

Academy Stars: LEVEL 3 SCOPE & SEQUENCE

Unit	Topic	Vocabulary	Grammar & Language in use	Reading and Learning skills	Listening	Speaking	Writing	Think about it!	Sounds and Spelling
Welcome		Vocabulary review (describing people, food, clothes, objects, family, people, activities, animals)	<p><i>What class are you in? How old are you? What's your favourite ...?</i></p> <p><i>I can see ...</i> <i>There is / are ...</i> <i>A boy is wearing ...</i></p>						
1	<p>Unit title: At School</p> <p>Topic/theme: school subjects & activities</p>	<p>Lesson 1: science, English, computer studies, music, break time, maths, social studies, PE, art, homework</p> <p>Lesson 2: difficult, think, music room, laugh, computer room</p> <p>Lesson 3 sounds & spelling: sheep, asleep, heap</p> <p>Lesson 5: first, second,</p>	<p>Lesson 4 Grammar: <i>Present simple or present continuous?: I sing / I'm singing.</i></p> <p>Lesson 5 Language in use: <i>I'm good at... I'm not good at...</i></p>	<p>Text type: A story</p> <p>Strategy: Read and sequence events</p> <p>Learning to learn: what to do when you don't understand a word</p>	<p>Listening: A chant</p> <p>Strategy: Listen for specific words</p>	<p>Speaking: A chant</p> <p>Skill: Use classroom language</p>	<p>Text type: A story</p> <p>Skill: Write a dialogue using speech marks</p>	<p>Let's choose an after-school club!</p> <p>Use thinking skills</p>	<p>long <i>e</i></p> <p><i>ee</i> or <i>ea</i></p> <p><i>/i:/</i></p>

		then, before, after							
Reading time 1: The Swiss Family Robinson									
Play 1: Charlie's homework									
2	<p>Unit title: At home together</p> <p>Topic/theme: chores and free time activities</p>	<p>Lesson 1: make a bed, read a comic, wash up, watch a film, tidy up, play chess, dust, clean, sweep the floor, play computer games</p> <p>Lesson 2: basement, ground floor, top floor, lift, cereal, toast</p> <p>Lesson 3 sounds & spelling: goat, coat, throw, snowball</p> <p>Lesson 5: once a day, twice a week, three times a month</p>	<p>Lesson 4</p> <p>Grammar:</p> <p><i>Adverbs of frequency: I always / usually / sometimes / hardly ever / never...</i></p> <p>Lesson 5</p> <p>Language in use:</p> <p><i>How often do you...? Once / twice / three times a....</i></p>	<p>Text type: A blog</p> <p>Strategy: infer feelings</p> <p>Learning to learn: how to learn new words</p>	<p>Listening:</p> <p>Monologues</p> <p>Strategy:</p> <p>Sequence events</p>	<p>Speaking:</p> <p>Give a presentation</p>	<p>Text type: A blog post</p> <p>Skill: Write a blog post</p>	<p>Let's do a survey!</p> <p>Use thinking skills</p>	<p>long <i>o</i></p> <p><i>oo</i> or <i>ow</i></p> <p><i>/əʊ/</i></p>
Review 1									

3	<p>Unit title: Around town</p> <p>Topic/theme: places around town & family</p>	<p>Lesson 1: café, train station, cinema, bus stop, shopping centre, swimming pool, library, hospital, supermarket, bank</p> <p>Lesson 2: kind, quiet, naughty, loud, careful, patient</p> <p>Lesson 3 sounds & spelling: kangaroo, moon, balloon</p> <p>Lesson 5: parents, grandparents, aunt, uncle, cousin</p>	<p>Lesson 4 Grammar: <i>To be: present simple or past simple?:</i> <i>Yesterday she was...</i> <i>Today she's...</i></p> <p>Lesson 5 Language in use: <i>Wh-</i> questions with <i>was / were:</i> <i>Where / when / what / why / who were you...?</i></p>	<p>Text type: A story</p> <p>Strategy: scan and categorise</p> <p>Learning to learn: use a dictionary to find meaning</p>	<p>Listening: A place grid</p> <p>Strategy: Follow sequenced information</p>	<p>Speaking: Provide sequenced information</p>	<p>Text type: Mind Map™ and story</p> <p>Skill: Plan and write a story</p>	<p>Are you a good detective?</p> <p>Thinking analysis</p>	<p>long <i>u</i></p> <p><i>oo</i> or <i>ue</i></p> <p><i>/u:/</i></p>
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Reading time 2: Sam and the number 22 bus

Play 2: The outing

4	<p>Unit title: Safari adventure</p> <p>Topic/theme: food & camping</p>	<p>Lesson 1: soup, sandwich, tea, cheese, plate, biscuit, pasta, cup, salad, bottle</p> <p>Lesson 2: backpack, leopard, night, picnic, tent, torch</p> <p>Lesson 3 sounds & spelling: bear, chair, pear</p> <p>Lesson 5: spinach, mushrooms, olives, peppers, tuna</p>	<p>Lesson 4 Grammar: <i>Countable and uncountable nouns with some / any: There's some water. There aren't any elephants.</i></p> <p>Lesson 5 Language in use: <i>How much / many ... is / are there? There is / are a lot / not much / not many...</i></p>	<p>Text type: An informational website</p> <p>Strategy: contrast two texts</p> <p>Learning to learn: use a dictionary to find spelling</p>	<p>Listening: An adventure park website</p> <p>Strategy: Listen for specific information</p>	<p>Speaking: Give suggestions and make a plan</p>	<p>Text type: A safari website</p> <p>Skill: Make paragraphs in a website text</p>	<p>Planning a North Pole adventure</p> <p>Thinking skills: analysis, synthesis and evaluation</p>	ai or ea /eə/
Review 2									
5	<p>Unit title: My grandpa</p> <p>Topic/theme: family & musical instruments</p>	<p>Lesson 1: husband, flute, grandson, violin, wife, drum, daughter, granddaughter, trumpet, son</p> <p>Lesson 2: carry, dance, look after, love, study,</p>	<p>Lesson 4 Grammar: <i>Regular verbs in the past simple: Yesterday he played the drums / He</i></p>	<p>Text type: Poetry</p> <p>Strategy: Recognise features in a poem and interpret meaning</p> <p>Learning about language: notice rhyme</p>	<p>Listening: Descriptions</p> <p>Strategy: Listen for specific information</p>	<p>Speaking: Ask and answer questions</p>	<p>Text type: A poem</p> <p>Skill: Write rhyming poetry</p>	<p>Fact or opinion?</p> <p>Thinking skill: application</p>	ai or ay /eɪ/

		<p>travel, wait, work</p> <p>Lesson 3 sounds & spelling: snail, train, rainy</p> <p>Lesson 5: dress up, kindergarten, cowboy, pirate, princess</p>	<p><i>didn't play the violin.</i></p> <p>Lesson 5</p> <p>Language in use: <i>Past simple</i></p> <p><i>Yes / No questions: Did you like painting at kindergarten?</i></p> <p><i>Yes, I did.</i></p>	in a poem					
6	<p>Unit title: Under the sea</p> <p>Topic/theme: sea animals</p>	<p>Lesson 1: jellyfish, octopus, penguin, eel, whale, seahorse, dolphin, starfish, shark, crab</p> <p>Lesson 2: enormous, fat, thin, hard, heavy, round, tiny</p> <p>Lesson 5: tall/taller/tallest, friendly/friendlier/friendliest, good/better/the best, bad/worse/the worst</p>	<p>Lesson 4</p> <p>Grammar: <i>Comparative form of short adjectives: The starfish is slower than the seahorse.</i></p> <p>Lesson 5</p> <p>Language in use: <i>Superlative form of short adjectives: My dad is the tallest.</i></p>	<p>Text type: An informative text</p> <p>Strategy: read to identify facts</p> <p>Learning about language: adjectives</p>	<p>Listening: A story</p> <p>Strategy: Sequence events</p>	<p>Speaking: Act out a story</p>	<p>Text type: An informative text</p> <p>Skill: Write an informative text from notes</p>	<p>Write an animal puzzle</p> <p>Thinking skills: analysis and synthesis</p>	<p><i>ar or a /a:/</i></p>
Review 3									

7	<p>Unit title: Once upon a time</p> <p>Topic/theme: classic children's stories</p>	<p>Lesson 1: come-came, go-went, have-had, make-made, read-read, say-said, see-saw, stand-stood, think-thought, wear-wore</p> <p>Lesson 2: angrily, happily, kindly, quickly, sadly, slowly</p> <p>Lesson 3 sounds & spelling: fly, bright</p> <p>Lesson 5: eat-ate, drink-drank, party, restaurant</p>	<p>Lesson 4</p> <p>Grammar: Past simple irregular verbs: <i>He had a cake / He didn't have an umbrella.</i></p> <p>Lesson 5</p> <p>Language in use: Past simple with Wh-question form: <i>What did you eat?</i></p>	<p>Text type: A traditional story</p> <p>Strategy: Analyse for inference</p> <p>Learning about language: adverbs</p>	<p>Listening: A traditional story</p> <p>Strategy: Listen to a traditional story</p>	<p>Speaking: Act out a story</p>	<p>Text type: A story</p> <p>Skill: Write a summary</p>	<p>A different point of view</p> <p>Thinking skill: synthesis</p>	<p>y or igh /ai/</p>
<p>Reading time 3: The race & The wind and the sun Play 3: The dolphin</p>									
8	<p>Unit title: Life in prehistory</p> <p>Topic/theme: prehistory</p>	<p>Lesson 1: museum, history, fire, tool, sculpture, necklace, bowl, knife, coin, musical instrument</p> <p>Lesson 2: bone, ceramic, fireplace, pot, stone, wood</p> <p>Lesson 3 sounds & spelling: voice, noise</p>	<p>Lesson 4</p> <p>Grammar: <i>There was / were ...: There was / There weren't ...</i></p> <p>Lesson 5</p> <p>Language in use: Yes / No questions with <i>There was /</i></p>	<p>Text type: A factual text</p> <p>Strategy: Use labels to aid comprehension</p> <p>Learning to learn: self-motivation</p>	<p>Listening: A description</p> <p>Strategy: Analyse information</p>	<p>Speaking: Describe a picture</p>	<p>Text type: A description</p> <p>Skill: Write a description using topic sentences</p>	<p>Are you a good archaeologist?</p> <p>Thinking skill: analysis</p>	<p>oy or oi /oi/</p>

		Lesson 5: butterfly, gorilla, meerkat, parrot, show	<i>were:</i> <i>Were there any parrots? No, there weren't.</i>						
Review 4									
9	Unit title: Sport for all Topic/theme: sports & competitions	Lesson 1: swimming cap, tracksuit, towel, goggles, helmet, trainers, bat, swimming costume, glove, flip-flops Lesson 2: competition, match, medal, player, team, uniform, winner Lesson 3 sounds & spelling: cow, mountain, flower, mouth Lesson 5: bones, energy, muscles, meat	Lesson 4 Grammar: <i>Have to / don't have to: Tom has to jump high. Bob doesn't have to.</i> Lesson 5 Language in Use: <i>Why ...? and Because ...: Why do they have to eat pasta? Because they need energy.</i>	Text type: Emails Strategy: Compare and contrast information Learning to learn: self-reflection	Listening: A dialogue Strategy: Compare and contrast information in a dialogue	Speaking: Act out a roleplay	Text type: An email Skill: Write an email using connectors of addition	Crack the secret code! Thinking skill: application	<i>ou or ow /au/</i>
Reading time 4: Kings of the sea Play 4: The coin									
10	Unit title: Let's celebrate! Topic/theme: dates & special events	Lesson 1: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth Lesson 2: bell, cards, clothes, fireworks,	Lesson 4 Grammar: <i>Future plans with going to: He's going to climb. She's going to take a</i>	Text type: A magazine article Strategy: Identify and infer information Learning to learn: how	Listening: A dialogue Strategy: Listen for specific	Speaking: Give a presentation	Text type: A letter to a magazine Skill: Write a letter to a magazine	Let's make and play a game! Thinking skill: application	<i>ur or ir /ɜ:/</i>

		lantern, procession <u>Lesson 3 sounds & spelling:</u> turn, skirt <u>Lesson 5:</u> Arabic, Mandarin, Russian, Spanish	<i>photo.</i> <u>Lesson 5 Language in use:</u> Questions with <i>going to</i> : <i>Are you going to visit Spain? Yes, I am.</i>	to learn outside the classroom	information		using connectors of sequence		
Review 5									