





## Scope & sequence

**Welcome unit**  
**Welcome to Students**  
**for PEACE!**  
 p. 6

- English: What do you already know?
- Identifying shared words.
- Introducing yourself, the letters of the alphabet and numbers.
- Getting to know the book.

	 <b>Spark &amp; Building blocks</b>	 <b>Explore &amp; Sync</b>	 <b>Toolbox &amp; Studio</b>	 <b>Peace talk</b>
<b>1</b> <b>Identity</b> p. 10	<ul style="list-style-type: none"> <li>• Discussing one's identity.</li> <li>• Personal documents and their social contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• ID cards and a registration form.</li> <li>• Listening and identifying names and origins.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal pronouns.</li> <li>• Verb <i>be</i>: affirmative form.</li> <li>• Possessive adjectives.</li> <li>• Spidergram: what makes identity.</li> <li>• Creating an IDEAL ID.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing separation and integration as well as the principles of cooperation, tolerance and respect.</li> <li>• Creating a Declaration of principles for peace.</li> </ul>
<b>2</b> <b>Origins</b> p. 22	<ul style="list-style-type: none"> <li>• Talking about family and origins.</li> <li>• Giving information about types of families and family trees.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a school poster and a graph to trace family roots, learning about migration around the world.</li> <li>• Listening to immigrants and to a family party invitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Verb <i>be</i>: negative and interrogative forms.</li> <li>• "Let me introduce..."</li> <li>• <i>Wh</i>- questions.</li> <li>• Spidergram: what family brings to people.</li> <li>• Creating a poster entitled "My origins".</li> </ul>	<ul style="list-style-type: none"> <li>• Human diversity: discussing differences and similarities.</li> <li>• Playing "The diversity box" game.</li> </ul>
<b>3</b> <b>Houses and homes</b> p. 34	<ul style="list-style-type: none"> <li>• Observing types of houses and discussing the difference between houses and homes.</li> <li>• Parts of a house and furniture.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading book extracts to identify essential characteristics of homes around the globe.</li> <li>• Listening and practising dialogues about being at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous.</li> <li>• Spidergram: elements of the house and home.</li> <li>• Describing your home or bedroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing people's behaviour in their homes.</li> <li>• Making a poster about Homes and PEACE.</li> </ul>
<b>4</b> <b>Friends</b> p. 46	<ul style="list-style-type: none"> <li>• Talking about friends and friendship.</li> <li>• Describing friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a story about two friends and a blog post and commenting on it.</li> <li>• Listening to phone conversations between friends and a radio programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous: <i>yes/no</i> questions and short answers.</li> <li>• Classifying people you know.</li> <li>• Spidergram: words which describe a good friend.</li> <li>• Posting about your best friend on a blog.</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship: a traditional way to show it.</li> <li>• Planning and celebrating a Day of Friendship.</li> </ul>

	 <b>Spark &amp; Building blocks</b>	 <b>Explore &amp; Sync</b>	 <b>Toolbox &amp; Studio</b>	 <b>Peace talk</b>
<b>5</b> <b>Neighbourhood</b> p. 58	<ul style="list-style-type: none"> <li>Describing and talking about different neighbourhoods.</li> <li>Matching neighbourhood descriptions to pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Getting directions to places and reading information about them.</li> <li>Listening to people asking about places and giving directions.</li> </ul>	<ul style="list-style-type: none"> <li><i>there is/are.</i></li> <li>Prepositions of place.</li> <li>Imperative.</li> <li>Mindmap: identifying places in your neighbourhood.</li> <li>Preparing and publishing a guide to your neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>How can we make a positive impact on our neighbourhood?</li> <li>Working on an improvement plan for your school neighbourhood.</li> </ul>
<b>6</b> <b>Time</b> p. 70	<ul style="list-style-type: none"> <li>Measuring time with different devices.</li> <li>Thinking about situations in which it is important to check the time.</li> <li>Telling the time.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying dates (days of the week and months) on tickets and prepositions of time.</li> <li>Reading a Central Park events guide.</li> <li>Listening to people asking their friends to go out and talking about their routines.</li> </ul>	<ul style="list-style-type: none"> <li>Present simple: affirmative form.</li> <li>Diagram: classifying activities – obligation or fun?</li> <li>Organizing your weekly life.</li> </ul>	<ul style="list-style-type: none"> <li>Thinking and talking about how organizing our time is important for our lives.</li> <li>Writing out a personal decision.</li> </ul>
<b>7</b> <b>Financial education</b> p. 82	<ul style="list-style-type: none"> <li>Discussing what money can buy.</li> <li>Different methods to pay for things and ways to get and spend money.</li> </ul>	<ul style="list-style-type: none"> <li>Reading a web page which offers children advice on how to spend money properly and write a money diary.</li> <li>Listening to how children get, spend, and deal with their money.</li> </ul>	<ul style="list-style-type: none"> <li>Present simple: negative form.</li> <li>Object pronouns.</li> <li>Diagram: completing an ideal money cycle.</li> <li>Writing about money.</li> </ul>	<ul style="list-style-type: none"> <li>Thinking and talking about money management.</li> <li>Voting on the Vote now section of a web page.</li> </ul>
<b>8</b> <b>Sports</b> p. 94	<ul style="list-style-type: none"> <li>Thinking about sports and how they are related to other aspects of life.</li> <li>Recognizing sports descriptions, body parts, and movements.</li> </ul>	<ul style="list-style-type: none"> <li>Reading a web page, a cereal box, and an infographic about sports and their benefits.</li> <li>Listening to a gold medal winner and her coach talk about her routine.</li> </ul>	<ul style="list-style-type: none"> <li>Present simple: <i>yes/no</i> questions, short answers.</li> <li><i>Wh-</i> questions.</li> <li>Mindmap: body movements related to different sports.</li> <li>Creating an infographic about an interesting sport.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing feelings when practising sports.</li> <li>Making a guide about places where people can practise sports in your neighbourhood.</li> </ul>