

## Primary Plus 4 Syllabus

In this level, students will:

- develop core skills in collaboration and communication, creativity and imagination, digital literacy, critical thinking and problem solving, and citizenship.
- watch *Shaun the Sheep* animations in each magazine.
- read texts including autobiographies, adverts, comments on a website, a science report, a fairy tale, a script, and a diary entry.
- listen to audio passages including interviews, fairy tales, presentations, documentaries, instructions, and a museum guide.
- listen to and sing/recite songs and poems.

| Title                      | Module theme                                | Inquiry question             | Learning aims   | Tasks & Project   | Language focus   |
|----------------------------|---|------------------------------|---|---|--|
| <b>1. Around the world</b> | To understand special features of a country | What makes a country unique? | <p>I'm learning about different countries and continents.</p> <p>I'm learning about what people like to do when they visit somewhere new.</p> <p>I'm learning how to help tourists in an English-speaking country.</p> <p>I'm learning how to find out about a country.</p> | <ol style="list-style-type: none"> <li>1. Play <i>Two Truths and a Lie</i> about a country.</li> <li>2. Find out what your classmates like to do when they visit a new place.</li> <li>3. Make an English phrase book for tourists to use.</li> <li>4. Students use the information in the reading text to create a presentation on another country.</li> </ol> <p><b>Project:</b> Create and pitch a quiz for a tourism website.</p> | <p><b>Countries:</b><br/> <i>Argentina, Brazil, Canada, Egypt, Germany, Greece, India, Japan, South Africa, the USA</i></p> <p><b>Nationalities:</b><br/> <i>American, Argentinian, Brazilian, Canadian, Egyptian, German, Greek, Indian, Japanese, South African</i></p> <p><b>Wh- questions:</b><br/> <i>What is the name of India's film industry? How many reefs and islands make up the Great Barrier Reef?</i></p> |

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| <b>2. Dream jobs</b>  | To understand different types of jobs | How can I show what I can do?        | <p>I'm learning to talk about different jobs and what people do at work.</p> <p>I'm learning about how people choose their dream job.</p> <p>I'm learning to work 'smarter'.</p> <p>I'm learning about the jobs that people I know do.</p> | <ol style="list-style-type: none"> <li>1. Think of a job and write an advert for it. Then ask your classmates questions about their job adverts.</li> <li>2. Complete a job quiz to find out which job is best for you.</li> <li>3. Think about what a farm helper has to do every day and what skills they need. Interview your classmate for the role.</li> <li>4. Interview someone about their job and write a description of what they do.</li> </ol> <p><b>Project:</b> Write an application letter for a superhero role.</p> | <p><b>Jobs:</b><br/> <i>actor, businessperson, computer programmer, engineer, fashion designer, mechanic, musician, pilot, tour guide</i></p> <p><b>Gerunds:</b><br/> <i>She likes acting a lot. He doesn't enjoy working so late. She loves to do her job. He doesn't like to work at home.</i></p> <p><b>Obligation with have to and don't have to:</b><br/> <i>You have to fly a plane. You don't have to wear a uniform.</i></p> |
| <b>3. Into space!</b> | To understand the solar system        | How could we live on another planet? | <p>I'm learning words to describe space.</p> <p>I'm learning about different planets.</p> <p>I'm learning about aliens and life on another planet.</p> <p>I'm learning to read and</p>   | <ol style="list-style-type: none"> <li>1. Do some research to find out more about space and write sentences for a quiz.</li> <li>2. Research data about a planet and ask and answer questions about your planet and your classmates'.</li> <li>3. Imagine aliens take you to their planet and write a description about it.</li> <li>4. Write a diary entry about a spacewalk.</li> </ol> <p><b>Project:</b> Design and present a landing device for Mars.</p>  | <p><b>Space travel:</b><br/> <i>astronaut, planet, rings, rocket, spaceship, star, Earth, the Moon, the Sun</i></p> <p><b>Defining relative clauses with that, who and which:</b><br/> <i>This is the planet that has the biggest rings.<br/> She was the first woman who travelled into space.<br/> This is an object which helps you travel into space.</i></p>  |

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| <b>4. Fantastic stories</b>   | To understand features of a story     | How can we make a story come alive?         | <p>I'm learning how to describe a scene from a story.</p> <p>I'm learning how to retell a story.</p> <p>I'm learning how to perform in a play.</p> <p>I'm learning how to turn a story into a script.</p> | <ol style="list-style-type: none"> <li>1. Describe a scene from a well-known story for classmates to guess.</li> <li>2. Retell the story of <i>The Prince and the Smartphone</i> from the audio.</li> <li>3. Plan a play and perform it for the class.</li> <li>4. Complete the script for <i>Stone Soup</i> with your own ending.</li> </ol> <p><b>Project:</b> Perform a new version of a traditional tale.</p>                       | <p><b>Story vocabulary:</b> <i>castle, forest, horse, key, king, knight, lake, map, queen, snake, treasure, wolf</i></p> <p><b>Adverbs of time and manner:</b> <i>'What's the matter?' asked the queen impatiently. Suddenly, the princess heard a noise outside her bedroom window.</i></p> |
| <b>5. Toys for the planet</b> | To understand the impact of recycling | How can our choices affect the environment? | <p>I'm learning words to describe toys.</p> <p>I'm learning what makes toys popular.</p> <p>I'm learning how to use less energy.</p> <p>I'm learning to read and write adverts.</p>                       | <ol style="list-style-type: none"> <li>1. Think about your favourite toy of all time and prepare to talk about it.</li> <li>2. Design and carry out a questionnaire on the most popular toys for your age group.</li> <li>3. Design a toy for Shaun and his friends that uses sustainable energy.</li> <li>4. Choose a toy to make an advert for it.</li> </ol> <p><b>Project:</b> Design and present a range of eco-friendly toys.</p> | <p><b>Materials:</b> <i>cardboard, cloth, metal, paper, plastic, plastic bottle, rubber, wood, wool</i></p> <p><b>Passive verb forms:</b> <i>My dollhouse is made of wood. It was given to me on my first birthday.</i></p>  |

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| <b>6. Our future world</b> | To understand that things in the future might look different | What makes a great city of the future? | <p>I'm learning about life in the future.</p> <p>I'm learning about what we need in our towns and cities.</p> <p>I'm learning about new technologies that could improve people's lives.</p> <p>I'm learning to make predictions about the future.</p> | <ol style="list-style-type: none"> <li>1. Discuss what life will be like in the future and draw pictures.</li> <li>2. Draw a map of your neighbourhood. Then take your classmates on a tour.</li> <li>3. Invent a gadget to make people's lives better.</li> <li>4. Write a letter to your future self.</li> </ol> <p><b>Project:</b> Design and present a new city or an improved version of your own city.</p> | <p><b>Features of future cities:</b><br/> <i>driverless cars, eco-friendly transport, hi-tech clothes, jet packs, rocket-powered bikes, sky trains, teleportation machines, underground houses, virtual teachers</i></p> <p><b>Modal verbs for making predictions:</b><br/> <i>There won't be room for everyone to live above ground. I think we'll be able to pay for everything with our phones.</i></p> |