



# SCOPE AND SEQUENCE

	Language development			Skills development	
Unit	Structures	Functions	Lexis	Reading	Writing
1	<p><i>He's going to go to the bank. What are we going to do this week?</i></p> <p><i>The library is never open on Sunday.</i></p>	<p>expressing future actions/intentions</p> <p>expressing frequency of events/actions</p>	<p><i>bank, corner shop, police station, newspaper office, thief, librarian, shopkeeper, sweep (v.)</i></p> <p><i>sometimes, never, always, often</i></p> <p><i>typist, tap (v.), tailor, sew, cleaner, nod (v.)</i></p>	<p><b>for task:</b> descriptive paragraphs information based texts</p> <p><b>for pleasure:</b> <i>A surprise for Peter!</i></p>	<p>descriptive sentences answer questions write sentences and statements complete questions</p> <p><b>composition:</b> compose a 5-sentence description of a girl and her future plans</p>
2	<p><i>There were houses and shops on the bridge.</i></p> <p><i>At midnight the fireworks started.</i></p> <p><i>The streets were narrower and dirtier.</i></p>	<p>describing historical past</p> <p>telling a story</p> <p>making comparisons</p>	<p><i>fisherman, butcher, baker, shoemaker</i></p> <p><i>fireworks, rocket, towards, midnight, hooray</i></p> <p><i>wider, narrower, cleaner, dirtier</i></p> <p><i>above, around</i></p>	<p><b>for task:</b> a 3-paragraph historical account a 6-paragraph story (for ordering) questions comprehension passage</p> <p><b>for pleasure:</b> <i>The Great Fire of London</i></p>	<p>compose a 3-sentence description of a town in the past answer questions write sentences from picture prompts</p> <p><b>composition:</b> write a 6-sentence story from picture prompts</p>
3	<p><i>Can I have ... please? Would you like ... ? I'd like ...</i></p> <p><i>How much ... ?</i></p> <p><i>Excuse me, where's the ... ? Turn right/left; go straight</i></p>	<p>requesting and offering</p> <p>making purchases</p> <p>asking for and giving directions</p>	<p><i>information/ticket office, newsagent, kiosk, cola, crisps, colouring book</i></p> <p><i>sports centre, department store, post office</i></p> <p><i>go right/left/straight at the end, opposite</i></p>	<p><b>for task:</b> narrative paragraph speech bubbles prices short paragraphs giving directions</p> <p><b>for pleasure:</b> <i>Cities</i></p>	<p>write sentences write direct speech answer questions write questions and matching answers</p> <p><b>composition:</b> compose a one paragraph account following a model</p>
4	<p><i>He's going to tell them a joke.</i></p> <p><i>Why did he ... ? Because he ...</i></p> <p><i>She's a nurse, isn't she? You can learn about animals.</i></p>	<p>using direct/indirect objects</p> <p>asking for and giving reasons</p> <p>using question tags</p> <p>discussing book content</p>	<p><i>joke (n.), type (v.), transport, hobby</i></p> <p><i>chocolate bar</i></p> <p><i>bright, interesting, learn, map, countries, world, cookbook</i></p>	<p><b>for task:</b> descriptive account speech bubbles sentences for correction book descriptions</p> <p><b>for pleasure:</b> <i>Annie, Annie, I can't sleep</i></p>	<p>write sentences compose reasons write questions with tags compose sentences about a favourite book</p> <p><b>composition:</b> complete a letter giving directions</p>
5	<p><i>Can I paint the face?</i></p> <p><i>You must wear an apron. Be very careful. Watch your fingers!</i></p>	<p>asking for permission</p> <p>expressing necessity</p> <p>imperative (giving advice)</p>	<p><i>factory, wooden, needle, thread, cloth, apron, body, finger, saw</i></p> <p><i>cutting (adj.), careful, bow tie, hang, drop, sewing (adj.)</i></p>	<p><b>for task:</b> dialogue in speech bubbles narrative paragraph</p> <p><b>for pleasure:</b> <i>Jack and the beanstalk</i></p>	<p>recount a sequential process state requirements with <b>must</b></p> <p><b>composition:</b> write a recipe following picture prompts and using word prompts</p>
6	<p><i>It will have three cinemas.</i></p> <p><i>Shall we go skating? Yes, let's. Let's go inside.</i></p> <p><i>It will be cloudy in the west. After lunch we'll walk to the river.</i></p>	<p>describing a building in the future</p> <p>suggesting future activities; agreeing</p> <p>weather forecasting</p> <p>stating future plans</p>	<p><i>canoe, rowing boat, tennis court, pitch (n.), famous, badminton</i></p> <p><i>article, mistake, lake, welcome, in-line skating, trampolining, racket, shall, let's</i></p> <p><i>shine, east west, trip (n.)</i></p>	<p><b>for task:</b> an advertisement a newspaper article comprehension passage</p> <p><b>for pleasure:</b> <i>Tiptoe</i></p>	<p>compose a short newspaper article write questions and matching answers give future weather conditions</p> <p><b>composition:</b> write a newspaper article about a basketball match using notes and following a model</p>
7	<p><i>You should go to the dentist. You shouldn't eat much/many ...</i></p> <p><i>Do you eat fruit?</i></p>	<p>giving advice</p> <p>discussing and enquiring about good/bad habits</p>	<p><i>teeth, toothache, matter, should, shouldn't, join (v.)</i></p> <p><i>bad, trouble, vanish, bubble (three) times, change (v.)</i></p> <p><i>inside, outside, snacks, hard, soft</i></p>	<p><b>for task:</b> dialogue and narrative 6-paragraph information text on dental hygiene information text (for completion)</p> <p><b>for pleasure:</b> <i>Water when you're thirsty; Drinking fountain</i></p>	<p>write questions from given answers complete sentences order sentences</p> <p><b>composition:</b> describe children caring for their teeth using prompts</p>
8	<p><i>You have to be at school ... You have to do your homework.</i></p> <p><i>Open the window so that fresh air can come in.</i></p>	<p>expressing requirements</p> <p>expressing purpose</p>	<p><i>uniform, rules, correct (adj.), corridors, polite</i></p> <p><i>peg, tidy (adj.), rubbish bin, break (n.), fresh air, parents, clearly, tidy (v.)</i></p> <p><i>accident, hurt (v.)</i></p> <p>first aid vocabulary</p>	<p><b>for task:</b> dialogue questions class rules</p> <p><b>for pleasure:</b> <i>How to make a peach boat</i></p>	<p>write a 4-sentence paragraph compile sentence from word prompts complete sentences write sentences from picture prompts</p> <p><b>composition:</b> order sentences to write a holiday postcard</p>
9	<p><i>It looks good. It smells bad, doesn't it? How does it sound? What does it feel like? It tastes awful, doesn't it?</i></p>	<p>describing and discussing the qualities of things using the senses</p> <p>offering opinions</p>	<p><i>taste, smell, feel, sound, flavour</i></p> <p><i>blind, scary, rough, born, Paris, France, workshops, terrible, felt, invented, dots, easily, braille, rub, fingertip</i></p>	<p><b>for task:</b> descriptive paragraph dialogue 4-paragraph informative text</p> <p><b>for pleasure:</b> <i>The disappearing coin</i></p>	<p>write question tags and matching sentence answers describe the sensations of an object write a short story</p> <p><b>composition:</b> write an advertisement</p>
10	<p><i>Everybody had a sandwich. Nobody had a cake. Do you play sports every week? I never play sports. She doesn't have many ... I have a lot of ...</i></p>	<p>stating possession within a group</p> <p>enquiring about/stating frequency of activity</p> <p>stating quantity</p>	<p><i>everybody, nobody, somebody, anybody</i></p> <p><i>usually, healthy, unhealthy</i></p> <p><i>healthier, congratulations</i></p> <p><i>slept, storm, sign (n.)</i></p>	<p><b>for task:</b> statements questionnaire</p> <p><b>for pleasure:</b> <i>Helen Keller</i></p>	<p>write answers compose sentences from picture prompts complete sentences</p> <p><b>composition:</b> write an account of a boy's day using notes; write a similar personal account</p>

## Activities

Listening	Speaking	Study skills	Noticeboard	Grammar gang	Project
follow narrative description listen to questions and respond by pointing  <b>song:</b> <i>Can you tell me?</i>	answer questions about occupations and modes of transport ask and answer questions about future activities	<b>spelling:</b> words ending <b>nk</b>  <b>categorising:</b> occupations lexis	plans for the week ahead	future: <b>going to</b>	Our neighbourhood/ town  
follow narrative description listen for order and check order listen for picture recognition	compose questions about a past situation and answer compose questions about actions in the past	<b>spelling:</b> words beginning <b>sh</b>  <b>alphabetical order:</b> sets of 4 words with first/first two letters the same	places we went to yesterday	past tense of <b>to go</b>	
listen to check order of events listen for information  <b>song:</b> <i>Oh, mum can you buy me?</i>	act out a short dialogue requesting items ask for directions give directions	<b>spelling:</b> question words beginning <b>wh</b>  <b>punctuation:</b> question mark	street map with buildings	directions	
follow narrative and direct speech listen for information listen to match book content to pictures	discuss reasons for actions compose questions to identify people/objects using question tags	<b>spelling:</b> spell words from scrambled letters  divide words into 2/3 syllables  <b>punctuation:</b> apostrophe (short forms/possession)	guessing identities and objects	question tags: present tense <b>to be</b>	
follow dialogue	discuss a making process ask questions about occupations compose questions about actions	<b>spelling:</b> short <b>a</b> ; <b>a + magic e</b>  <b>alphabetical order:</b> book titles			
listen for detail listen to dialogue listen for matching spoken information to pictures listen for information	talk about the purpose of sports equipment compose and answer questions about future weather answer questions from spoken information	<b>spelling:</b> words ending <b>alk</b> find rhyming words spell words from scrambled letters  <b>matching:</b> short/long forms	weather forecasting	future: <b>will</b>	Good citizens  
follow dialogue and narrative listen for specific information  <b>song:</b> <i>It isn't any trouble</i>	ask and answer using <b>much/many</b> ask and answer using <b>should/shouldn't</b>	<b>spelling:</b> words beginning <b>ch</b> find rhyming words  <b>punctuation:</b> apostrophe (short form/possession)	how to have good teeth	<b>should/shouldn't</b>	
follow dialogue listen for specific information listen for matching	discuss classroom rules compose questions about requirements using <b>have to/ don't have to</b> discuss tasks at home	<b>spelling:</b> words ending <b>sh</b> spell words from scrambled letters  <b>matching:</b> words to definitions write definitions	school requirements (uniform/equipment)	<b>have to</b>	
listen for gist follow dialogue listen for matching	talk about senses discuss opposites discuss appearances using <b>looks like ...</b>	<b>spelling:</b> words ending <b>ear</b>  <b>matching:</b> rhyming words  <b>punctuation:</b> inverted commas; capital letters; exclamation mark	guessing what things look like	question tags with <b>do</b> : present tense	
follow narrative listen for matching  <b>song:</b> <i>What will you do today?</i>	talk about possession within a group discuss healthy habits compose statements about quantity <b>many/much/a lot of</b> compose statements using <b>should/shouldn't</b>	<b>spelling:</b> words beginning or ending <b>sk</b> spell words from scrambled letters  <b>punctuation:</b> inverted commas; capital letters; questions mark			

	Language development			Skills development	
Unit	Structures	Functions	Lexis	Reading	Writing
11	How tall is a giraffe? There are 500,000 monkeys. There were only a few leaves. There was only a little grass.	giving measurements and quantities; large numbers stating quantity	danger, gorilla, Rwanda, fur lightning, rainbow, burn (v.), thirsty, lift (v.), thunder, dry oryx, dodo, wolf, horn, Saudi Arabia	<b>for task:</b> factual texts a short story 4-paragraph informative text <b>for pleasure:</b> <i>Did you know?</i>	convert large numbers to words answer questions from a fact file write comparative sentences order sentences <b>composition:</b> complete a file card about a bison write a file card about a pigeon
12	They use branches to build houses. If it rains, you will get wet.	describing the purpose of things stating consequences	names of deserts oil company, sand dune, San, chew, root (n.), branches, sticks (n.) jeep, oasis float, perfect, row (n.), eyelashes, hump, litre mud, brick, toes, oilfield	<b>for task:</b> factual texts statements questions <b>for pleasure:</b> <i>Goomble-Gubbon and the Australian Desert</i>	complete conditional sentences compose conditional sentences write a paragraph about a camel <b>composition:</b> write an account of a boy's life in the desert
13	Lots of people work at the airport. Can you see the man who ... ? She was kind, wasn't she?	describing an airport identifying people stating personal qualities	airport, souvenir, check-in desk, air hostess, pilot, mechanic, fuel, look after queue, trolley, seats busy, fantastic, exciting, excited, great, kind, finally	<b>for task:</b> speech bubbles statements (for correction) descriptive text dialogue <b>for pleasure:</b> <i>A paper plane</i>	complete a paragraph from word prompts compose sentences with relative clauses write a story use question tags <b>composition:</b> write about a plane journey
14	Have you ever ... ? He's never been to India. I like to make things. I do the sweeping.	discussing experiences discussing tasks and activities	photographer, tiny, the Great Wall, pyramids, sphinx tram, skyscraper, pocket money, sweeping, dusting, washing up, leopard names of countries	<b>for task:</b> questions statements descriptive text <b>for pleasure:</b> <i>The secret of the missing statue (1)</i>	write pairs of sentences <b>have/never</b> complete sentences compose sentences from picture prompts <b>composition:</b> complete a letter from a pen friend write a reply using notes
15	I'm interested in ... I'm always bored in winter. It was exciting!	discussing hobbies and interests expressing experiences	interesting, boring, pen friend, collect, Spain, photography sailing, Nile, photograph names of countries	<b>for task:</b> letters from pen friends questions <b>for pleasure:</b> <i>The secret of the missing statue (2)</i>	write pairs of sentences, <b>is/isn't interested in</b> describe a friend's interests complete sentences <b>composition:</b> write a reply to a pen friend
16	There is less snow in Clifton. There are fewer teachers at High Top. It has the most beaches. She went to Brazil, didn't she?	expressing comparative quantities expressing superlative quantities questioning for an affirmative response	more, fewer, less most, fewest, least names of countries	<b>for task:</b> a letter from a pen friend statements questions comprehension passage <b>for pleasure:</b> <i>Krakatoa</i>	complete/write comparative statements answer comprehension questions add questions tags; write answers <b>composition:</b> write a postcard to a friend, using notes and picture prompts
17	One day something terrible happened. While Pat was watching TV, Ben was putting books on the floor. It was so exciting! It was such an exciting game!	recounting a past event describing concurrent events expressing quality	happened, mended, harbour foggy, fog, suddenly, crash shelf, soap, bubbles, mess (n.), sink (n.) nice, difficult, so, such	<b>for task:</b> descriptive text (for completion) short story diary entry <b>for pleasure:</b> <i>Puppy and I</i>	compose descriptive paragraph from picture prompts complete a story from notes write statements <b>composition:</b> order pictures to match text; complete text; order sentences
18	Earth will become too crowded. We may build cities in space. They didn't like the city, because it was too crowded. I may play football after school	discussing the distant future giving reasons and causes discussing possible future plans	future, planet, Earth, million, crowded, life, perhaps, space station spaceship, film, noisy, too	<b>for task:</b> speech bubbles questions narrative story statements (for completion) <b>for pleasure:</b> <i>Going to the moon</i>	complete sentences write questions for given answers write statements from picture prompts <b>composition:</b> compose a paragraph about life in the future using prompts
19	Beaches are either sandy or rocky. What will happen? It won't be able to swim. We won't leave rubbish.	expressing alternatives discussing future probability and intentions	seaweed, surfer, shell, starfish, crab poor, stuff (n.), oil tanker, safe, meeting (n.) oil rig, drill (v.), salt, diver, oysters, pearls, cement, petrol, gifts	<b>for task:</b> descriptive paragraphs dialogue descriptive text statements <b>for pleasure:</b> <i>The little eider duck</i>	write answers using <b>either/or</b> write a paragraph from picture prompts write statements <b>composition:</b> retell a story from questions and picture prompts
20	revision	revision	messy, broken, step (v.)	<b>for task:</b> statements for matching <b>for pleasure:</b> <i>The sea; Sea song</i>	complete statements compose sentences with relative clauses <b>composition:</b> make notes from pictures; use the notes to compose a story about Jack

## Activities

Listening	Speaking	Study skill	Noticeboard	Grammar gang	Project
follow factual text listen for specific information follow narrative story  <b>song:</b> <i>The elephant is like a wall</i>	talk about quantity <b>only a few / a little</b> answer comprehension questions give opinions about animal measurements	<b>spelling:</b> spell numbers from scrambled letters spell number words from figures  <b>categorising:</b> find the different forms of speech	animal measurements	<b>How + adjective</b>	Animals and deserts ↓
follow factual text listen for specific information listen for gist	discuss needs in the desert talk about desert features predict the flotation of objects	<b>spelling:</b> words beginning <b>th</b> find rhyming words  <b>matching:</b> words to definitions	predicting floating objects	<b>If + verb + will + verb</b>	↓
follow narrative and direct speech follow dialogue	identify people by occupation discuss the airport using question tags	<b>spelling:</b> words ending <b>tch</b> spell words from scrambled letters  <b>punctuation:</b> capital letters (proper names)	identify people by occupations and roles	relative clauses	The souvenir shop ↓
follow narrative text listen for information  <b>song:</b> <i>Have you ever seen a lassie?</i>	ask about experiences discuss a person's travels discuss personal travels and experiences ask about favourite activities	<b>spelling:</b> words beginning and ending <b>st</b> find rhyming words divide words into 2/3/4 syllables	personal experiences	present perfect	↓
follow narrative text listen for gist  <b>poem:</b> <i>Who has seen the wind?</i>	discuss personal interests relate a person's travel experiences ask about personal travels	<b>spelling:</b> words beginning <b>qu</b> <b>vocabulary:</b> matching countries and nationalities <b>categorising:</b> countries locations, transport			↓
listen for information listen for gist listen for specific information	compare different landscapes compare lunches use question tags	<b>spelling:</b> short <b>i</b> ; <b>l</b> + magic <b>e</b>  <b>punctuation:</b> apostrophe (short form/possession)	comparing lunches	comparatives and superlatives of quantity	Mountains and islands ↓
listen for gist listen for matching	recount a narrative from picture prompts describe events in a picture describe concurrent events from picture prompts	<b>spelling:</b> short <b>o</b> ; <b>o</b> + magic <b>e</b>  find rhyming words  convert figure numbers to number words	concurrent activities	past continuous	↓
follow a monologue listen for gist listen for specific information  <b>poem:</b> <i>Questions</i>	give opinions about the future discuss responses to experiences and give reasons discuss possible future actions/ events using <b>may</b>	<b>spelling:</b> words beginning <b>br</b> write words from scrambled letters  <b>matching:</b> words to definitions	possible after school activities	<b>may + verb</b>	A space age family ↓
follow dialogue listen for information	talk about alternatives talk about future activities using <b>will</b>	<b>spelling:</b> words ending <b>ch</b> find rhyming words  <b>punctuation:</b> inverted commas, capital letters question mark	activities at the coast	future: <b>will</b>	↓
listen for matching parts of sentences  <b>song:</b> <i>Moving on</i>  revision	revision	<b>spelling:</b> rhyming words  <b>categorising:</b> cities, animals, outer space, places  <b>alphabetical order:</b> list of 6 words			↓