











# Syllabus

	Vocabulary	Grammar		Everyday English	
 <b>Open Up</b> page 2	<b>Numbers</b> hundreds / thousands <b>Review</b> bored, calm, cold, excited, happy, hot, scared, surprised, tired, worried	<b>Review</b> <i>I like (verb + ing.) I don't like (verb + ing.)</i>		This makes me feel ... because ...	
Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 <b>School</b> page 4	have after-school clubs, have art, have break, have drama club, have English, have ICT, have PE, play basketball, play handball, wear a uniform  add the mixture, clean up together, competition, experiments, science fair, volcano  <b>Pronunciation focus</b> eats /s/ throws /z/ washes /ɪz/	<b>Grammar 1</b> Present simple with time words for routines <b>Grammar 2</b> Present simple vs Present continuous <b>Review</b> <i>Do you like + (verb + -ing)?</i> <i>Yes, I do. / No, I don't.</i>	<b>School lunch</b> meat, rice, vegetables, soup, healthy, delicious	<b>At the science fair</b>	<b>Talking about routines</b> How often do you ... ? On (Saturday). Twice (a week). Three times (a week).
 <b>In nature</b> page 14	desert, lake, mountain, ocean, river, waterfall, deep, dry, high, wide  field, gate, hill, path, rock, stream  <b>Pronunciation focus</b> wide; sky; high /aɪ/	<b>Grammar 1</b> Regular comparative adjectives <b>Grammar 2</b> Regular superlative adjectives <b>Review</b> <i>Is there a / an + noun?</i> <i>It's + adjective.</i>	<b>National parks</b> ranger, trees, island, protect, visitor, water taxi	<b>A new life</b>	<b>Buying tickets</b> I'd like (one child) ticket please. I'd like to book tickets for (tomorrow), please. Would you like to pay by cash or card?
<b>Channel challenge 1</b> page 24	Review language from Units 1 & 2. Revision text: A magazine <b>Wellbeing focus:</b> Keep learning: Learn from your mistakes				
 <b>Carnival</b> page 26	band, costume, crowd, drum, firework, float, food stall, mask, parade, stage  confident, embarrassed, hard-working, kind, nervous, selfish  <b>Pronunciation focus</b> mask /sk/ best /st/ band /nd/	<b>Grammar 1</b> Past simple: <i>There was / were</i> affirmative and negative <b>Grammar 2</b> Past simple to be: <i>was / were</i> affirmative and negative <b>Review</b> <i>You can + verb</i>	<b>Winter carnivals</b> ice palace, snowy, snow sculpture, maple taffy, maple syrup	<b>The parade</b>	<b>Making requests</b> Can we get ...? Do you want ...? Could I have ...?

Skills		 Wellbeing
<p><b>Reading:</b> Reading about the three Channel children.</p> <p><b>Listening:</b> Listening for specific information.</p> <p><b>Speaking:</b> Talking about likes / dislikes; saying how things make you feel.</p> <p><b>Writing:</b> Writing core language at word and sentence level; completing a personal profile.</p>		<p><b>Wellbeing focus</b> 5 Ways to Wellbeing</p> <p><b>Wellbeing Journal</b> My feelings</p>
Skills	Project	 Wellbeing
<p><b>Reading:</b> Reading and understanding a text about school lunches and a story about a science fair; reading for gist and for specific information; reading and using instructions to make a school game; reading and understanding a review of a game.</p> <p><b>Listening:</b> Listening for specific information about school activities; listening to a song about school; 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 /z/; responding to a song and a story; saying when you do different school activities; saying what makes a good lunchtime; talking about how to work together well; saying how often you do activities; playing a review quiz and talking about your work in the unit; talking about ideas for a game; giving feedback on a game.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing new words for a song; writing a description of your lunchtime; writing a review of a board game; using colons.</p>	<b>The animal game</b>	<p><b>Wellbeing focus</b> Lesson 1 Take notice: What do you like about school? Why? Lesson 3 Connect: Songs can help us connect with people. Lesson 5 Connect: Why can working together be hard? Lesson 7 Take part: Do you have any after-school clubs? Lesson 8 Keep learning: Looking back at your work is important.</p> <p><b>Wellbeing Journal</b> <b>Take part</b> Feel prepared</p>
<p><b>Reading:</b> Reading and understanding a text about national parks a story about a new life; reading for gist and for specific information; reading and using instructions to make a fun facts game; reading a fact file about India.</p> <p><b>Listening:</b> Listening for specific information about places in nature; listening to a song about nature; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p><b>Speaking:</b> Asking and answering questions about a nature picture; Saying a pronunciation chant with the sound /aɪ/; asking questions to compare rivers; talking about an imaginary journey; describing your favourite place; saying what makes you happy; buying tickets; playing a review quiz and talking about your work in the unit; playing a fun facts game.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing about a scene; writing a description of a national park; writing a fact file about a country; using apostrophes for contractions.</p>	<b>Make a fun facts game</b>	<p><b>Wellbeing focus</b> Lesson 1 Take notice: How do you feel when you're in nature? Lesson 4 Connect: What makes a place special? Lesson 5 Care: How can you help someone feel happy? Lesson 7 Take part: What can you do in your town or city? Lesson 8 Keep learning: Who can you ask for help?</p> <p><b>Wellbeing Journal</b> <b>Keep learning</b> Learn something new</p>
<p><b>Learning situation:</b> How do you travel to school? Create an infographic.</p>		
<p><b>Reading:</b> Reading and understanding a text about winter carnivals and a story about a parade; reading for gist and for specific information; reading and using instructions to make a comic strip.</p> <p><b>Listening:</b> Listening for specific information about carnival activities; listening to a song about a carnival; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue.</p> <p><b>Speaking:</b> Describing pictures; Saying what you like at a carnival; Saying a pronunciation chant with the sounds /sk/, /st/ and /nd/; giving feedback on new song lyrics; saying what you can do when things go wrong; describing how people were feeling; playing a review quiz and talking about your work in the unit; making requests; giving feedback about a comic strip.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing a comic strip about a carnival; writing a description of a carnival; writing a diary entry about a good day; using capital letters.</p>	<b>Make a comic strip</b>	<p><b>Wellbeing focus</b> Lesson 1 Take notice: How do carnivals make you feel? Lesson 4 Connect: Do you celebrate events with your community? Lesson 5 Keep learning: When things go wrong, make a new plan. Lesson 7 Care: How can you be polite? Lesson 8 Keep learning: How can you find out more about something?</p> <p><b>Wellbeing Journal</b> <b>Connect</b> Know yourself</p>

Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 <b>My weekend</b> page 36	bought a present, had a piano lesson, had a video call, made a cake, read a book, saw my friends, saw my grandparents, went shopping, went to the park, wrote a story bought a snack, had a lie-in, got a letter, took some photos, went for a run, went to the library <b>Pronunciation focus</b> jump /dʒ/ yesterday /j/	<b>Grammar 1</b> Past simple: irregular verbs affirmative and negative: <i>bought, had, made, saw, went, wrote</i> <b>Grammar 2</b> Past simple: questions and short answers <b>Review</b> adverbs of frequency	<b>A sheep farm</b> cousin, farm, healthy, train, lamb	<b>The women who wanted to run</b>	<b>Describing your weekend</b> How was your weekend? Did you have a nice weekend? It was good / great / boring. That sounds fun / nice. What a shame!
<b>Channel challenge 2</b> page 46	Review language from Units 3 & 4. Review text: Diary entries <b>Wellbeing focus:</b> Keep learning: Keep trying and do your best.				
 <b>Wild animals</b> page 48	baboon, cheetah, crocodile, elephant, flamingo, giraffe, hyena, lion, meerkat, zebra aggressive, amazing, difficult, frightened, important, unfriendly <b>Pronunciation focus</b> giraffe /dʒ/ garden /g/	<b>Grammar 1</b> Irregular comparative adjectives <b>Grammar 2</b> Irregular superlative adjectives <b>Review</b> Present simple <i>Yes / No</i> questions and short answers	<b>Endangered animals</b> plants, road, bees, beehive fence, koala, cross, koala-friendly fence	<b>How the zebra got its stripes</b>	<b>Making arrangements</b> What do you want to do now? I want to ... Do you want to ...? Why don't we ... ? Shall we ... ? No, thanks. / Sure. / Sounds good.
 <b>Adventures</b> page 58	climb a hill, collect wood, cook food on a campfire, explore some caves, go hiking, go sailing, sleep in a tent, swim in a river, visit a castle, watch the sunset bridge, gloves, helmet, ladder, rope, zip wire <b>Pronunciation focus</b> spicy /s/ cat /k/	<b>Grammar 1</b> <i>going to</i> for plans: affirmative and negative <b>Grammar 2</b> <i>going to</i> questions and short answers <i>going to Wh-</i> questions and answers <b>Review</b> Present continuous	<b>Hobbies</b> munros, hiking trip, mountain hut, peaceful, surfing, tribe chiefs, capoeira	<b>Where are the apples?</b>	<b>Asking for and giving opinions</b> Would you like to try ...? Yes, I'd love to. / No, I wouldn't. It looks fun / exciting / scary / dangerous. How about ... ? I don't like heights / the dark / small spaces.
<b>Channel challenge 3</b> page 68	Review language from Units 5 & 6. Review text: a play <b>Wellbeing focus:</b> Keep learning: Keep practising over the summer holidays.				
<b>World Kindness Day</b> page 70	charity, compliment, animal shelter, fundraiser, message, care home				
<b>New Year</b> page 71	water fight, good luck, bad luck, traditional, midnight, fire-torch				
<b>May Day</b> page 72	workers, rights, maypole, bonfire, ribbon town square				

Skills	Project	 Wellbeing
<p><b>Reading:</b> Reading and understanding a text about life on a sheep farm and a story about the first woman to run the Boston marathon; reading for gist and for specific information; reading and using instructions to make a class infographic.</p> <p><b>Listening:</b> Listening for specific information about what activities people did; 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> asking and answer about what you do at the weekend; describing what you'd do on a perfect weekend; saying a pronunciation chant with the sounds /dʒ/and /j/; talking about a time you were brave; asking and answering about what people did at the weekend; comparing your weekend to another person's; responding to information about someone's weekend; playing a review quiz and talking about your work in the unit; asking questions for a class survey.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing a text about an unusual weekend; writing a news report; using paragraphs for new topics.</p>	<p><b>Make a class infographic</b></p>	<p><b>Wellbeing focus</b></p> <p>Lesson 1 Connect: It's nice to as someone about their weekend.</p> <p>Lesson 3 Care: How can your weekends help you to feel happy?</p> <p>Lesson 5 Take part: Be brave when things are difficult.</p> <p>Lesson 7 Take notice: Notice the things you enjoy.</p> <p>Lesson 8 Keep learning: Try new ways to learn something!</p> <p><b>Wellbeing Journal</b></p> <p><b>Take notice</b></p> <p>Notice the good things</p>
<p><b>Learning situation:</b> What can you do in your city? Create an advert.</p>		
<p><b>Reading:</b> Reading and understanding a text about endangered animals and a story about a how the zebra got its stripes; reading for gist and for specific information; reading and using instructions to make an animal lapbook; reading poems about animals.</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> Asking and answering questions about animals; comparing animals; saying a pronunciation chant with the sounds /dʒ/and /g/; saying what you can do when someone upsets you; responding to song performances and a story; describing animals in a picture; playing a review quiz and talking about your work in the unit; making plans and arrangements; talk about ideas for an animal lapbook.</p> <p><b>Writing:</b> Writing core language at word and sentence level; making an animal lapbook; writing a text about endangered animals; writing a poem about animals; using capital letters in poems.</p>	<p><b>Make an animal lapbook</b></p>	<p><b>Wellbeing focus</b></p> <p>Lesson 1 Keep learning: How does a game help you learn?</p> <p>Lesson 4 Care: How can we help animals?</p> <p>Lesson 5 Connect: What do people do that upsets you?</p> <p>Lesson 7 Take part: How can you learn about animals?</p> <p>Lesson 8 Keep learning: What are you most proud of in this unit?</p> <p><b>Wellbeing Journal</b></p> <p><b>Care</b></p> <p>Value nature</p>
<p><b>Reading:</b> Reading and understanding a text about hobbies and a story about a surprise; reading for gist and for specific information; reading and using instructions to plan an adventure holiday; reading an email about a holiday.</p> <p><b>Listening:</b> Listening for specific information about adventure activities; listening to a song about adventure activities; 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 what you are going to do and when; talking about how hobbies and activities make you feel; saying a pronunciation chant with the sounds /s/ and /k/; responding to song performances and a story; talking about how you feel when someone is kind to you; asking and answering questions about what people are going to do; giving opinions about different activities; playing a review quiz and talking about your work in the unit; presenting an adventure holiday plan.</p> <p><b>Writing:</b> Writing core language at word and sentence level; writing a text about your hobby; writing an email about an adventure holiday; using exclamation marks.</p>	<p><b>Make a holiday presentation</b></p>	<p><b>Wellbeing focus</b></p> <p>Lesson 1 Take part: What new things would you like to try?</p> <p>Lesson 4 Take part: How do you stay fit and healthy?</p> <p>Lesson 5 Care: Be kind; you can help someone feel happier.</p> <p>Lesson 7 Take notice: It's OK to like different things.</p> <p>Lesson 8 Keep learning: What do you want to learn in English?</p> <p><b>Wellbeing Journal</b></p> <p>My dreams for the future</p>
<p><b>Learning situation:</b> How do you help animals? How do animals help us? Create a class display.</p>		