

## Scope and Sequence 5

Unit	Title	Theme	Communication Objectives
1	My Family's Story	family events	to discuss important family events; to understand a family tree; to discuss names for family relationships; to talk about physical characteristics and occupations
2	My Time	daily timetables	to talk about chores and timetables; to give reasons; to state likes and dislikes
3	In Britain	geography	to talk about places and transport; to discuss travel plans
4	Shopping	shopping for clothes	to ask for and give directions; to discuss clothes and prices; to discuss preferences; to understand printed advertisements
5	What a Trip!	holidays	to talk about holidays; to say what one did and what one was doing; to talk about the weather; to tell narrative stories
6	Communication	ways of communicating	to learn ways to communicate; to learn the parts of a magazine/newspaper; to conduct an interview; to create a magazine
7	Just Imagine!	inventions	to speculate about what things might be; to describe what things are made of; to read about inventors and inventions
8	A Small World	discoveries and inventions around the world	to discuss contributions from different people and countries; to talk about where and why products were made; to read informational articles
9	It's TV Time	TV programmes	to discuss personal preferences about TV programmes; to take part in an interview; to prepare and perform TV programmes

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Language Development	Learning Strategies	Cross-Curricular Extensions
to use comparative and superlative adjectives with <i>er</i> , <i>est</i> ; to use adjectives that describe people; to use possessive nouns	to guess riddles; to use graphic organisers; to visualise	Art; Language; Mathematics
to use the simple present tense; to use <i>going to</i> to indicate the future; to read large numbers	to use graphic organisers; to classify; to evaluate	Language; Mathematics; Music
to use comparatives and superlatives with <i>most</i> and <i>est</i> ; to use <i>going to</i> to indicate the future; to use possessive pronouns	to evaluate and compare; to make lists of superlatives for study; to use prior knowledge	Art; Language; Mathematics; Music; Social Studies
to use comparatives and superlatives with <i>more</i> and <i>most</i>	to use music and rhythm; to read maps; to compare items; to analyse the language of advertising; to make vocabulary flashcards	Art; Consumer Awareness; Mathematics; Social Studies
to use the past and the past continuous tenses; to make comparisons with <i>worse</i> and <i>worst</i>	to use a calendar; to make charts; to keep a diary; to analyse data	Art; Language; Mathematics; Music; Science
to use the future tense with <i>will/won't</i> ; to use <i>wh</i> -questions	to classify; to understand main ideas; to follow a sequence of events	Art; Language; Music; Social Studies
to use <i>might</i> and <i>may</i> ; to use the infinitive of purpose; to use <i>made of</i>	to solve puzzles; to think creatively; to brainstorm	Music; Science; Social Studies
to use the past tense; to use passive constructions; to use speculative language; to use adjectives of origin	to make inferences; to use music and rhyme; to solve a puzzle	Art; Music; Social Studies
to use <i>would rather</i> ; to generate information questions; to use present, past and future tenses; to use language for making suggestions	to compare preferences; to use songs and chants to practise vocabulary; to plan, write, timetable, direct and perform in TV programmes.	Art; Language; Mathematics; Music; Social Studies