









# Syllabus

	Vocabulary	Grammar		Everyday English	
 <b>Open Up</b> page 2	<b>Numbers</b> 20–100 <b>Feelings</b> bored, brave, energetic, shy, strong, upset <b>Review</b> excited, happy	<b>Review</b> What's your name? My name's (Leo). How old are you? I'm (9). Have you got (any brothers or sisters)? I've got (one brother and two sisters). Yes, I have. / No, I haven't.		How are you feeling (today)? I'm feeling ... <b>Review</b> What's your favourite ... ? My favourite ... is ...	
Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 <b>Animals</b> page 4	butterfly, dolphin, frog, lizard, parrot, scorpion, snake, worm colourful, dangerous, friendly, scary, slimy <b>Pronunciation focus</b> scorpion /ɔː/ frog /ɒ/	<b>Grammar 1</b> It's (noisy). It isn't (quiet). They're (noisy). They aren't (quiet). <b>Grammar 2</b> Is it (scary)? Yes, it is. / No, it isn't. Are they (friendly)? Yes, they are. / No, they aren't. <b>Review</b> It's got ... wings. It hasn't got ... a tail.	<b>Animals that help us</b> birds, dogs, scorpions, dolphins, fishing boat, net, intelligent	<b>Lost in the forest</b>	Are you afraid of ...? Yes, I am. / No, I'm not. I'm afraid of ... / I'm not afraid of ...
 <b>Bedroom</b> page 14	alarm clock, bed, cushions, guitar, lights, photos, rug, speaker above, behind, between, in front of, next to <b>Pronunciation focus</b> clock /ɒ/ photo /əʊ/	<b>Grammar 1</b> This is my/our (speaker). These are my/our (cushions). <b>Grammar 2</b> Is there a (chair) in your bedroom? Yes, there is. / No, there isn't. <b>Review</b> Have you got a rug in your bedroom? Yes, I have. <b>a</b> bed <b>an</b> alarm clock	<b>Where we sleep</b> hammock, futon, kitchen, chair, bunk beds, top, floor	<b>An alien in my bedroom</b>	I'm sorry for breaking ... Don't worry! Let's repair it. Good idea!
<b>Channel challenge 1</b> page 24	Review language from Units 1 & 2. <b>Wellbeing focus:</b> Keep learning: Learn from your mistakes				
 <b>Dressing up</b> page 26	beard, belt, boots, cape, necklace, sandals, sunglasses, wig beautiful, flowery, plain, sparkly, spotty, stripy <b>Pronunciation focus</b> beard /ɪə/ hair /eə/	<b>Grammar 1</b> What's she/he wearing? She's/He's wearing a (wig). She/He isn't wearing (boots). <b>Grammar 2</b> What colour is (Felipe's/his) T-shirt? It's (black). His T-shirt is (black). What colour are (Katya's/her) sunglasses? They're (red). Her sunglasses are (red). <b>Review</b> It's ... They're ...	<b>Our dance clothes</b> boots, sandals, sunglasses, trousers, head-dress	<b>Dressing up day</b>	I've got a new ... What's it like? It's ...

Skills		 Wellbeing
<p><b>Reading:</b> Reading about the three Channel children.</p> <p><b>Listening:</b> Listening for and finding things in a picture; listening to a song about feelings.</p> <p><b>Speaking:</b> Asking and answering personal questions; saying how you're feeling.</p> <p><b>Writing:</b> Writing new and review words and completing a personal profile.</p>		<p><b>Wellbeing focus</b> Saying how we feel</p> <p><b>My Wellbeing Journal</b> The sports day (Part 1) 5 Ways to Wellbeing</p>
Skills	Project	 Wellbeing
<p><b>Reading:</b> Reading and understanding a text about animal helpers and a story about a nature walk; reading for gist and for specific information; reading and using instructions to make an animal game project.</p> <p><b>Listening:</b> Listening for specific information about animals; listening to a song about animals; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p><b>Speaking:</b> Saying a pronunciation chant with the sounds /ɔ:/ and /ɒ/; describing animals; responding to song performances and a story; asking and answering about animals and saying what you're afraid of; playing a review game and talking about your favourite parts of the unit; presenting a project about a funny animal.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing a fact card about animal helpers and a text about your favourite animal; using full stops and capital letters.</p>	<b>The animal game</b>	<p><b>Wellbeing focus</b> Lesson 1 Connect: What's your favourite animal? Lesson 3 Take part: Enjoy your performance. Lesson 5 Take notice: What do you notice about nature? Lesson 7 Care: Be kind when someone is afraid. Lesson 8 Keep learning: Which animal do you want to learn more about?</p> <p><b>My Wellbeing Journal</b> The sports day (Part 2) Connect: Talk about your feelings</p>
<p><b>Reading:</b> Reading and understanding a text about where we sleep and a story about an alien visitor; reading for gist and for specific information; reading and using instructions to make a bedroom design project.</p> <p><b>Listening:</b> Listening for specific information about possessions; listening to a song about a bedroom; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p><b>Speaking:</b> Saying a pronunciation chant with the sounds /ɒ/ and /əʊ/; talking about things in your bedroom; responding to song performances and a story; asking and answering about things in your bedroom and apologising for breaking something; playing a review game and talking about your favourite parts of the unit; presenting a project about a bedroom design.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing a message about your bedroom and a text about your favourite thing; using adjectives in the right position.</p>	<b>Design a bedroom</b>	<p><b>Wellbeing focus</b> Lesson 1 Connect: What's your favourite thing in your bedroom? Lesson 3 Connect: Talk and listen. Share your ideas. Lesson 5 Take notice: What's good about your bedroom? Lesson 7 Care: Say sorry for breaking something. Lesson 8 Keep learning: Can you describe another room in your house?</p> <p><b>My Wellbeing Journal</b> The sports day (Part 3) Take notice: Notice the small things</p>
<p><b>Learning situation:</b> What do we know about animals in danger? How can we help them? Create a class display.</p>		
<p><b>Reading:</b> Reading and understanding a text about dance clothes and a story about a dressing up day; reading for gist and for specific information; reading and using instructions to make a costume design project.</p> <p><b>Listening:</b> Listening for specific information about dressing up clothes and what people are wearing; listening to a song about dressing up; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p><b>Speaking:</b> Saying a pronunciation chant with the sounds /ɪə/ and /eə/; talking about dressing up clothes; responding to song performances and a story; asking and answering about what people are wearing and describing their clothes; playing a review game and talking about your favourite parts of the unit; presenting a project about a costume design.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing a description for a class display and a text about your friends' costumes; using 's to show possession.</p>	<b>Our dressing up design</b>	<p><b>Wellbeing focus</b> Lesson 1 Connect: What are your favourite dressing up clothes? Lesson 3 Care: Give kind feedback. Lesson 5 Care: How can you be a good friend? Lesson 8 Keep learning: Can you learn more clothes words?</p> <p><b>My Wellbeing Journal</b> The sports day (Part 4) Keep learning: Keep practising</p>

Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 <b>4</b> <b>Fun</b> page 36	chat to friends, do karate, go swimming, listen to music, make models, play games, play tennis, visit my grandparents  after school, at break, at lunchtime, before school, in the afternoon in the morning,  <b>Pronunciation focus</b> chat /æ/ play /ei/	<b>Grammar 1</b> What do you do at the weekend / on (Monday)? I (play games). I don't (make models). <b>Grammar 2</b> Do you (play tennis) at the weekend / in the (morning) / on (Monday)? Yes, I do. / No, I don't. <b>Review</b> Days of the week	<b>Martial arts</b> taekwondo, swimming, karate, football, kick, still	<b>Eva's busy day</b>	<b>What do you like doing in your free time?</b>  I like ... -ing.  What about you?
<b>Channel challenge 2</b> page 46	Review language from Units 1–4. <b>Wellbeing focus:</b> Keep learning: Keep trying and do your best.				
 <b>5</b> <b>Food</b> page 48	apples, biscuits, crisps, grapes, lemons, peppers, sandwiches, yoghurt  hard, salty, soft, sour, spicy, sweet  <b>Pronunciation focus</b> grapes /s/ peppers /z/ sandwiches /iz/	<b>Grammar 1</b> Does she/he like (peppers)? Yes, she/he does. / No, she/he doesn't. <b>Grammar 2</b> He/she wants some (crisps). He/she doesn't want any (apples). <b>Review</b> Do you like ...? Yes, I do. / No, I don't.	<b>A cherry festival / Food festivals</b> apples, sandwiches, cake, ice cream, basket, cherries	<b>Perform a skills show</b>	<b>What time is it?</b>  It's lunchtime / one o'clock.  What have you got for lunch?
 <b>6</b> <b>Entertainers</b> page 58	balance, do a cartwheel, do a handstand, do a somersault, juggle, play the trumpet, stand still, walk a tightrope  acrobat, clown, dancer, juggler, musician, statue  <b>Pronunciation focus</b> jump /dʒ/ yellow /y/	<b>Grammar 1</b> Can she/he (do a somersault)? Yes, she/he can. / No, she/he can't. <b>Grammar 2</b> I/You/He/She/We/They can (balance) very well/quite well. I/You/He/She/We/They can't (balance) very well. <b>Review</b> Can you ...? Yes, I can. / No, I can't.	<b>The Edinburgh Festival</b> juggle, play music, walk a tightrope, dance, gold, wheel, unicycle	<b>Where are the apples?</b>	<b>What shall we do?</b>  Let's ...  What time are they on?
<b>Channel challenge 3</b> page 68	Review language from Units 1–6. <b>Wellbeing focus:</b> Keep learning: Keep practising over the summer holidays!				
<b>Christmastime</b> page 70	make decorations, make mince pies, put up the Christmas tree, sing carols, wear Christmas hats, wrap up presents				
<b>Easter</b> page 71	bake cake, decorate eggs, eat hot cross buns, give flowers, have an Easter egg hunt, see our family				
<b>Friendship Day</b> page 72	argue, get on well, give cards, hug our friends, make friendship bracelets, send messages				

Skills	Project	 Wellbeing
<p><b>Reading:</b> Reading and understanding a text about martial arts and a story about a busy day; reading for gist and for specific information; reading and using instructions to make a board game project.</p> <p><b>Listening:</b> Listening for specific information about fun activities and when people do them; listening to a song about the weekend; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p><b>Speaking:</b> Saying a pronunciation chant with the sounds /æ/ and /ei/; talking about fun activities; responding to song performances and a story; asking and answering about what people do and what they like doing; playing a review game and talking about your favourite parts of the unit; playing a board game in groups.</p> <p><b>Writing:</b> Writing core language at word and sentence level; filling in a weekly calendar writing about it and writing a text about your favourite day; using prepositions <i>at</i> and <i>on</i> with time.</p>	<b>The fun game</b>	<p><b>Wellbeing focus</b></p> <p>Lesson 1 Take notice: What do you do to feel happy?</p> <p>Lesson 3 Take part: Listen and join in.</p> <p>Lesson 5 Care: Make time for your friends.</p> <p>Lesson 7 Take part: What do you like doing?</p> <p>Lesson 8 Keep learning: What new activities do you want to try?</p> <p><b>My Wellbeing Journal</b></p> <p>The sports day (Part 5)</p> <p>Care: Be kind to yourself</p>
<b>Learning situation:</b> Who are your heroes? Create a poster.		
<p><b>Reading:</b> Reading and understanding a text about a cherry festival and a story about a fussy eater; reading for gist and for specific information; reading and using instructions to perform a play.</p> <p><b>Listening:</b> Listening for specific information about food and what people like and want; listening to a song about lunchtime; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p><b>Speaking:</b> Saying a pronunciation chant with the sounds /s/, /z/ and /iz/; talking about food likes and dislikes; responding to song performances and a story; asking and answering about what food people like and what they have got for lunch; playing a review game and talking about your favourite parts of the unit; performing a play in groups.</p> <p><b>Writing:</b> Writing core language at word and sentence level; making a poster for a food festival and writing a text about your favourite lunch; using <i>and</i> and <i>but</i> to join sentences.</p>	<b>Perform a play</b>	<p><b>Wellbeing focus</b></p> <p>Lesson 1 Take notice: We say thank you for our food.</p> <p>Lesson 4 Connect: What other food festivals do you know?</p> <p>Lesson 5 Take notice: How do you feel when someone is rude? How do you feel when someone is kind?</p> <p>Lesson 7 Connect: What do you like about meal times?</p> <p>Lesson 8 Keep learning: Don't worry about making mistakes.</p> <p><b>My Wellbeing Journal</b></p> <p>The sports day (Part 6)</p> <p>Take part: Do what you can</p>
<p><b>Reading:</b> Reading and understanding a text about a performance festival and a story about entertainers; reading for gist and for specific information; reading and using instructions to perform a skills show.</p> <p><b>Listening:</b> Listening for specific information about skills and what people can do; listening to a song about different skills; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p><b>Speaking:</b> Saying a pronunciation chant with the sounds /dʒ/ and /y/; asking and answering about skills and talking about levels of ability; responding to song performances and a story; choosing a performance; playing a review game and talking about your favourite parts of the unit; performing a skills show in groups.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing an interview and a text about your school show; using commas in lists.</p>	<b>Perform a skills show</b>	<p><b>Wellbeing focus</b></p> <p>Lesson 1 Take part: What can you do to be active?</p> <p>Lesson 3 Keep learning: Encourage your friends and keep practising.</p> <p>Lesson 5 Keep learning: What skill would you like to try?</p> <p>Lesson 7 Connect: Consider your friend's ideas.</p> <p>Lesson 8 Take part: What activities can you do with friends?</p> <p><b>My Wellbeing Journal</b></p> <p>My happy memories</p>
<b>Learning situation:</b> What world festivals do you know about? Create a digital display.		