



Syllabus

Unit	Main vocabulary	Main language	Reading
Hello!	Numbers 20-100	<p><i>Hello, I'm (Kate).</i></p> <p><i>We meet here on Monday, ...</i></p> <p><i>You can listen to them.</i></p> <p><i>I like music and I've got a guitar.</i></p> <p><i>I go to adventure camps in spring.</i></p> <p><i>I love the beach.</i></p> <p><i>It is snowing and I'm playing in the snow.</i></p> <p><i>There's a cabin and there's a lot of snow.</i></p>	
UNIT 1  Free time	<p>Free time activities: <i>dance to music, listen to music, play table tennis, play the guitar, play video games, ride my bike, walk the dog, watch TV</i></p> <p>Daily routine activities: <i>do my homework, have lunch, finish school, start school</i></p> <p>The time: <i>quarter to (eight), (eight) o'clock, quarter past (eight), half past eight</i></p> <p>Other: <i>train, keyboards, form a band, ant, grasshopper, meet, get ready, silly</i></p>	<p>Present simple (positive, negative and questions): <i>I (play football) in my free time. I (don't play video games) at the weekend. Do you (play video games) (in your free time) (at the weekend)?</i></p> <p><i>Yes, I do. / No, I don't.</i></p> <p><i>What do you do (at quarter to eight)?</i></p> <p><i>I (start school).</i></p> <p><i>How many hours do you (sleep)?</i></p> <p><i>Eight hours.</i></p>	Fun time around the world
UNIT 2  Animals everywhere	<p>Wild animals: <i>bat, chipmunk, frog, lion, monkey, otter, parrot, raccoon, snake, tiger, whale</i></p> <p>Actions: <i>climb, eat, fly, hide, hunt, jump, like, live, play, run, sleep, swim</i></p> <p>Habitats: <i>forest, land, mountains, savannah, rainforest, ocean, water</i></p> <p>Other: <i>squirrel, clownfish, bands, parasites, condor, dead, chipmunk, nuts, eagle, food chain, tree tops, mammals, silky anteater, killer whale, seals, plankton, danger of extinction, become extinct</i></p>	<p>Present simple (positive, negative and questions): <i>The raccoon (sleeps) during the day. It doesn't (sleep) at night. Does (the otter) (live) in water?</i></p> <p><i>Yes, it does. / No, it doesn't.</i></p>	Animals everywhere - in water, on land and in the air!
CONSOLIDATION 1	Review of vocabulary and grammar from Units 1 and 2		

Values	Project	CLIL	Everyday English
<p>Respect the rules of the classroom.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in peer games.</p> <p>Respect the opinions of others.</p>			
<p>Be punctual.</p> <p>Balance leisure activities with responsibilities.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in peer games.</p> <p>Respect the opinions of others.</p> <p>Work together to complete projects.</p>	Make a pie chart.	<p>Natural Science: Parts of a tree and photosynthesis (Parts of tree / how fruit grows)</p> <p>Vocabulary: <i>apple, branches, leaves, roots, trunk, absorb, attach, food, tree, seed, soil, sunlight</i></p> <p>Language: <i>What do plants need to grow? What do (roots) absorb from the (soil)?</i></p>	<p>Going shopping</p> <p>Vocabulary: <i>a bar of chocolate, a bottle of lemonade, a box of cereal, a carton of orange juice, a can of coca cola, a jar of jam, a packet of biscuits, a tin of tuna</i></p> <p>Language: <i>How much is (a carton of juice)?</i> <i>How many (cartons of juice) do we need?</i></p>
<p>Respect and care for the habitats of wild animals.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in peer games.</p> <p>Respect the opinions of others.</p> <p>Work together to complete projects.</p>	Invent an animal riddle.		

Syllabus

Unit	Main vocabulary	Main language	Reading
UNIT 3 Around the world	<p>Countries: <i>Argentina, Australia, Brazil, Canada, China, England, South Africa, Spain, the United States</i></p> <p>Continents: <i>Africa, Asia, Australia, Europe, North America, South America</i></p> <p>Languages: <i>Chinese, English, French, Portuguese, Spanish</i></p> <p>Other: <i>roller coasters, dinosaurs</i></p> <p>Vacation actions: <i>buy souvenirs, go shopping, go to the beach, go to theme parks, see animals, stay in a hotel, take photos, visit cities</i></p>	<p>Present simple (positive, negative and questions): <i>I speak (English and Spanish). He / She speaks (English and Spanish). You/They speak (English and Spanish).</i></p> <p><i>We don't (speak French). He doesn't (live) in (Argentina).</i></p> <p><i>Does he/she live in (Spain)?</i></p> <p><i>Yes, he/she does. / No, he/she doesn't.</i></p> <p><i>Do you/they live (in Spain)?</i></p> <p><i>Yes, I/they do. / No, I/they don't.</i></p> <p><i>What languages do they speak in (Canada)?</i></p> <p><i>They speak (English) and (French).</i></p> <p><i>What does she want to do this holiday?</i></p> <p><i>She wants to (visit Sydney).</i></p>	<p>Share your travel wishes and win a trip!</p>
UNIT 4 In the city	<p>Places in a town / city: <i>airport, castles, cinema, buildings, monument, park, shopping centre, sports centre, stadium, theatre, train station</i></p> <p>Adjectives to describe towns / cities: <i>busy/quiet</i></p> <p>Other: <i>clean/dirty, modern/old, cool, floating, cruise ship</i></p>	<p>There is / There are (existence: a/an, lots of, any); (positive, negative and questions): <i>There's a (big park). There's an (airport). There are lots of (shops).</i></p> <p><i>There isn't a (park). There aren't any (old castles).</i></p> <p><i>Is there a (museum)?</i></p> <p><i>Yes, there is. / No, there isn't.</i></p> <p><i>Are there any (museums)?</i></p> <p><i>Yes, there are. / No, there aren't.</i></p>	<p>What's your ideal city or town?</p>
CONSOLIDATION 2 Review of vocabulary and grammar from Units 3 and 4			

Values	Project	CLIL	Everyday English
<p>Spend time with your friends.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in peer games.</p> <p>Respect the opinions of others.</p> <p>Work together to complete projects.</p>	<p>Create a trivia game!</p>	<p>Social Science: Countries and products</p> <p>Vocabulary: <i>Brazil, Canada, Egypt, Italy, Japan, Kenya, New Zealand</i></p> <p>Language:</p> <p><i>The US grows cotton.</i></p> <p><i>China makes games and toys.</i></p>	<p>Travelling and planning journeys</p> <p>Vocabulary: <i>aisle seat, platform, ticket barrier, seat reservation, ticket, ticket inspector, timetable, window seat, passenger, open return, single, travel pass, receipt, day return</i></p> <p>Language: <i>Where/Why/Which/How; imperative; First, ... next, ... then, ... finally.</i></p>
<p>Be aware of and respect differences in where people live.</p> <p>Value your town / city.</p> <p>Understand that people are scared of certain things.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in peer games.</p> <p>Respect the opinions of others.</p> <p>Work together to complete projects.</p>	<p>Design a city.</p>		

Syllabus

Unit	Main vocabulary	Main language	Reading
UNIT 5 Problems in my environment	<p>Adjectives to describe places: <i>big/ small, clean/polluted/dirty, old/ young/new/modern, quiet/busy, safe/dangerous, short/tall/long, ugly/beautiful, dark/light</i></p> <p>Verbs related to the environment: <i>destroy, drop, hunt, light, paint, pick</i></p> <p>Other: <i>care about, bus shelters, rubbish bins, regulate, deforestation, pollute, start a fire</i></p>	<p>Comparative form of adjectives: <i>The (South Station) is (bigger) than the (North Station). The (new trains) are more (modern) than the (old trains). I am (shorter/taller) than you. My hair is (longer) than yours. Imperative: Don't (drop litter).</i></p>	<p>Why are rainforests important for the environment?</p>
UNIT 6 When I was small...	<p>Members of the family: <i>aunt, brother, cousin, father, grandparents, mother, parents, sister, uncle</i></p> <p>Adjectives to describe personality: <i>messy/tidy, noisy/quiet, rude/polite</i></p> <p>Other: <i>musician, composer, palace, symphony, violin, pianist, violinist, opera, collect money, rent a house, move, to a farm, work together, roads</i></p>	<p>Past simple 'be' (positive, negative and questions): <i>I/He/She was (6). You/They were (on holiday). I/He/She wasn't (on holiday). You/They weren't (nice). Was he/she (7 years old)? Yes, he/she was. / No, he/she wasn't. Were you (with your parents)? Yes, I was. / No, I wasn't. Who are they? They are (Tim's parents). This is me when I was (a baby). This is a photo of (my sister) when (she) was (4). I was (noisy) when I was (5) years old.</i></p>	<p>Little Mozart and Little Alma</p>
CONSOLIDATION 3	Review of vocabulary and grammar from Units 5 and 6		

Values	Project	CLIL	Everyday English
<p>Take care of the environment/city you live in.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in peer games.</p> <p>Respect the opinions of others.</p> <p>Work together to complete projects.</p>	<p>Make a 'We care' poster.</p>	<p>ICT: Communication and Technology</p> <p>Vocabulary: sign language, braille, whistle language, talking drums, deaf, blind, distance, dots, fingertips, rhythms, walkie-talkie, laptop, mobile phone, computer, morse code, telegraph, Aldis lamp, heliograph</p> <p>Language:</p> <p><i>Tim (is speaking).</i></p> <p><i>(Telegraphs) use Morse code to communicate with (electrical signals).</i></p>	<p>Learning to learn</p> <p>Vocabulary: Art and Design, Drama, English, French, Geography, ICT, Maths, History, Music, Science</p> <p>Language:</p> <p><i>I find it difficult to remember everything.</i></p> <p><i>You should identify important words and ideas in texts.</i></p> <p><i>I often forget to do my homework.</i></p> <p><i>You should write your homework in your diary or notebook.</i></p>
<p>Respect different types of families.</p> <p>Be tolerant of how other people do things.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in peer games.</p> <p>Respect the opinions of others.</p> <p>Work together to complete projects.</p>	<p>Share family photos!</p>		