






Unit	Grammar	Vocabulary	Skills	Pronunciation	
UNIT 1 We're all different!  page 7	Question words Possessive adjectives  Present simple: <i>be</i>	Favourite things and activities Numbers 0–20 Describing things	 Reading Part 4 Reading: Think outside the box: Welcome to my world! By Danny  Writing Part 6  Listening Part 3	Stress in sentences with the verb <i>be</i>	
UNIT 2 My people  page 15	<i>this, that, these, those</i> Possessive 's  <i>Have(n't) got</i>	Family members Describing people	Reading: Blog posts Reading: Think outside the box: The Addams family  Reading Part 5 Writing: An email  Listening Part 1	Pairs of words with <i>and</i>	
UNIT 3 Let's eat!  page 23	 <i>there is / are, there isn't / aren't</i> <i>is there / are there</i> questions, <i>much, many, a lot of</i>	Food, drink and containers Numbers 20–100	 Reading Part 2 Listening: Think outside the box: An interview  Listening Part 3  Speaking Part 1 Writing: A message Listening: A conversation	Word stress / syllables in words	
UNIT 4 Games, games, games!  page 31	<i>can</i> for ability  <i>like, love, don't mind, etc. + ing</i> forms	Sports and games verbs Sports and games nouns	Reading: An article  Speaking: Part 1 Reading: Think outside the box: Mind sports  Reading: Part 1 Writing: A blog post  Listening: Part 5	<i>can / can't</i>	
UNIT 5 Every day's a new day!  page 39	 Present simple and adverbs of frequency Present simple questions	Daily routines What's the time? Transport and travel	 Reading Part 2 Reading: Think outside the box: How do they get to school?  Speaking Part 2 Writing: A social media post  Listening Part 2	<i>/s/, /z/ and /ɪz/</i> with present simple endings	
UNIT 6 What on earth are you wearing?  page 47	Present continuous  Present simple and present continuous	Clothes Rooms and objects in the home	Reading: An article Reading: Think outside the box: House clothes – by Carrie Morgan  Reading Part 4  Writing Part 6  Listening Part 5	Vowel sounds: <i>/æ/, /u:/ and /ɜ:/</i>	
UNIT 7 People in the past  page 55	Past simple: <i>be</i>  Past simple: regular verbs (positive)	Jobs Time expressions	 Reading Part 3 Reading: Think outside the box: Women's football is back!  Writing Part 7  Listening Part 2	Past tense regular endings: <i>/t/, /d/ and /ɪd/</i>	
UNIT 8 Let's go on a journey!  page 63	Past simple: irregular verbs (positive)  Past simple: negatives and questions	The world around us Adverbs	Reading: A blog post  Reading Part 5 Listening: Think outside the box: An interview Writing: An email  Listening Part 4	Long and short vowels: <i>/ɔ:/ /e/ and /ʊ/</i>	
UNIT 9 Awesome animal life  page 71	 Comparative adjectives Superlative adjectives	Animals Describing feelings	 Reading Part 3 Reading: Think outside the box: Do animals really laugh?  Writing Part 7  Listening Part 1	Word stress: comparatives and superlatives	
UNIT 10 City life  page 79	 <i>must</i> and <i>have to, mustn't</i> and <i>don't have to</i> Infinitive of purpose	Places in the city Weather words	 Reading Part 1 Reading: Think outside the box: Unusual towns Speaking Part 2 Writing: A blog post  Listening Part 4	Silent consonants	
STEAM investigations page 88 Grammar reference and practice page 98 Pair work page 108 Irregular verbs page 111					

	Oracy	Challenge	Life competencies	STEAM
	Working with other students Showing your partner that you are listening	I want to find out more about the people in my class.	Creative thinking: preparing for creativity Critical thinking: evaluating ideas and arguments	Science Why are we all different?
	 Asking questions Asking for more information Asking for clarification		Learning to learn: developing skills and strategies for learning Creative thinking: generating ideas	
	Talking about ideas with other people Making sure that people can hear you Presenting a poster Showing interest	I want to know more about the food I eat.	Collaboration: encouraging effective group interaction Critical thinking: evaluating ideas and arguments Digital literacy: using tools and creating digital content	Science How can I cook safely?
	 Giving a presentation Speaking slowly and clearly Using body language and making eye contact		Emotional development: empathy and relationship skills	
	Asking for people's opinions about your ideas Taking turns	It's good to do new things!	Critical thinking: solving problems and making decisions Creative thinking: implementing ideas and solving problems Critical thinking: evaluating ideas and arguments Critical thinking: solving problems and making decisions	
	 Giving opinions Saying what you think Agreeing and disagreeing		Learning to learn: developing skills and strategies for learning Critical thinking: evaluating ideas and arguments Critical thinking: evaluating ideas and arguments Emotional development: empathy and relationship skills	Technology, Engineering How do I keep dry?
	Asking follow-up questions Answering questions	It's important to learn about people in the past.	Critical thinking: understanding and analysing ideas and arguments Critical thinking: evaluating ideas and arguments	Science, Maths What did people in the past think about the stars and the solar system?
	 Building an argument Planning what you want to say Giving reasons for your answers		Creative thinking: generating ideas Learning to learn: developing skills and strategies for learning	
	Inviting people to give their opinion Making suggestions	Animals are very important for people and the planet. We need to understand why.	Creative thinking: implementing ideas and solving problems Emotional development: empathy and relationship skills	Science, Arts What do animals need to live?
	 Working together Being positive about each other's ideas Using connectors		Emotional development: empathy and relationship skills Digital literacy: using tools and creating digital content	
Digital Classroom: Practice Extra				