

Academy Stars: Level 4 Scope and Sequence

Unit	Topic	Vocabulary	Grammar & Language in Use	Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and Spelling
Welcome		Describe people's lives and interests (sea animals, musical instruments, things to eat, leisure activities, months)	<i>Who's ...? Who likes ...?</i> <i>Who wants to ...?</i> <i>Where do you live? How do you go to school?</i>						
1	Unit title: Holiday news Topic/theme: The world around us and leisure activities	L1 – forest, island, lake, river, waterfall, village, town, countryside, volcano, hill L2 – above, below, inside, outside, kayaking, sailing L3 – school, choir, chorus, duck, chicken L5 – mountain biking, horse-riding, skateboarding, surfing	L4 - Past simple question forms: <i>Did he hide in his wardrobe?</i> <i>Yes, he did. Was it scary? Yes, it was.</i> L5 - verb + ...ing: <i>I love skateboarding. I don't mind surfing.</i>	Text messages interpret preferences Learning to learn: how do you learn best	A dialogue Listen for specific information	Holiday photos Ask questions about a holiday photo	A text message Write a text message	Let's do a survey Thinking skills: analysis, synthesis and evaluation	ch or ck /k/

Reading time 1: True travellers' tales of kindness Play 1: Jane and the special butterfly

2	Unit title: Different lives Topic/theme: Prepositions of movement and actions	L1 – round, across, into, out of, through, up, down, onto, off, over L2 – apologise, decide, find (found), forget (forgot), look like, swap L3 – George, Jill, jolly, giraffes, jumping, huge gym L5 – tie your shoe, do up your coat, count to a hundred, whistle a tune	L4 - verbs with to + infinitive: <i>He wanted to climb the mountain. But now he needs to run.</i> L5 - could / couldn't and when clauses in the past: <i>Could you whistle a tune when you were eight? Yes, I could.</i>	A traditional story Interpret emotions Learning to learn: asking classmates for help	Monologues Listen for specific information	Give a presentation	A story Write a story summary	Appreciate how people make different choices Thinking skill: evaluation	<i>j or g /dz/</i>
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Review 1

3	Unit title: Super cycling Topic/theme: Bikes, cycling and directions	L1 – cyclist, lights, basket, gears, pump, lock, bell, wheel, brakes, safety vest L2 – bridge, path, square, ticket, near, opposite L3 – nice, mice, bounce, once, twice L5 – go straight on, go past, turn right / left, on the right / left	L4 - must and mustn't for obligation: <i>You must look. You mustn't listen to music.</i> L5 - Give directions: <i>First, we go straight on to the hospital. And then, we turn right.</i>	A leaflet Identify specific information Learning to learn: using what you know	A street map Follow directions	Give directions	A leaflet Write a list with bullet points	Play the Bike Grid game Thinking skill: application	soft <i>c</i> (<i>s</i>) <i>/s/</i>
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Reading time 2: Journey to the centre of the earth

Play 2: Peter and the skateboarding competition

4	Unit title: People at work Topic/theme: Jobs and animals	L1 – chef, photographer, nurse, dentist, businessman / businesswoman, police officer, plumber, lawyer, artist, engineer L2 – creative, dangerous, delicious, different, exciting, interesting L3 – actor, police officer, driver, tractor L5 – caterpillar, mosquito, peacock, crab	L4 - Comparative form of long adjectives: <i>Mary's cake is more creative than Ruben's.</i> L5 - Superlative form of long adjectives: <i>Mosquitoes are the most dangerous.</i>	A blog Develop inferential skills Learning to learn: using prefixes to change meaning	Dialogues Listen for opinions	Talk about preferences	A blog Write a blog	Let's find out: opinions about jobs Thinking skill: evaluation	er or or ending /ə/
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Review 2

5	Unit title: Be healthy! Be happy! Topic/theme: At the doctor's and staying healthy	L1 – cut, broken arm, temperature, flu, sore throat, cough, toothache, headache, earache, stomach ache L2 – medicine, exercise (v), rest (v), active, healthy, ill L3 – Phillip, elephant, laughed, coughed L5 – bakery, butcher's, chemist's, fishmonger's, greengrocer's	L4 - should and shouldn't for advice: <i>You should be active. You shouldn't eat too many sweets.</i> L5 - Clauses of purpose: <i>Let's go to the bakery to buy some bread.</i>	A magazine article Understand detail Learning to learn: asking questions	A role-play Listen for specific information	A dialogue Dialogue at the doctor's	A letter Write a letter	Plan healthy meals Thinking skills: application and analysis	gh or ph /f/
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6	Unit title: Stories from far away Topic/theme: The natural world and activities	L1 – world, field, grass, ground, campfire, stream, shooting star, branch, nest, leaf / leaves L2 – fly (flew), hide (hid), take (took), another, both, nothing L3 – little, people, purple, sandal, petal L5 – buy a present, catch a bus, plant a flower, write an essay	L4 - Past continuous: <i>Yesterday at six o'clock, he was sleeping. He wasn't doing his homework.</i> L5 - Ask questions using the past continuous: <i>Where were you going? I was going to the school concert.</i>	A story Interpret cultural references Learning to learn: learning new vocabulary using colour	A story Listen to sequence a story	A play Act out a play	A story Using adjectives and adverbs in a story	Play a storytelling game Thinking skills: synthesis	le or al ending /əl/
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Review 3

7	Unit title: Technology time Topic/theme: Technology and inventions	L1 – keyboard, charger, laptop, earphones, screen, microphone, speaker, printer, mouse, games console L2 – ink, invention, machine, material, download L3 – happy, little, rabbit, yellow, glasses, nibbles, carrot L5 – mine, yours, his, hers, ours, theirs	L4 - Defining relative clauses: <i>This is the man who invented the first computer.</i> L5 - Use possessive pronouns: <i>Is that your camera? Yes, it's mine.</i>	An informational website Relate to your own knowledge Learning to learn: working out the meaning of words	A dialogue Listen for specific information	Give a presentation	An informational text Write an informational text	Compare and contrast devices Thinking skill: application	Double letters
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Reading time 3: The colours of life Play 3: Vicky helps									
8	Unit title: Our world Topic/theme: Parts of plants and animals, nature and science	L1 – spine, petal, fins, scales, stem, soil, feathers, roots, fur, wings L2 – air, ladybird, land, sparrow, squirrel L3 – bright, knight, straight, through, night L5 – electric, gadget, scientist, smartphone	L4 - will / won't for future predictions: It'll grow. <i>It won't grow.</i> L5 - Ask questions using will: <i>Will children still use books? No, they won't. I think they'll use laptops.</i>	Poems Infer meaning	An animal game Listen to sequence information	Play a game	A poem Write a poem	Predict the future of our world Thinking skill: evaluation	silent gh
Review 4									
9	Unit title: Planet water Topic/theme: Using water and the water cycle	L1 – dishwasher, washing machine, tap, bucket, watering can, fill, empty, waste, save, turn on / off L2 – fresh water, salt water, cool, freeze, heat, melt L3 – what, why, white, where L5 – dissolve, float, heavy, light, sink	L4 - Zero conditional: If it's warm, snow melts. L5 - What happens if + present simple: What happens if you put the marble in the water? It sinks.	A factual text Interpret data Learning to learn: the importance of graphs	A dialogue Listen for specific information	Talk about how you use water	Diagrams Write a factual report	Plan a campaign Thinking skill: application	silent letter h
Reading time 4: Unusual hotels Play 4: Freddy's music									
10	Unit title: Let's be detectives!	L1 – jewellery, bracelet, earrings, diamond ring, beard, curly hair, straight	L4 - Present perfect: <i>He's caught the thief. Oh no! He hasn't caught</i>	Emails Understand	A police description	Tell a convincing	A story Write	Play the Are you a superstar? game	silent letters b,

