: Patrick Meier	Help reduce our human footprint. National Geographic Explorer: Alexandra Cousteau	Be a respectful tourist. National Geographic Explorer: Joseph Lekuton
PROJECT	A tornado in a jar	A collage	A musical instrument	Model of life on another planet	Museum of the future	Local plant guide	A volcano	Recycled art	A tourist brochure
REVIEW	Units 1-3	pp. 54-55		Units 4-6	pp. 108-109		Units 7-9	pp. 162-163	
EXTENDED READING	Animal Predictions?	pp. 56-57		Attack of the Extraterrestrial Plants!	pp. 110-111		Surviving Krakatoa	pp. 164-165	
LET'S TALK	It's my turn. Who's going to make notes?	p. 58 p. 59		Can I borrow your bike, please? It could work.	p. 112 p. 113		No way! Our presentation is about ...	p. 166 p. 167	

ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11

Scope and Sequence

Our World 6 - British English

									
	1 Exciting Sports p. 6	2 History's a Mystery p. 22	3 Chocolate! p. 38	4 Water, Water Everywhere p. 60	5 It's a Small World p. 76	6 Good Choice p. 92	7 Wonders of the Natural World p. 114	8 Robots Rule p. 130	9 Amazing Adventures at Sea p. 146
CONTENT AREA CONNECTION	Health and Physical Education	Humanities, Social Studies	Humanities	Science	Science	Humanities, Social Studies	Humanities, Language and Literature, Science	Humanities, Technology and Engineering	Humanities, Science
GOALS SC: 1	<ul style="list-style-type: none"> talk about extreme sports talk about safety in sports describe people and actions write a short biography 	<ul style="list-style-type: none"> talk about famous discoveries talk about mysteries in the past think and guess about the past use examples to support your writing 	<ul style="list-style-type: none"> describe types of chocolate talk about the uses of chocolate learn and talk about the history of chocolate write unified paragraphs 	<ul style="list-style-type: none"> learn about different types of water describe recent activities talk about saving and wasting water use numbers and facts to explain things 	<ul style="list-style-type: none"> identify small creatures describe creatures report what other people say write an information report 	<ul style="list-style-type: none"> talk about products and their safety and quality recommend products report commands and questions write a product review 	<ul style="list-style-type: none"> describe natural places talk about safety rules talk about feelings write a chronological narrative 	<ul style="list-style-type: none"> discuss robots express wishes predict future events write about advantages and disadvantages 	<ul style="list-style-type: none"> discuss shipwrecks and their causes tell stories about pirates talk about deep-water exploration write a persuasive essay using concessions
VOCABULARY 1 & 2 SC: 2-4	accident, crash, equipment, flip, hang-gliding, height, injury, kitesurfing, land, length, motocross, skiing, skilful, strength Strategy: Using a dictionary brakes, elbow pads, helmet, knee pads, life jacket Strategy: Compound words	analyse, bury, cause, die, discover, excavate, gold, mummy, object, preserve, ruler, statue, tattoo, thief, tomb, treasure Strategy: Multiple meaning words artefact, CT scan, DNA test, sample, site Strategy: Using context	bar, caramel, cinnamon, filling, hot chocolate, liquid, milkshake, occasion, origin, pod, powder, solid, spice, type, vanilla Strategy: Categorising gram, ingredient, mix, pour, recipe, teaspoon Strategy: Homophones	carve, drop of water, filter, freeze, fresh water, float, glacier, lake, salt water, sea, sea level, soak, swamp, waterfall, wet Strategy: Compound words drain, leak, running water, save, tap, waste Strategy: Homophones	cell, centimetre, common, female, grab, habitat, horrible, human, male, microscope, millimetre, organism, thin Strategy: Prefixes related to measurements: <i>centi-</i> , <i>milli-</i> adult, furry, pointed, spotted, strange, tiny Strategy: Using a thesaurus	break, cost, crash test, customer, dip, drop, dummy, fix, impact, manufacturer, product, quality, safety, tear, test, waterproof Strategy: Using a dictionary app, key, reception, text message, wear and tear, wi-fi Strategy: Using context	ascend, by accident, chase, cross, curiosity, descend, headlamp, locate, risk, rope, safety equipment, shine, stream, trip over, tunnel, underwater Strategy: Antonyms ancestor, bat, column, painting, stalactite, stalagmite Strategy: Comparing voiced and unvoiced consonants	command, companion, complex, control, dangerous, feature, information, mobile, precise, program, remote control, respond to, science fiction, social, task Strategy: Suffix <i>-tion</i> facial recognition, laser, mechanical, sensor, voice recognition Strategy: Using context clues	captain, capture, cargo, crew, dive, drown, iceberg, legend, lifeboat, passenger, pirate, sailor, shipwreck, silver, sink, weapon Strategy: Stressed syllables correct, illegal, impossible, incorrect, legal, possible, safe, unsafe Strategy: Prefixes <i>il-</i> , <i>im-</i> , <i>in-</i> , <i>un-</i>
GRAMMAR 1 & 2 SC: 5-6	Present perfect with <i>for</i> and <i>since</i> Adverbs of emphasis	Passive voice: Past simple Passive voice: Past simple with <i>by</i> + agent	Past continuous Cause and effect with past simple and modals	Present perfect continuous with <i>for</i> and <i>since</i> <i>Whatever, whenever, wherever, whoever</i>	Reported speech: Statements Order of adjectives	Reported speech: Imperatives Reported speech: Questions	Passive with modals <i>Make</i> + someone + adjective	<i>Wish</i> statements Passive voice: Future	Time clauses with <i>as soon as</i> <i>It's</i> + adjective + infinitive
READING	Amazing Adventurers Strategy: Summarise	The Amazing Discovery of King Tut Strategy: Identify sequence of events	The Story of Chocolate Strategy: Use visuals to support comprehension	A World of Water Strategy: Understand the author's purpose	Life Is Everywhere Strategy: Ask questions	Be an Ad Detective! Strategy: Make connections to personal experience	Angel Falls Strategy: Visualising	Meet the Bots Strategy: Summarise	Journey to the Bottom of the Earth Strategy: Scan text for information
WRITING	Biography Focus: Write a short biography	Exemplification Writing Focus: Give examples that support important ideas in your text	Paragraph Unity Focus: Write sentences that are related to the topic	Problem and Solution Writing Focus: State a problem and suggest a solution	Information Report Focus: Include statistics and details	Product Review Focus: Review a product	Chronological Narrative Focus: Describe when each event happened	Advantages and Disadvantages Focus: Discuss pros and cons	Persuasive Writing Focus: Discuss opinions
MISSION SC: 9	Connect with nature. National Geographic Explorer: J. Michael Fay	Learn about local history. National Geographic Explorer: Johan Reinhard	Learn about your food. National Geographic Explorer: Barton Seaver	Protect water. National Geographic Explorer: Sandra Postel	Ask questions. National Geographic Explorer: Mireya Mayor	Be aware of why you are making decisions. National Geographic Explorer: Iain Couzin	Connect your school studies to the world. National Geographic Explorer: Kakani Katija	Use technology wisely. National Geographic Explorer: Amber Case	Be a lifelong learner. National Geographic Explorer: Daniel Torres Etayo
PROJECT	An extreme sports camp	An ancient mystery	Chocolate recipe cards	A world map of water	Related animals	Advert	A presentation	Personal robot	Shipwreck exploration
REVIEW	Units 1-3	pp. 54-55		Units 4-6	pp. 108-109		Units 7-9	pp. 162-163	
EXTENDED READING	A new age of discovery	pp. 56-57		The myth of Unk Cekula	pp. 110-111		An extract from <i>Treasure Island</i>	pp. 164-165	
LET'S TALK	I love it! Excuse me.	p. 58 p. 59		I mean ... Actually, it's true.	p. 112 p. 113		See what I mean? Please have a look.	p. 166 p. 167	

ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11