

We start the last year of **The Story Garden** with the friendly gardener, **Mr Green**, who once more introduces you and your class to exciting classic children's literature. Our hope is that the amazing characters and stories found in each unit will make pupils want to dive straight in. They will get a taste of what to expect in their new English book by doing activities 2 and 3 on the first page.

Learning objectives

Knowledge

Revise useful expressions to talk about your family (brothers and sisters)
Understand instructions for a board game
Follow instructions

Skills

Present your family
Talk about your future job and your weekend activities
Revise vocabulary playing a board game

Analyse what helps you to learn English
Recognise and reproduce L2 sounds and rhythms

Vocabulary

Lexical groups: the family, dates, future jobs, weekend activities

Communicative structures

Structures needed to present your family, to express your intentions and plans for the future

Intermediate goals in the development of competences

Basic competences

(English language skills axis)

Understanding and following instructions and procedures
Talking about your family, your weekend and your future
Listening and identifying correct information
Using language to play with classmates
Recognising language learnt when you hear it and knowing how to use it in an interactive context with others

Key competences

Problem solving: using logic to work out how to do a task

Communicating: writing short and simple sentences about your family and your life; understanding oral and written messages

Collaborating and participating: respecting rules established in individual and group work; understanding different ways of learning.

Life skills

Self-awareness Empathy	Managing feelings
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Activities

Reading and matching words and pictures Recognising language based on listening Using language to answer questions about yourself and to ask questions Using language based on a board game	Showing your knowledge of grammar by completing sentences Identifying what activities help you to learn English
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Subject links

Emotional education: developing active listening and constructive relations with others; expressing emotions and feelings effectively; respecting rules and instructions	Literature: recognising actions and situations in story books Art and design: identifying pictures in a board game
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Support

Materials The Story Garden 6 Audio CD Digital Book	Materials Usual everyday classroom kit
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The input for this unit is ***The Swiss Family Robinson***, a novel written by German author Johan David Wyss and published in 1812. It is the fictional story of a Swiss family shipwrecked on a desert island of the Indian Ocean while trying to emigrate to Australia.

The CLIL section is dedicated to making a plan of one's own school.

The Living English pages present some types of alternative schools which will encourage discussion about what schools should teach.

Learning objectives

Knowledge

Rooms in a school

Past simple of *be*

Skills

Talking about yesterday

Asking and saying where people were yesterday

Talking about your favourite things when you were younger

Asking and answering about your weekend

Vocabulary

canteen, computer room, corridor, gym, head teacher's room, library, playground, playing field, science lab, staff room, stairs, toilets

Communicative structures

Was she in the library? Yes, she was. No, she wasn't.

Were you in the canteen? Yes, I was. No, I wasn't.

Question words: Where, When, Who, What weather

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Asking and saying where people were yesterday

Using the Past simple of *be* to talk about when you were younger

Asking and answering about your weekend

Learning intonation in questions

Listening, understanding and retelling a cartoon story

Distinguishing facts from opinions

Comparing schools

Key competences

Collaborating and participating: respecting rules established for pair or group work; using the language learnt in a game

Communicating: understanding spoken English; understanding verbal and written messages; completing simple guided written texts and dialogues

Learning to learn: gathering missing information from a chart (p. 10), from photos (p. 14), from written texts (p. 15); learning to draw a plan of your school; developing social and emotional skills

Life skills

Problem solving (pp. 12-13)

Empathy: developing social and emotional skills (pp. 18-19)

Activities

Listening and pointing to pictures
Singing a song
Matching words and pictures
Completing short texts
Completing dialogues

Finding information by listening
Chatting to friends, following a guided model
Listening, understanding, reading and retelling a cartoon story
Reading and answering questions

CLIL

Maths: drawing a map of a school

Living English

Learning about alternative types of schools

Subject links

Music: learning and performing a song; reproducing intonation
Physical education: using gesture and movement to mime a story

Emotional education: sharing feelings and reactions when socialising
Maths: learning to draw the map of a building
Art and design: drawing the map of an ideal school

Support

Materials

The Story Garden 6 pp. 6-19
Living Grammar TB p. 49
Activity Time TB pp. 50-51
Audio CD
Digital Book

Materials

Usual everyday classroom kit

The input for this unit is ***The Adventures of Tom Sawyer***, a novel written by American writer Mark Twain and published in 1876. It is set in Missouri in the 1840s and tells the adventures of a young boy called Tom Sawyer and his friends in a village along the Mississippi river.

The CLIL section is dedicated to learning about rivers around the world and how to protect life under water. The Living English pages present some types of sponsored events which will encourage the class to organise a sponsored activity for charity.

Learning objectives

Knowledge

Camping activities
Past simple of regular verbs: all forms

Skills

Talking about a camping holiday
Asking and answering about last weekend
Telling a story in the past
Talking about activities at a club or a camp

Vocabulary

arrive, camp, climb, collect, cook, explore, fix, join a club, look after, paint, pick up, wash

Communicative structures

I joined Tom's club. He climbed a tree.
They didn't arrive by car. She didn't paint the wall.
Did you cook dinner last night? Yes, I did. No, I didn't.
Did she fix the bike? Yes, she did. No, she didn't.

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Asking and saying what people did yesterday
Using the Past simple to talk about what you did or didn't do
Telling a story
Learning how to pronounce the Past simple ending in *-ed*
Listening, understanding and telling a cartoon story
Distinguishing true and false statements
Learning about protecting water resources
Learning how to organise a sponsored event

Key competences

Collaborating and participating: respecting rules established for pair or group work; using the language learnt in a game
Communicating: understanding spoken English; understanding verbal and written messages; completing simple guided written texts
Learning to learn: gathering information from a timetable (pp. 22, 24), reordering pictures by listening to a dialogue (p. 25)

Life skills

Empathy: How can you be a better friend? (pp. 26-27)
 Communication and interpersonal skills (pp. 32-33)

Activities

Listening and pointing to pictures
 Singing a song
 Matching words and pictures
 Completing short texts
 Interpreting a poster

Finding information by listening
 Chatting to friends, following a guided model
 Listening, understanding, reading and retelling a cartoon story
 Reading and answering questions

CLIL

Geography: learning about three important rivers and about saving water

Living English

Learning about how to organise fund-raising events

Subject links

Music: learning and performing a song; reproducing intonation
Physical education: using gesture and movement to mime a story

Emotional education: sharing feelings and reactions when socialising
Geography: learning about rivers in the world
Art and design: making a flyer for a kids' club

Support

Materials
 The Story Garden 6 pp. 20-33
 Living Grammar TB p. 70
 Activity time TB pp. 71-73
 Audio CD
 Digital Book

Materials
 Usual everyday classroom kit

The input for this unit is ***Five Children and It***, a children's book written by English writer Edith Nesbit (1858-1924) and published in 1902. It is set in the Kent countryside at the beginning the 20th century and tells the story of how five children found a strange creature who fulfilled their wishes.

The CLIL section is dedicated to the history of family life through the ages.

The Living English pages present two types of adventure camps, one centered on sport activities and one on science.

Learning objectives

Knowledge

Holiday adventures

Past simple of *be* and of irregular verbs: all forms

Skills

Talking about adventures

Asking and answering about the past

Vocabulary

ate, came, found, gave, had, met, read, said, saw, thought, went, wore

clothes and accessories: earrings, necklace, pyjamas, spotted, striped, sunglasses, trainers, umbrella

Communicative structures

There was a man. There were two boys.

What did you wear? I wore my pink T-shirt and jeans.

Did she fix the bike? Yes, she did. No, she didn't.

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Asking and saying where people were yesterday
Using the Past simple to talk about what you did or didn't do

Telling a story

Learning how to use the tone of your voice to show your feelings

Listening, reading and retelling a cartoon story

Identifying true facts from false

Learning about UFOs and space adventures

Learning the history of family life through the ages

Key competences

Collaborating and participating: respecting rules established for pair or group work; using the language learnt in a game

Communicating: understanding spoken English; understanding verbal and written messages; completing simple guided written texts

Learning to learn: interpreting a colour-and-shape code (p. 39), identifying true-false sentences (p. 41)

Life skills

Problem solving: Do you give up easily or do you keep trying? (pp. 42-43)

Communication and interpersonal skills (pp. 44-45)

Activities

Listening and pointing to pictures
Saying a poem
Matching words and pictures
Interpreting a colour-and-shape code
Listening to find information

Chatting to friends
Listening, reading and retelling a cartoon story
Reading and completing texts
Writing a review

CLIL

History: learning about family life in three different eras

Living English

Learning about summer camps

Subject links

Literature: learning a poem
Emotional education: sharing feelings and reactions when socialising

History: learning about family life in different centuries
English: writing a review of a brief article

Support

Materials

The Story Garden 6 pp. 36-49
Living Grammar TB p. 93
Activity time TB pp. 94-95
Audio CD
Digital Book

Materials

Usual everyday classroom kit

The input for this unit is **Little Women**, a novel by American author Louisa May Alcott (1832-1888), published in 1868-69. It is set in a small town in Massachusetts, probably Concord, northwest of Boston, at the time of the American Civil War (1861-1865) and tells the story of four girls, Meg, Jo, Beth and Amy, from a genteel but impoverished family, and their rich neighbour Laurie.

The CLIL section is dedicated to the effects of music on thoughts and feelings.

The Living English pages present the Donna Louise Hospice for children with long-term illnesses and disabilities and the Rainbows Hospice for day respite.

Learning objectives

Knowledge

Minor illnesses and remedies
Should / shouldn't + base form
Was/were + *-ing* form

Skills

Talking about illnesses and feelings
 Asking and answering what you were doing

Vocabulary

illnesses and remedies: bandage, broken bone, cold, cough, cut, earache, headache, medicine, stomach-ache, temperature, toothache, x-ray
 feelings: calm, cheerful, excited, frightened, grumpy, nervous, upset, worried

Communicative structures

What's the matter?

I've got a headache. You should try to sleep. You shouldn't watch TV.

Jo was climbing a tree. She wasn't dancing.

They were eating. They weren't reading a book.

Were you running? Yes, I was. Was Meg dancing? No, she wasn't.

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Saying what ailments you have got and what you should do
 Using *should / shouldn't* to give advice
 Telling a story
 Learning how to pronounce two words together
 Listening, reading and retelling a cartoon story
 Answering multiple choice questions
 Learning about how music affects thoughts and feelings
 Learning about hospitals and day centres for seriously ill children

Key competences

Collaborating and participating: respecting rules established for pair or group work; using the language learnt in a game

Communicating: understanding spoken English; understanding verbal and written messages

Learning to learn: interpreting pictures of illnesses (p. 52), identifying people from their actions in the past (p. 54)

Life skills

Problem solving: Helping people to feel better (pp. 56-57)
 Self-awareness: Recognise your feelings (pp. 60-61)

Sustainable Development Goals (Agenda 2030)
 Goal 3: Ensure healthy lives and promote well-being for all at all ages (pp. 58-59)

Activities

Listening and pointing to pictures
 Saying a rhyming chant
 Matching words and pictures
 Completing advice
 Interpreting feelings and sensations in some photos
 Listening to identify correct information

Listening, reading and retelling a cartoon story
 Reading an email and doing a multiple-choice exercise
 Listening to music and identify feelings
 Reading and completing texts
 Talking about a day with a disabled friend

CLIL

Music: its effects on our thoughts and emotions

Living English

Learning about children's hospitals and day centres

Subject links

Literature: learning about a well-known children's book
Emotional education: making people feel better

Health: learning about hospitals and day centres for sick children
Music: matching music and feelings

Support

Materials

The Story Garden 6 pp. 50-63
 Living Grammar TB p. 116
 Activity time TB pp. 117-119
 Audio CD
 Digital Book

Materials

Usual everyday classroom kit

The input for this unit is ***The Secret Garden***, a novel by British author Frances Hodgson Burnett (1849-1924), published in 1911. It is set in a large country house on the Yorkshire moors and it tells the story of how two children became happy and healthy by looking after a secret walled garden.

The CLIL section is dedicated to natural science and describes the importance of bees.

The Living English pages present the effects of climate change and how children join together in demonstrations against it.

Learning objectives

Knowledge

Animal habitats and needs

might / could + base form

must / mustn't + base form

Skills

Talking about equipment for a nature walk

Learning the countryside code

Vocabulary

in the garden: bee, beetle, caterpillar, mouse, nest, pond, snail, squirrel, stone, stream, weeds, worm

for a nature walk: binoculars, camera, compass, insect repellent, magnifying glass, notebook, rucksack, sunglasses, sunscreen; cap, jumper,

rainproof jacket, trainers; apple, banana, crisps, fruit juice, wáter

wild animals: crocodiles, elephants, giraffes, gorillas, hippos, lions, zebras

Communicative structures

You might see ..., You could find ...

Animals must have air and water.

You must close the gate. You mustn't feed the animals.

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Talking about animal habitats and what animals need in order to live

Using *might* and *could* to talk about probability

Using *must* to talk about necessity or orders

Using *mustn't* to talk about prohibition

Telling a story

Learning how many syllables are in a word: 1, 2, 3, 4

Listening, reading and retelling a cartoon story

Identifying true and false statements

Learning about the life of bees

Learning about children's actions to save the planet

Key competences

Collaborating and participating: respecting rules established for pair or group work; using the language learnt in a game

Communicating: understanding spoken English; understanding verbal and written messages

Learning to learn: interpreting pictures of animals (p. 68) and their habitats (p. 69), identifying animals (p. 74)

Life skills

Problem solving: Preparing for a nature walk (p. 71)
 Self-awareness: Changing your ideas (pp. 72-73)

Sustainable Development Goals (Agenda 2030)
 Goal 15: Protect natural habitats and threatened species (pp. 76-77)

Activities

Listening and pointing to pictures
 Saying a rhyming chant
 Matching words and pictures
 Completing orders and prohibitions

Interpreting feelings and sensations in some photos
 Listening to identify correct information
 Listening, reading and retelling a cartoon story
 Reading a real story and doing a true/false activity

CLIL

Natural science: The importance of bees
 Answering a quiz about bees
 Doing a project about bees

Living English

Reading about climate change

Subject links

Literature: learning about a well-known children's book
Socio-emotional education: learning to change your ideas

Biology: learning about bees
Science: learning about climate change and possible actions to limit it

Support

Materials

The Story Garden 6 pp. 66-79
 Living Grammar TB p. 138
 Activity time TB pp. 139-141
 Audio CD
 Digital Book

Materials

Usual everyday classroom kit

The input for this unit is ***The Time Machine***, a novel by British author H G Wells (1866-1946), published in 1895. It is about a scientist who tells the story of his time travelling to the dinner guests in his house. The CLIL section is dedicated to Design and Technology and describes how you can upcycle toys. The Living English pages present how homes can be made safe, green and smart in the future.

Learning objectives

Knowledge

Technology now and in the future

will / won't + base form

'm going to + base form

Skills

Talking about inventions in the future

Reading about a robot dog

Vocabulary

- tech devices: drone, email, headphones, laptop, memory stick, mobile phone, online game, screen, smartwatch, tablet, text message, website

- have online schools, have virtual teachers, make our own clothes, travel to Mars, use digital money, use pens and paper
- materials: cardboard, cotton, glass, metal, paper, plastic, wood, wool

Communicative structures

We will/won't read ...

I'm going / I'm not going to write

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Talking about the future

Using *will* and *won't* to make predictions

Using *going to* to talk about plans for the future

Learning about sustainable materials

Learning about pronunciation in short answers

Listening, reading and retelling a cartoon story

Identifying the correct phrases

Reading about a useful invention

Reading about ways of making better toys

Reading about homes in the future

Key competences

Collaborating and participating: respecting rules established for pair or group work; using the language learnt in a game

Communicating: understanding spoken English; understanding verbal and written messages

Learning to learn: classifying objects according to categories (p. 83), planning a party (p. 85), listening and identifying inventions (p. 88)

Life skills

Decision making: Planning an event (p. 85)
 Creative thinking: Making inventions (pp. 88-89)
 Sustainable Development Goals (Agenda 2030)

Goal 7: Using affordable and clean energy (pp. 92-93)
 Goal 11: Building sustainable cities and communities (pp. 92-93)

Activities

Listening and pointing to pictures
 Saying a rhyming chant
 Matching sentences and pictures
 Putting words into categories

Completing sentences
 Listening, reading and retelling a cartoon story
 Reading a newspaper article and answering comprehension questions

CLIL

Design & Technology: Making toys for a better future Designing a toy with recycled or upcycled materials
 Identifying materials to make toys with

Living English

Reading about buildings in the cities of the future

Subject links

Literature: learning about a well-known children's book
Socio-emotional education: learning to plan an event together

Technology: learning about materials
Science: learning about cities of the future

Support

Materials

The Story Garden 6 pp. 80-93
 Living Grammar TB p. 162
 Activity time TB pp. 163-164
 Audio CD