

# Syllabus



<b>S</b> <b>Welcome to the lighthouse!</b>	Activities The alphabet Numbers 1-100	Who do you live with? <i>I live with my (grand)parents.</i>	Do you like (singing)? <i>Yes, I do. No, I don't.</i>	
		<b>Vocabulary</b>	<b>Grammar</b>	<b>Phonics</b>
<b>1</b> <b>Time for school</b>	Places in a school School subjects	<i>(Where) do you (play with your friends)? I'm (brilliant) at (History). Are you good at (Maths)? Yes, I am. No, I'm not.</i>	Consonant sound <b>j</b> : <b>g</b> iraffes <b>j</b> umping <b>j</b> udo <b>g</b> ym	
<b>2</b> <b>Helping hands</b>	Household chores Free-time activities	<i>My (dad) always / often / sometimes / never (washes up). How often does (your mum) (watch DVDs)?</i>	Consonant sound <b>ch</b> : <b>w</b> itch <b>ch</b> ops <b>ch</b> icken <b>k</b> itchen	
<b>3</b> <b>Fit and healthy</b>	Health problems Healthy habits	<i>Has she got (a headache)? Yes, she has. No, she hasn't. Do they (feel dizzy)? Yes, they do. No, they don't. You must (be active). You mustn't (be lazy).</i>	Consonant sound <b>k</b> : <b>p</b> ink <b>ch</b> ameleon <b>h</b> eadache <b>k</b> ing <b>st</b> omach <b>ach</b> e	
 <b>My project 1: The zoo challenge</b>	Wild animals Things at a zoo	<i>There's (a crocodile) in the zoo. It's got a (pool). There are (some giraffes). They've got (some water).</i>	<i>We can have some (elephants). The (crocodile) needs (a pool).</i>	
<b>4</b> <b>Creative cooking</b>	Food Adjectives to describe food	<i>I'd like some / a lot of / lots of (cheese). I prefer (spicy) food. She prefers (plain) food.</i>	Consonant sound <b>z</b> : <b>z</b> ebra <b>s</b> neezes <b>ch</b> eese <b>ch</b> erries	
<b>5</b> <b>Under the sea</b>	Sea animals Adjectives to describe animals / people	<i>A (dolphin) is (bigger) than a (fish). A (shark) is (more dangerous) than a (seahorse).</i>	Consonant sound <b>w</b> : <b>w</b> hy <b>w</b> hite <b>w</b> hale <b>w</b> earing <b>w</b> atch	
<b>6</b> <b>Sports mad</b>	Water sports equipment Adverbs of manner	<i>I'm / I'm not going to (play football) (tomorrow). Are you going to (watch TV)? Yes, I am. No, I'm not. I (play chess) (badly). He (swims) (quickly).</i>	Consonant sound <b>k</b> : <b>bl</b> ack <b>m</b> onkey <b>k</b> ayaks <b>qu</b> ickly <b>l</b> ake	
 <b>My project 2: Treasure islands</b>	Natural and man-made features	<i>Let's (have a cave). We can (have a waterfall). Is the treasure (behind the waterfall)? Yes, it is. No, it isn't.</i>	<i>We can have (a waterfall).</i>	
<b>7</b> <b>Detectives</b>	Household objects Personal belongings	<i>He was / wasn't (at school) (yesterday). Was the (watch) (on the table)? Yes, it was. No, it wasn't. Were the (earrings) (in the cupboard)? Yes, they were. No, they weren't.</i>	Consonant sound <b>r</b> : <b>R</b> on <b>r</b> obber <b>w</b> rites <b>r</b> ed <b>w</b> rapper	
<b>8</b> <b>What's on TV?</b>	TV programmes More free-time activities	<i>Did you watch (a cartoon) (yesterday)? Yes, I did. No, I didn't. I (painted a picture) (yesterday). We didn't (watch TV) (last night).</i>	Consonant sound <b>f</b> : <b>d</b> olphin <b>f</b> ished <b>e</b> lephant <b>ph</b> oned <b>f</b> riend	
<b>9</b> <b>Let's celebrate!</b>	Attractions at festivals Telling the time	<i>What did you (wear)? I (wore) (jeans). What time did she (go to bed) yesterday? She (went to bed) at (twenty past nine).</i>	Consonant sound <b>s</b> : <b>C</b> ecil <b>s</b> nake <b>s</b> ang <b>d</b> anced <b>c</b> ity <b>c</b> elebration	
 <b>My project 3: A London adventure</b>	Types of transport Places and attractions in London	<i>We're going to (visit the Tower of London). We're going to (go there) (by boat).</i>	<i>Why don't we (go on the London Eye)? Let's (visit Regent's Park)?</i>	
<b>Festivals</b>	Chinese New Year	World Book Day		

I love (making models).  
I like (swimming).  
I don't like (skateboarding).

Who's this?  
He's our (brother).  
How do you spell (letter)?

Literacy	Culture	21st Century Skills	Cross-curricular links
A poster	After-school activities in Ireland	<b>21st Ways of thinking:</b> open mindedness and trying new things	<b>Science:</b> Living and non-living things <b>Arts and Crafts:</b> Proportion in art and the human body
A fable	Life on a Scottish island	<b>21st Living in the world:</b> helping others	<b>Science:</b> How our senses give us information about our environment <b>Arts and Crafts:</b> Primary, secondary and tertiary colours
A quiz	Sea animal rescue in Malta	<b>21st Living in the world:</b> being fit and healthy	<b>Science:</b> How we move; What our body needs <b>Arts and Crafts:</b> Positive and negative shapes
Designing a zoo 			<b>Science:</b> Different types of animals <b>Arts and Crafts:</b> Textured animal paintings
Shape poems	Food in India	<b>21st Ways of thinking:</b> being creative	<b>Science:</b> Why we need plants <b>Arts and Crafts:</b> Identifying patterns
A magazine article	Activities in Hawaii	<b>21st Digital skills:</b> using key words to find information online	<b>Science:</b> Water habitats; The food chain; Protecting ecosystems <b>Arts and Crafts:</b> Space in art; Three-dimensional landscapes
A letter	Extreme sports in New Zealand	<b>21st Living in the world:</b> staying safe when doing sport	<b>Science:</b> Where we find water on Earth <b>Arts and Crafts:</b> Three-dimensional geometric shapes
Designing a treasure map 			<b>Science:</b> Landscapes <b>Arts and Crafts:</b> Landscape murals
A script	An underground town in Australia	<b>21st Ways of thinking:</b> paying attention	<b>Science:</b> Identifying rocks and minerals <b>Arts and Crafts:</b> Organic forms and shapes
A review	Activities in Hollywood	<b>21st Digital skills:</b> making a video	<b>Science:</b> TV programmes that give us information <b>Arts and Crafts:</b> Balance / symmetry in art
An email	Canada Day celebrations	<b>21st Ways of working:</b> working in a group: accepting ideas and suggestions	<b>Science:</b> The three job sectors (primary, secondary and tertiary) <b>Arts and Crafts:</b> Lines to show movement in illustrations
Planning a weekend trip to London 			<b>Science:</b> The advantages and disadvantages of city life <b>Arts and Crafts:</b> Model cities