

### 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></p> <p><i>There is / are ...</i></p> <p><i>A boy is wearing ...</i></p>						
1	<p><b>Unit title:</b> At School</p> <p><b>Topic/theme:</b> school subjects &amp; activities</p>	<p><b>Lesson 1:</b> science, English, computer studies, music, break time, maths, social studies, PE, art, homework</p> <p><b>Lesson 2:</b> difficult, think, music room, laugh, computer room</p> <p><b>Lesson 3 sounds &amp; spelling:</b> sheep, asleep, heap</p> <p><b>Lesson 5:</b> first, second,</p>	<p><b>Lesson 4 Grammar:</b></p> <p><i>Present simple or present continuous?: I sing / I'm singing.</i></p> <p><b>Lesson 5 Language in use:</b> <i>I'm good at... I'm not good at...</i></p>	<p><b>Text type:</b> A story</p> <p><b>Strategy:</b> Read and sequence events</p> <p><b>Learning to learn:</b> what to do when you don't understand a word</p>	<p><b>Listening:</b> A chant</p> <p><b>Strategy:</b> Listen for specific words</p>	<p><b>Speaking:</b> A chant</p> <p><b>Skill:</b> Use classroom language</p>	<p><b>Text type:</b> A story</p> <p><b>Skill:</b> 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							
<b>Reading time 1:</b> The Swiss Family Robinson									
<b>Play 1:</b> Charlie's homework									
<b>2</b>	<p><b>Unit title:</b> At home together</p> <p><b>Topic/theme:</b> chores and free time activities</p>	<p><b>Lesson 1:</b> 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><b>Lesson 2:</b> basement, ground floor, top floor, lift, cereal, toast</p> <p><b>Lesson 3 sounds &amp; spelling:</b> goat, coat, throw, snowball</p> <p><b>Lesson 5:</b> once a day, twice a week, three times a month</p>	<p><b>Lesson 4</b></p> <p><b>Grammar:</b></p> <p><i>Adverbs of frequency: I always / usually / sometimes / hardly ever / never...</i></p> <p><b>Lesson 5</b></p> <p><b>Language in use:</b></p> <p><i>How often do you...? Once / twice / three times a....</i></p>	<p><b>Text type:</b> A blog</p> <p><b>Strategy:</b> infer feelings</p> <p><b>Learning to learn:</b> how to learn new words</p>	<p><b>Listening:</b></p> <p>Monologues</p> <p><b>Strategy:</b></p> <p>Sequence events</p>	<p><b>Speaking:</b></p> <p>Give a presentation</p>	<p><b>Text type:</b> A blog post</p> <p><b>Skill:</b> 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>
<b>Review 1</b>									

3	<p><b>Unit title:</b> Around town</p> <p><b>Topic/theme:</b> places around town &amp; family</p>	<p><b>Lesson 1:</b> café, train station, cinema, bus stop, shopping centre, swimming pool, library, hospital, supermarket, bank</p> <p><b>Lesson 2:</b> kind, quiet, naughty, loud, careful, patient</p> <p><b>Lesson 3 sounds &amp; spelling:</b> kangaroo, moon, balloon</p> <p><b>Lesson 5:</b> parents, grandparents, aunt, uncle, cousin</p>	<p><b>Lesson 4 Grammar:</b> <i>To be: present simple or past simple?:</i> <i>Yesterday she was...</i> <i>Today she's...</i></p> <p><b>Lesson 5 Language in use:</b> <i>Wh-</i> questions with <i>was / were:</i> <i>Where / when / what / why / who were you...?</i></p>	<p><b>Text type:</b> A story</p> <p><b>Strategy:</b> scan and categorise</p> <p><b>Learning to learn:</b> use a dictionary to find meaning</p>	<p><b>Listening:</b> A place grid</p> <p><b>Strategy:</b> Follow sequenced information</p>	<p><b>Speaking:</b> Provide sequenced information</p>	<p><b>Text type:</b> Mind Map™ and story</p> <p><b>Skill:</b> 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><b>Unit title:</b> Safari adventure</p> <p><b>Topic/theme:</b> food &amp; camping</p>	<p><b>Lesson 1:</b> soup, sandwich, tea, cheese, plate, biscuit, pasta, cup, salad, bottle</p> <p><b>Lesson 2:</b> backpack, leopard, night, picnic, tent, torch</p> <p><b>Lesson 3 sounds &amp; spelling:</b> bear, chair, pear</p> <p><b>Lesson 5:</b> spinach, mushrooms, olives, peppers, tuna</p>	<p><b>Lesson 4 Grammar:</b> <i>Countable and uncountable nouns with some / any: There's some water. There aren't any elephants.</i></p> <p><b>Lesson 5 Language in use:</b> <i>How much / many ... is / are there? There is / are a lot / not much / not many...</i></p>	<p><b>Text type:</b> An informational website</p> <p><b>Strategy:</b> contrast two texts</p> <p><b>Learning to learn:</b> use a dictionary to find spelling</p>	<p><b>Listening:</b> An adventure park website</p> <p><b>Strategy:</b> Listen for specific information</p>	<p><b>Speaking:</b> Give suggestions and make a plan</p>	<p><b>Text type:</b> A safari website</p> <p><b>Skill:</b> Make paragraphs in a website text</p>	<p>Planning a North Pole adventure</p> <p><b>Thinking skills:</b> analysis, synthesis and evaluation</p>	ai or ea /eə/
<b>Review 2</b>									
5	<p><b>Unit title:</b> My grandpa</p> <p><b>Topic/theme:</b> family &amp; musical instruments</p>	<p><b>Lesson 1:</b> husband, flute, grandson, violin, wife, drum, daughter, granddaughter, trumpet, son</p> <p><b>Lesson 2:</b> carry, dance, look after, love, study,</p>	<p><b>Lesson 4 Grammar:</b> <i>Regular verbs in the past simple: Yesterday he played the drums / He</i></p>	<p><b>Text type:</b> Poetry</p> <p><b>Strategy:</b> Recognise features in a poem and interpret meaning</p> <p><b>Learning about language:</b> notice rhyme</p>	<p><b>Listening:</b> Descriptions</p> <p><b>Strategy:</b> Listen for specific information</p>	<p><b>Speaking:</b> Ask and answer questions</p>	<p><b>Text type:</b> A poem</p> <p><b>Skill:</b> Write rhyming poetry</p>	<p>Fact or opinion?</p> <p><b>Thinking skill:</b> application</p>	ai or ay /eɪ/

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

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

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

		lantern, procession  <b><u>Lesson 3 sounds &amp; spelling:</u></b> turn, skirt  <b><u>Lesson 5:</u></b> Arabic, Mandarin, Russian, Spanish	<i>photo.</i>  <b><u>Lesson 5 Language in use:</u></b> 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		
<b>Review 5</b>									