











Syllabus

	Vocabulary	Grammar		Everyday English	
 Open Up page 2	Months January, February, March, April, May, June, July, August, September, October, November, December Feelings comfortable, curious, disappointed, grateful, grumpy, surprised	When's ... birthday? His/Her birthday is in ... What's the date ... ? It's ... Review There is / There are ...		Review How are you feeling today? I'm feeling (quite/very) ...	
Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 Community page 4	café, cinema, museum, post office, skate park, station, supermarket, swimming pool borrow a book, buy food, meet friends, put something in the basket, send a card, write a story Pronunciation focus Stress ● ○ : skate park, post office, swimming pool	Grammar 1 How often do you go to (school)? I (always/often/sometimes/never) go to (school). Grammar 2 He/She borrows books. He/She doesn't meet friends at the skate park. Review Where am I? You're at the ...	A community skatepark café, museum, post office, skate park, supermarket	A mysterious friend	Excuse me. Is there a ... near here? Let's see. Yes, there is. Where is it? It's over there. It's ...
 My day page 14	brush my teeth, do my homework, get up, go home, go to bed, have breakfast, have lunch, watch TV cook dinner, do the dishes, do the washing, go online, have dinner, tidy up Pronunciation focus lunch /Λ/	Grammar 1 What time do you (get up)? I (get up) at (7 o'clock). Grammar 2 When do you (tidy up)? I (tidy up) (in the morning). Do you (go online) (at the weekend)? Yes, I do. / No, I don't. Review First ... Then ... After that ...	A different routine get up at 7 o'clock, go to school, play video games, watch TV	Back in time for breakfast	Shall we do our project on ... ? I can't. I help at home on ... What about ... ? Yes, I'm free on ...
Channel challenge 1 page 24	Review language from Units 1 & 2. Wellbeing focus: Keep learning: Learn from your mistakes.				
 Cooking page 26	beans, meat, noodles, onions, prawns, rice, soup, tomato sauce chillies, nuts, olives, salt, sugar Pronunciation focus onions /Λ/ noodles /u:/	Grammar 1 There are (some prawns). There is (some rice). There aren't any (onions). There isn't any (cheese). Grammar 2 Is there any (salt)? Yes, there is. / No there isn't. Are there any (nuts)? Yes, there are. / No, there aren't. Review I like ... I don't like ...	A traditional dish fish, potatoes, prawns, rice, sprouts, turkey	Grandad's special recipe	What would you like? I'd like a ... , please. Anything else? ... , please.

Skills		 Wellbeing
<p>Reading: Reading a calendar; reading quiz questions.</p> <p>Listening: Listening for and finding information in a calendar; listening to a quiz; listening to a song about feelings.</p> <p>Speaking: Asking and answering about days and dates; asking and answering about how you are feeling.</p> <p>Writing: Writing new lines for a song.</p>		<p>Wellbeing focus Saying how we feel</p> <p>My Wellbeing Journal 5 Ways to Wellbeing The school trip (Part 1)</p>
Skills	Project	 Wellbeing
<p>Reading: Reading and understanding a text about a community skate park and a story about helping someone; reading for gist and specific information; reading and using instructions to make a town frieze project.</p> <p>Listening: Listening for specific information about a community; listening to a song about favourite places in a town; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: Saying a pronunciation chant with the focus on word stress; describing a community and why; responding to song performances and a story; asking and answering about where places are in a town; playing a review game and talking about your favourite parts of the unit; presenting a project about a town frieze.</p> <p>Writing: Writing core language at word and sentence level; writing a leaflet about a favourite place in your community and a text about your town; using adjectives.</p>	Create a town frieze	<p>Wellbeing focus Lesson 1 Connect: What's your favourite place? Why? Lesson 4 Care: How can we take care of our community places? Lesson 5 Care: What can we do to be kind to people? Lesson 7 Connect: How are you helpful in your community? Lesson 8 Keep learning: How does the song help you learn?</p> <p>My Wellbeing Journal The school trip (Part 2) Take part: Be part of your community</p>
<p>Reading: Reading and understanding a text about a daily routine and a story about a strange experience; reading for gist and specific information; reading and using instructions to make a daily routine game.</p> <p>Listening: Listening for specific information about daily activities; listening to a song about a daily routine; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: Saying a pronunciation chant with the sound /ʌ/; talking about your day; responding to song performances and a story; asking and answering about a daily routine; making plans with another person; playing a review game and talking about your favourite parts of the unit; presenting a project about a daily routine game.</p> <p>Writing: Writing core language at word and sentence level; writing a comment on a blog post about a daily routine and an interview about a daily routine; using question marks.</p>	The Our day game	<p>Wellbeing focus Lesson 1: Connect Talk about your day. Do you do the same things? Lesson 4: Take notice Notice the simple things that you enjoy. Lesson 5: Take notice When do you feel like this? Lesson 7: Connect How can you be safe online? Lesson 8: Keep learning How can we learn from mistakes?</p> <p>My Wellbeing Journal The school trip (Part 3) Connect: Show you care</p>
<p>Learning situation: What do we know about where we live? How can we find out about the different activities in our community? Create a class display.</p>		
<p>Reading: Reading and understanding a text about a traditional dish and a story about someone making lunch; reading for gist and specific information; reading and using instructions to create a food blog.</p> <p>Listening: Listening for specific information about food; listening to a song about the ingredients that are needed for a special dish; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: Saying a pronunciation chant with the sounds /ʌ/ and /u:/; talking about the foods you like and dislike; responding to song performances and a story; asking and answering about what foods there are in a picture; ordering food in a café; playing a review game and talking about your favourite parts of the unit; presenting a project about a food blog.</p> <p>Writing: Writing core language at word and sentence level; writing a recipe card for a favourite dish and a text about a special family meal; using time words.</p>	Create a food blog	<p>Wellbeing focus Lesson 1: Connect What's your favourite food? When do you eat it? Lesson 4: Connect How can food bring us together? Lesson 5: Keep learning How can we learn from other people? Lesson 7: Care Why is it important to be polite? Lesson 8: Keep learning How can we make learning fun?</p> <p>My Wellbeing Journal The school trip (Part 4) Keep learning: Try new things</p>

Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 We can! page 36	do magic tricks, do maths, draw cartoons, grow a plant, learn to play chess, make a poster, make a robot, spell words cry, frown, laugh, shout, smile, whisper Pronunciation focus learn /ɜ:/	Grammar 1 What's he/she/it doing? He's/She's/It's (doing maths). What are we/you/they doing? We're/I'm/They're (making a poster). Grammar 2 Is he/she (smiling)? Yes, he/she is. No, he/she isn't. Are they (clapping)? Yes, they are. / No, they aren't. Review I can ... quite/very well.	Our school science fair doing a magic trick, growing a plant, making a model, making a poster, making a robot	The show must go on	What's up? I'm feeling ... Why's that? Because ... Don't worry! You can do it!
Channel challenge 2 page 46	Review language from Units 1–4. Wellbeing focus: Keep trying!				
 Our things page 48	backpack, bracelet, flip flops, headphones, hoody, phone, skateboard, trainers cheap, different, expensive, horrible, nice, the same Pronunciation focus phone /əʊ/ flip flops /ɒ/	Grammar 1 Whose (hoody) is this? It's (hers). Whose (flip flops) are these? They're (mine). Grammar 2 This is (cheap). That is (nice). These are (expensive). Those are (horrible). Review This is ... These are ...	Let's repair it! a bike, a phone, a speaker, headphones, toys	All the cool kids	I like that skateboard. It's cool. How much is it? It's 15 pounds. Great. I'll have it.
 Summer page 58	collect shells, go canoeing, go snorkelling, go to the beach, have a barbecue, have a picnic, play frisbee, play volleyball dig, find, follow, hide, look for, study Pronunciation focus picnic /i/ beach /i:/	Grammar 1 I (go to the beach). He (plays volleyball). They (have a picnic). You don't (go canoeing). She doesn't (play frisbee). We don't (have a barbecue). Grammar 2 Where does (Mary) go? (She) goes to (the beach). What does (she) do? (She) doesn't (study maths). Does (Jake) (collect shells)? Yes, he does. / No, he doesn't Review What am I doing? You're ... ing.	Summer camp canoeing, cooking, doing handstands, singing, snorkelling	The fossil collector	What shall we do this morning? What are the options? Playing tennis or snorkelling? I prefer playing tennis.
Channel challenge 3 page 68	Review language from Units 1–6. Wellbeing focus: Keep practising over the summer holidays!				
Christmas page 70	advent calendar, baubles, candles, candy canes, holly, snowflakes				
World Book Day page 71	author, book review, bookmark, bookshop, character, cover				
Environment Day page 72	plant, recycle, repair, re-use, save, waste				

Skills	Project	 Wellbeing
<p>Reading: Reading and understanding a text about a school science fair and a story about a school talent show; reading for gist and specific information; reading and using instructions to write and perform a rap.</p> <p>Listening: Listening for specific information about skills; listening to a song about what people are doing; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: Saying a pronunciation chant with the sound /3:/; talking about what you can and can't do; responding to song performances and a story; using the core language to describe what people are doing; asking and answering about feelings; playing a review game and talking about your favourite parts of the unit; presenting a project about a rap.</p> <p>Writing: Writing core language at word and sentence level; making a poster about a school science fair; writing a text about a skills fair; describing a photo.</p>	Perform a rap	<p>Wellbeing focus</p> <p>Lesson 1: Keep learning Can you do it yet? That's OK. Try again!</p> <p>Lesson 4: Take part Science is for everyone!</p> <p>Lesson 5: Care How do you help your friends when they're upset?</p> <p>Lesson 7: Take notice Do you notice your feelings and your friends' feelings?</p> <p>Lesson 8: Keep learning What do you want to practise?</p> <p>My Wellbeing Journal</p> <p>The school trip (Part 5)</p> <p>Take notice: Notice feelings and behaviour</p>
<p>Learning situation: What things are you and your friends good at? Create a poster.</p>		
<p>Reading: Reading and understanding a text about a repair café and a story about being different; reading for gist and specific information; reading and using instructions to play a mystery objects game.</p> <p>Listening: Listening for specific information about possessions; listening to a song about people's possessions; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: Saying a pronunciation chant with the sounds /əʊ/ and /ɒ/; talking about favourite possessions; responding to song performances and a story; using the core language to describe people's belongings; asking and answering how much things cost; playing a review game and talking about your favourite parts of the unit; presenting a project about a mystery objects game.</p> <p>Writing: Writing core language at word and sentence level; writing a message about a possession and a text about your favourite things; using <i>I think</i> to give an opinion.</p>	Mystery objects game	<p>Wellbeing focus</p> <p>Lesson 1: Connect What's your favourite thing? Why?</p> <p>Lesson 4: Care What other ways can we reduce, re-use and recycle?</p> <p>Lesson 5: Take notice It's OK to be different.</p> <p>Lesson 7: Care How can sharing our things help other people?</p> <p>Lesson 8: Keep learning When can you use English out of your classroom?</p> <p>My Wellbeing Journal</p> <p>The school trip (Part 6)</p> <p>Care: Be kind to the planet</p>
<p>Reading: Reading and understanding a text about a summer camp and a story about an important historical person; reading for gist and specific information; reading and using instructions to make a summer impressions collage.</p> <p>Listening: Listening for specific information about summer activities; listening to a song about the summer; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p>Speaking: Saying a pronunciation chant with the sounds /ɪ/ and /i:/; talking about what you do in summer; responding to song performances and a story; using the core language to describe what people do in summer; asking and answering about preferences; playing a review game and talking about your favourite parts of the unit; presenting a project about a summer impressions collage.</p> <p>Writing: Writing core language at word and sentence level; writing a summer camp timetable and a text about summer plans; using <i>I can't wait</i> to say you are excited about something.</p>	Make a summer impressions collage	<p>Wellbeing focus</p> <p>Lesson 1: Take part What do you do in summer?</p> <p>Lesson 4: Take part Would you like to go to summer camp? Why? / Why not?</p> <p>Lesson 5: Keep learning What can we do if we're feeling bored?</p> <p>Lesson 7: Care We listen to our friends' ideas.</p> <p>Lesson 8: Take notice Where can you find English?</p> <p>My Wellbeing Journal</p> <p>My favourite things</p>
<p>Learning situation: How can we keep healthy? Create a summer itinerary.</p>		