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

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

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

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| UNIT 0<br>Welcome to Our Class<br>p. 4 | 1<br>A Helping Hand<br>p. 10                                                                                                                                                                                                                          | 2<br>My Place in the World<br>p. 26                                                                                                                                                                                                                                                          | 3<br>On the Move!<br>p. 42                                                                                                                                                                                                                         | 4<br>Our Senses<br>p. 62                                                                                                                                                                                                                |                            | 5<br>Animal Habitats<br>p. 78                                                                                                                                                                                                    | 6<br>What's for Dinner?<br>p. 94                                                                                                                                                                                                                                                                 | 7<br>Feeling Fit<br>p. 114                                                                                                                                                                                  | 8<br>Let's Celebrate<br>p. 130                                                                                                                                                                                           | 9<br>My Weekend<br>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"><li>talk about caring for others</li><li>describe daily routines</li><li>talk about how many times people do things</li></ul>                                                                                       | <ul style="list-style-type: none"><li>talk about your town</li><li>ask for help</li><li>give directions</li></ul>                                                                                                                                                                            | <ul style="list-style-type: none"><li>talk about different kinds of transport</li><li>describe how people travel</li><li>compare and contrast</li></ul>                                                                                            | <ul style="list-style-type: none"><li>talk about the senses</li><li>talk about how things look, feel, taste, sound and smell</li><li>talk about the past</li></ul>                                                                      |                            | <ul style="list-style-type: none"><li>name animal habitats</li><li>say what animals look like</li><li>talk about animal homes</li></ul>                                                                                          | <ul style="list-style-type: none"><li>name foods</li><li>talk about quantities</li><li>talk about favourite meals</li></ul>                                                                                                                                                                      | <ul style="list-style-type: none"><li>name parts of the body</li><li>talk about the past</li><li>talk about good and bad habits</li></ul>                                                                   | <ul style="list-style-type: none"><li>talk about celebrations and festivals</li><li>say what happened in the past</li><li>talk about cultural traditions</li></ul>                                                       | <ul style="list-style-type: none"><li>talk about spare-time activities</li><li>talk about the past</li><li>talk about hobbies</li></ul>                                                                                                                                       |
| 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><br><b>Strategy:</b> Context clues<br><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><br><b>Strategy:</b> Compound words<br><i>library, shopping centre, stadium, swimming pool, zoo</i><br><b>Strategy:</b> Comparing sounds: /l/ and /r/ | <i>aeroplane, bus, ferry, helicopter, hot air balloon, motorbike, sailing boat, scooter, ship, taxi, underground</i><br><b>Strategy:</b> Compound words<br><i>coast downhill, get off, get on, park, pedal uphill</i><br><b>Strategy:</b> Grouping | <i>beautiful, delicious, dry, hard, loud, quiet, rough, smooth, soft, sticky, terrible, ugly</i><br><b>Strategy:</b> Antonyms<br><i>bitter, salty, sour, spicy, sweet</i><br><b>Strategy:</b> Sound combinations: combinations with /s/ |                            | <i>cave, desert, forest, grasslands, hive, ice, island, mud, nest, rain forest, snow, underground, web, wetlands</i><br><b>Strategy:</b> Compound words<br><i>fur, horns, pouch, tongue, wings</i><br><b>Strategy:</b> 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><br><b>Strategy:</b> Context clues<br><i>buy, compare, money, price, put away</i><br><b>Strategy:</b> Sound categories: vowels | <i>back, bend, bone, chest, elbow, fingers, knee, muscle, shoulder, stomach, stretch, toes</i><br><b>Strategy:</b> Analogies<br><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><br><b>Strategy:</b> Using a dictionary<br><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><br><b>Strategy:</b> Using a dictionary<br><i>go fishing, go hiking, go horse riding, go ice skating, go swimming</i> |
| GRAMMAR 1 SC: 5-6                      | <i>before and after</i><br><b>Adverbs of frequency</b>                                                                                                                                                                                                | <i>Can for requests and orders</i><br><b>Giving directions</b>                                                                                                                                                                                                                               | <i>too for agreeing</i><br><i>but as a contrast</i>                                                                                                                                                                                                | <b>Sense verbs</b><br><i>was / were</i>                                                                                                                                                                                                 |                            | <i>Why ... ? Because ...</i><br><b>Infinitive of purpose</b>                                                                                                                                                                     | <i>some and any</i><br><i>a few and a little</i>                                                                                                                                                                                                                                                 | <b>Past simple: Yes / No questions and short answers</b><br><i>too and enough</i>                                                                                                                           | <b>Past simple: regular verbs</b><br><b>Past simple: irregular verbs</b>                                                                                                                                                 | <b>Past simple: questions and negatives</b><br><i>go + verb + -ing</i>                                                                                                                                                                                                        |
| READING                                | <i>Caring for Baby Elephants</i><br><b>Strategy:</b> Identify sequence of events                                                                                                                                                                      | <i>Eye in the Sky</i><br><b>Strategy:</b> Text features                                                                                                                                                                                                                                      | <i>Hot Air Balloons</i><br><b>Strategy:</b> Sequence of events                                                                                                                                                                                     | <i>Amazing Animal Senses</i><br><b>Strategy:</b> Compare and contrast                                                                                                                                                                   |                            | <i>Amazing Rain Forests</i><br><b>Strategy:</b> Visualize                                                                                                                                                                        | <i>What's for lunch?</i><br><b>Strategy:</b> Connect text to personal experience                                                                                                                                                                                                                 | <i>Take Care of Your Brain!</i><br><b>Strategy:</b> Identify main idea and details                                                                                                                          | <i>November Celebrations</i><br><b>Strategy:</b> Scanning text for information                                                                                                                                           | <i>Wow! Look at That!</i><br><b>Strategy:</b> Identifying an author's purpose                                                                                                                                                                                                 |
| WRITING                                | <b>Write about taking care of people or animals.</b><br>Focus: Use time-order words; write about taking care of others.                                                                                                                               | <b>Write about a special place.</b><br>Focus: Write about a special place I know.                                                                                                                                                                                                            | <b>Write about transport.</b><br>Focus: Use <i>but</i> to show that two connected ideas are different.                                                                                                                                             | <b>Write about summer.</b><br>Focus: Use <i>and</i> , <i>but</i> and <i>or</i> to connect sentences.                                                                                                                                    |                            | <b>Write about an animal you like.</b><br>Focus: Use <i>it's</i> and <i>its</i> correctly.                                                                                                                                       | <b>Write about your favourite meal.</b><br>Focus: Write a topic sentence to give the main idea.                                                                                                                                                                                                  | <b>Write about keeping fit.</b><br>Focus: Use <i>because</i> to explain reasons.                                                                                                                            | <b>Write about a celebration.</b><br>Focus: Use details to describe a celebration or festival.                                                                                                                           | <b>Write about a good weekend.</b><br>Focus: Use words to show the order of events.                                                                                                                                                                                           |
| VALUE                                  | <b>Take care of others.</b>                                                                                                                                                                                                                           | <b>Explore your town.</b>                                                                                                                                                                                                                                                                    | <b>Be safe on the street.</b>                                                                                                                                                                                                                      | <b>Use your senses.</b>                                                                                                                                                                                                                 |                            | <b>Help protect animal habitats.</b>                                                                                                                                                                                             | <b>Eat good food.</b>                                                                                                                                                                                                                                                                            | <b>Keep fit.</b>                                                                                                                                                                                            | <b>Celebrate your culture.</b>                                                                                                                                                                                           | <b>Try new things.</b>                                                                                                                                                                                                                                                        |
| 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                       | <b>The Lion and the Mouse</b>                                                                                                                                                                                                                         | pp. 58–59                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                         | <b>The Gingerbread Man</b> | pp. 110–111                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  | <b>The Paralympics</b>                                                                                                                                                                                      | pp. 162–163                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                               |
| REVIEW                                 | <b>Units 1–3</b>                                                                                                                                                                                                                                      | pp. 60–61                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                         | <b>Units 4–6</b>           | pp. 112–113                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  | <b>Units 7–9</b>                                                                                                                                                                                            | 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

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

|                             |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |                                                   |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                           |
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|                             | <b>1</b><br>Extreme Weather<br>p. 6                                                                                                                                                                                                                                   | <b>2</b><br>Copycat Animals<br>p. 22                                                                                                                                                                                                                  | <b>3</b><br>Music in Our World<br>p. 38                                                                                                                                                                                                          | <b>4</b><br>Life Out There<br>p. 60                                                                                                                                                                                                                                        |                                                   | <b>5</b><br>Arts Lost and Found<br>p. 76                                                                                                                                                                                                                                        | <b>6</b><br>Amazing Plants!<br>p. 92                                                                                                                                                                                        | <b>7</b><br>Volcanoes<br>p. 114                                                                                                                                                                                                               | <b>8</b><br>Reduce, Reuse, Recycle<br>p. 130                                                                                                                                                                                                                                     | <b>9</b><br>Wonderful Holidays!<br>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<br>SC: 1              | <ul style="list-style-type: none"><li>• talk about different kinds of extreme weather</li><li>• describe the damage storms can cause</li><li>• describe how to prepare for extreme weather</li><li>• write a personal narrative</li></ul>                             | <ul style="list-style-type: none"><li>• describe animals</li><li>• compare different animals</li><li>• talk about how animals imitate others</li><li>• use classification writing</li></ul>                                                           | <ul style="list-style-type: none"><li>• talk about different musical instruments and styles</li><li>• talk about your musical experiences</li><li>• compare how people make music</li><li>• do contrast writing</li></ul>                        | <ul style="list-style-type: none"><li>• talk about space and space exploration</li><li>• talk about different possibilities of life in space</li><li>• give your opinions about space</li><li>• do persuasive writing</li></ul>                                            |                                                   | <ul style="list-style-type: none"><li>• talk about traditions and communities</li><li>• talk about different craft and cultural activities</li><li>• understand changing traditions</li><li>• write a blog entry</li></ul>                                                      | <ul style="list-style-type: none"><li>• describe plants</li><li>• talk about what plants and animals do to help plants survive</li><li>• compare how plants grow and adapt</li><li>• do descriptive writing</li></ul>       | <ul style="list-style-type: none"><li>• discuss volcanoes</li><li>• describe how a volcano erupts</li><li>• make predictions</li><li>• write a process description</li></ul>                                                                  | <ul style="list-style-type: none"><li>• discuss the importance of reducing, reusing and recycling</li><li>• learn about art made from recycled materials</li><li>• talk about what you can do to help the environment</li><li>• write a biography</li></ul>                      | <ul style="list-style-type: none"><li>• talk about different holiday destinations</li><li>• talk about what you would do in different situations</li><li>• express preferences</li><li>• write a review</li></ul>                                         |
| VOCABULARY 1 & 2<br>SC: 2–4 | blizzard, drop, drought, flood, hailstorm, heatwave, hurricane, lightning, range, rise, sandstorm, speed, thunder, tornado, tropical storm<br><b>Strategy:</b> Compound nouns<br>emergency, evacuate, plan, shelter, supplies, torch<br><b>Strategy:</b> Noun plurals | camouflage, characteristic, copy, frighten, hide, hunt, imitate, insect, poisonous, predator, prey, resemble, species, spot, stripe<br><b>Strategy:</b> Using a dictionary<br>attack, avoid, confuse, defend, escape<br><b>Strategy:</b> Action verbs | band, beat, chord, concert, drum, flute, guitar, lead singer, melody, note, perform, piano, practise, rhythm, saxophone, violin<br><b>Strategy:</b> Multiple-meaning words<br>classical, hip-hop, jazz, pop, rock<br><b>Strategy:</b> Act it out | atmosphere, comet, data, debate, extraterrestrial, galaxy, journey, orbit, planet, solar system, space, the universe<br><b>Strategy:</b> Classification of words<br>astronaut, communicate, rocket, search, spacecraft, space station<br><b>Strategy:</b> Words in context |                                                   | art, community, culture, future, generation, hold on to, language, local, pass down, proud, share, storytelling, tourist, tradition, weave<br><b>Strategy:</b> Using context clues<br>embroidery, handmade, jewellery making, pottery, sculpture<br><b>Strategy:</b> Base words | adapt, attract, bacteria, behaviour, digest, ground, leaf, light, roots, stem, stink, strategy, survival, trap, trick<br><b>Strategy:</b> Word families<br>daisy, petal, rose, thorn, vine<br><b>Strategy:</b> Contractions | ash, calm, cover, crack, create, deep, erupt, explode, gas, heat, inside, melt, molten rock, steam, surface, thick, volcano<br><b>Strategy:</b> Multiple-meaning words<br>active, cone, crater, dormant, extinct<br><b>Strategy:</b> Suffixes | build, conserve, design, energy-efficient, environment, junk, landfill site, man-made, natural, recycle, reduce, renewable, reuse, rubbish, throw away<br><b>Strategy:</b> Prefix <i>re-</i><br>cardboard, chemicals, glass, metal, tools<br><b>Strategy:</b> Expressing purpose | beach, camping, guide, hike, hotel, photo safari, relax, ruins, tent, theme park, ticket, tour, water park, wildlife<br><b>Strategy:</b> Using a thesaurus<br>airport, passport, souvenir, suitcase, sunglasses<br><b>Strategy:</b> Antonyms and Synonyms |
| GRAMMAR 1 & 2<br>SC: 5–6    | Future predictions and plans with <i>be going to</i><br>Zero conditional (present tense)                                                                                                                                                                              | Comparisons with <i>as ... as</i><br>Tag questions                                                                                                                                                                                                    | Present perfect with <i>ever</i> and <i>never</i><br>Comparative adverbs                                                                                                                                                                         | <i>May</i> and <i>might</i><br>Indefinite pronouns                                                                                                                                                                                                                         |                                                   | Gerunds as subjects<br>Gerunds as objects                                                                                                                                                                                                                                       | The passive: Present simple<br>Relative clauses with <i>that</i>                                                                                                                                                            | First conditional<br><i>Because of ...</i>                                                                                                                                                                                                    | Passive with modals (present simple)<br>Clauses with <i>when</i>                                                                                                                                                                                                                 | Second conditional<br><i>Would rather</i>                                                                                                                                                                                                                 |
| READING                     | Tornado Trouble<br><b>Strategy:</b> Visualise                                                                                                                                                                                                                         | Copycats<br><b>Strategy:</b> Scan text for information                                                                                                                                                                                                | It's All Music<br><b>Strategy:</b> Ask questions                                                                                                                                                                                                 | Listening for Life<br><b>Strategy:</b> Identify the author's purpose                                                                                                                                                                                                       |                                                   | Not Your Grandpa's Mariachi<br><b>Strategy:</b> Compare and contrast                                                                                                                                                                                                            | Is That a Plant?<br><b>Strategy:</b> Use information graphics to support comprehension                                                                                                                                      | Active Volcanoes<br><b>Strategy:</b> Scan text for information                                                                                                                                                                                | Found Art<br><b>Strategy:</b> Understand the author's purpose                                                                                                                                                                                                                    | Treehouse Holiday<br><b>Strategy:</b> Use visuals to support comprehension                                                                                                                                                                                |
| WRITING                     | <b>Personal Narrative</b><br><b>Focus:</b> Describe an experience                                                                                                                                                                                                     | <b>Classification Writing</b><br><b>Focus:</b> Show how things belong to a category or group                                                                                                                                                          | <b>Contrast Writing</b><br><b>Focus:</b> Show the differences between things                                                                                                                                                                     | <b>Persuasive Writing</b><br><b>Focus:</b> Convince the reader of your opinion                                                                                                                                                                                             |                                                   | <b>Blog Entry</b><br><b>Focus:</b> Write about your thoughts                                                                                                                                                                                                                    | <b>Descriptive Writing</b><br><b>Focus:</b> Describe what something looks like and what it does                                                                                                                             | <b>Process Description</b><br><b>Focus:</b> Explain what happens in a sequence                                                                                                                                                                | <b>Biography</b><br><b>Focus:</b> Write about the life and work of a person                                                                                                                                                                                                      | <b>Travel Review</b><br><b>Focus:</b> Write about a holiday experience                                                                                                                                                                                    |
| MISSION<br>SC: 9            | <b>Understand weather.</b><br>National Geographic Explorer: Tim Samaras                                                                                                                                                                                               | <b>Protect biodiversity.</b><br>National Geographic Explorer: Krithi Karanth                                                                                                                                                                          | <b>Change through music.</b><br>National Geographic Awardee: Jack Johnson                                                                                                                                                                        | <b>Be curious.</b><br>National Geographic Explorer: Kevin Hand                                                                                                                                                                                                             |                                                   | <b>Value your cultural traditions.</b><br>National Geographic Explorer: Dr Elizabeth Kapu'uwaitani Lindsey                                                                                                                                                                      | <b>Value plants.</b><br>National Geographic Explorer: Maria Fadiman                                                                                                                                                         | <b>Help in a disaster.</b><br>National Geographic Explorer: Patrick Meier                                                                                                                                                                     | <b>Help reduce our human footprint.</b><br>National Geographic Explorer: Alexandra Cousteau                                                                                                                                                                                      | <b>Be a respectful tourist.</b><br>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.<br>Who's going to make notes?                                                                                                                                                                                                                           | p. 58<br>p. 59                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            | Can I borrow your bike, please?<br>It could work. | p. 112<br>p. 113                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                             | No way!<br>Our presentation is about ...                                                                                                                                                                                                      | p. 166<br>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

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

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