

# Contents

Unit	Grammar	Vocabulary	CLIL	Reading Strategies	Phonics
<b>1</b> Everyday Life page 4	Separable two-word verbs; <i>but, too</i> ; adverbs of frequency	Daily routines	Science – machines and how they help us Art – developing fine motor skills	Scanning for names; identifying speakers	Long <b>a</b>
<b>2</b> What's The Time? page 16	<i>Want</i> + infinitive; <i>at</i> + time	Places in town; telling time; categorization of television shows	Math – measuring time Art – developing fine motor skills and spatial perception	Identifying the main theme; using a graphic organizer	Long <b>e</b>
<b>3</b> How's The Weather? page 28	<i>Be</i> + <i>going to</i> ; <i>wh-</i> questions with <i>going to</i> ; <i>yes/no</i> questions with <i>going to</i>	Weather words; temperature; clothing	Science – the water cycle; collecting and processing information about the weather	Predicting text from pictures; guessing words in context	Long <b>i</b>
<b>4</b> Party Time! page 40	Partitives with count and non-count nouns; <i>some</i> and <i>any</i> ; <i>How much ...?</i> and <i>How many ...?</i>	Food; recipe ingredient words; fractions	Design – evaluating different kinds of packaging Art – designing decorative paper	Predicting text type from pictures; understanding time order	Long <b>o</b>
<b>5</b> We Are Different page 52	<i>Whose ...?</i> ; weight and height; possessive pronouns	Physical characteristics	Art – comparing portraits Design – designing a portrait frame	Remembering facts; making inferences	Long <b>u</b>

## Competencies



Activities that develop social and creative skills and consider lifestyle choices.



Activities that help develop a sense of social responsibility, mutual understanding, tolerance and ethical behavior.



Activities that develop thinking skills to explain, infer, classify, discuss, notice and discover.



Activities that foster learning autonomy and help develop learning strategies.



Activities that promote interpersonal and collaborative skills to develop teamwork, leadership, empathy and responsibility.

Unit	Grammar	Vocabulary	CLIL	Reading Strategies	Phonics
<b>6</b> Years Ago page 64	<i>There was / there were;</i> quantifiers; <i>Was there...? / Were there...?</i>	Past time phrases	History – the Christopher Columbus story Drama – re-enacting historical events	Predicting from title and pictures; making inferences; guessing words in context	Short <b>a</b>
<b>7</b> It's A Mystery page 76	Past progressive; past progressive <i>wh-</i> questions; past progressive <i>yes/no</i> questions	Sound verbs	Science – animal tracks Art – using different materials for different effects	Scanning for specific information; putting information in time order	<b>-ing</b> endings
<b>8</b> Out And About page 88	Irregular past tense verbs; negative irregular past tense verbs; past tense <i>wh-</i> questions	Irregular past tense verbs; places to visit	Geography – local attractions Language Arts – organizing and writing information about your town	Remembering specific information; reading a tourist leaflet	Silent <b>gh</b>
<b>9</b> Together page 100	Regular and irregular past tense verbs; past tense <i>yes/no</i> questions	Regular verbs; names of orchestral instruments	Music – <i>Peter and the Wolf</i> ; names of orchestral instruments Drama – re-enacting a classic story	Making inferences; putting events in time order	<b>-ed</b> endings
<b>10</b> Our Wonderful World page 112	Comparative adjectives; superlative adjectives	Descriptive adjectives; geographical features	Science – characteristics of sea creatures; making food chains	Identifying speakers; matching pictures to text	<b>wh</b> and <b>ph</b>

Assessment	Grammar	Vocabulary
<b>A</b> (U1, U2) page 124	Separable two-word verbs; <i>but, too</i> ; adverbs of frequency; <i>at + time; want + infinitive</i>	Household machines; daily routines; places in town; telling time; types of TV show
<b>B</b> (U3, U4) page 126	<i>Be + going to; wh-</i> questions with <i>going to; yes/no</i> ; questions with <i>going to</i> ; partitives with count and non-count nouns; <i>some</i> and <i>any</i> ; <i>How much ...? / How many ...?</i>	Weather words; temperature; food; recipe ingredient words; packaging
<b>C</b> (U5, U6) page 128	<i>Whose ...?; weight and height; possessive pronouns; There was / there were; Was there ...? / Were there ...?</i>	Physical characteristics; household objects; quantifiers
<b>D</b> (U7, U8) page 130	Past progressive; past progressive with <i>yes/no</i> and <i>wh-</i> questions; irregular past tense verbs	Sound verbs; polite and rude actions; places to visit; irregular verbs
<b>E</b> (U9, U10) page 132	Regular and irregular past tense verbs; past tense <i>wh-</i> questions; past tense <i>yes/no</i> questions; comparatives and superlatives	Regular and irregular verbs; ocean creatures; descriptive adjectives