

Step by step



In **lesson 5**, the children focus on specific sounds and letters. In the early stages, children work with initial word sounds that they are most familiar with. As their literacy skills develop, children work with final and medial sounds. The children retell the story and find examples of the phonemes learned in the story. This also provides a good opportunity to learn how to act out a story.

Circle words with the same sound as **FLOAT**. Underline words like **BRAIN**.

 **blow**
 **rain**
 **go**
 **coat**
 **plane**
 **lake**
 **rope**
 **toe**
 **float**
 **brain**
 **note**

One day, Professor Sparks goes for a walk in her garden. Suddenly, it starts to rain. Professor Sparks slips on the muddy path and falls into the lake.

Help!

A human body can float in water.

But I can't swim!

James isn't very clever, but he knows Professor Sparks is in trouble. Then he sees a rope. He throws it to the Professor.

Hold on!

Systems error. Systems error.

James pulls the rope and finally Professor Sparks is on dry land again. 'Thank you, James. Thank you,' says Professor Sparks. 'You are wonderful!' 'Well,' says James, 'I don't understand robotics, but I can think for myself.'

James runs outside. 'Quick!' he shouts at the robot. 'Do something!' But the robot doesn't move. It doesn't recognise the problem.

8 Listen to the words and the key sounds; then classify the words from the story.




brain
robot
lake

throw
float
rain

• Add more words to the lists.

Lesson 5

CLIL Objective: Literacy: phonics.





9 Look at the chart and answer the question.

I play football **twice a week**. I go swimming **once a week** and I walk to school **five times a week**. Who am I?

	every day	five times a week	twice a week	once a week	never
Vigorous exercise:					
play football			Eve Sam		
play basketball			Sam		Eve
do karate				Sam	Eve
Moderate exercise:					
go swimming				Eve Eve	Sam
go cycling	Sam				Sam
walk to school		Eve			

• Do a survey. Ask three friends.

How often do you ... ?

play tennis do gymnastics do a dance class do athletics
go climbing go cycling go for a walk

10 Read and assess your fitness.

You need about 60 minutes of moderate exercise or 45 minutes of vigorous exercise every day. In a week you need to do between five and seven hours of exercise. When you do moderate exercise, you breathe faster but you can talk. When you do vigorous exercise, you breathe a lot faster and you can't talk.

• Compare yourself and your friends.

I do five hours of vigorous exercise every week. I'm fit, but John is fitter than me.

Lesson 6

CLIL Objective: Identifying a healthy exercise routine.

10

Classify the activities.



tennis swimming cycling running karate basketball ballet gym

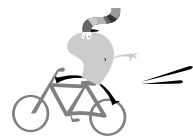
more activities to the mind maps.

our exercise timetable.

	moderate exercise	time (mins)	vigorous exercise	time (mins)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Complete the sentences.

_____ once a week.
_____ twice a week.
_____ every day.
_____ times a week.
_____ minutes of moderate exercise every week.
_____ minutes of vigorous exercise every week.



10



Lesson 6

In this lesson, children work with the third specific theme. The focus of this lesson is the same as the focus for lessons 2, 3 and 7.



Step by step

11 Read the text and find the pulse points.

Where is the pulse?

The most common pulse point is on the wrist. There is also a pulse point on the side of the neck. Another pulse point is inside the

elbow and another is behind the knee. There are also pulse points on the front of the ankle and at the top, front part of the leg.

I can feel the pulse behind your knee.



Instructions

- 1 Work in pairs and use stickers.
- 2 Find and mark the pulse points.

12 Measure your pulse.

YOU NEED
a stopwatch



Instructions

- 1 Work in pairs.
- 2 Find a pulse point.
- 3 Count the number of beats in a minute.
- 4 This is the pulse rate at rest.
- 5 Do 20 star jumps.
- 6 Measure your pulse rate again.
- 7 Measure your pulse rate again after one minute of rest.
- 8 Repeat until your pulse rate is normal again.



- Tell the class about the experiment.



Lesson 7



At rest, my pulse rate is 70 beats per minute.
After 20 star jumps, my pulse rate is faster.
It's 80 beats per minute.

CLIL Objective: Measuring pulse rates before and after exercise.

11



Lesson 7



In this lesson, children work with the fourth and final specific theme of the unit. They develop and consolidate their knowledge of language, contents and vocabulary.





Lesson 8



This lesson represents the start of the **Speaking Project**. Children are provided with the necessary tools to put their knowledge from the unit into practice.



Life drawing

Look carefully at the position of your model. Think of the skeleton under the skin. Where are the bones and joints? Remember: the human body has got a total of 206 bones.
Look at the proportions of your model. Are the arms longer than the legs? Or is the spine longer than the legs?

13 Find the mistakes in the drawings.

1 Look at the first picture. The fingers are **too long!**

14 Read

15 Write about the robots.

What's wrong with the robots?

1 Robot 1's head is too big

2 Robot 1's legs are too long

3 Robot 2's feet are too big

4 Robot 2's body is too short

5 Robot 3's hands are too big

6 Robot 3's arms are too long

16 Label the shadows.

Read and classify the sentences.

• baby = B
• child = C
• adult = A

1 The total height is three times longer than the head. B

2 The total height is five times longer than the head. C

3 The total height is seven times longer than the head. A

4 The head is longer than the hands. A

5 The legs are longer than the spine. A

Step by step



Lesson 9

This lesson represents the second and final part of the project. This provides children with an opportunity to put the knowledge they have acquired over the course of the unit into practice and to relate it to the real world.

Speaking project

15 Make a portrait gallery.

Instructions

- 1 Work in pairs.
- 2 Take turns to be the artist or the model.
- 3 Tape your paper to the wall.
- 4 Look carefully at your model and draw an outline in pencil.
- 5 Draw the details of the face and clothes.
- 6 Colour your drawing.

YOU NEED
a large piece of paper
sticky tape
a soft pencil
a rubber
colours



- Compare the portrait and the model.



I think her legs are shorter in the portrait.



Lesson 9

CLIL Objective: Drawing a full-length portrait of a classmate.

13

- 3 Then draw the same picture in the space below.
- 4 Repeat for the picture on the right.



better?

the

ult



13





Lesson 10



A fun way to revise and consolidate newly-acquired concepts, content and language.

Each unit ends with an assessment of the work that the children have completed. Key language within the context of the general topic is assessed, which ensures that the content objectives are obtained. The language objectives are assessed orally in the continuous assessment points, which are staged progressively throughout the unit. A written assessment of language objectives is provided in the Activity Book.

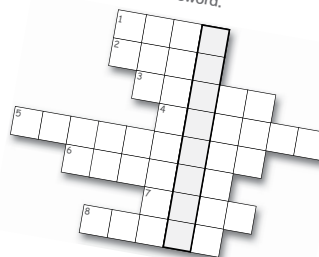
and say who is talking.

	walk to school	do gymnastics	play football	go swimming
Anna	5 times a week	once a week	never	twice a week
David	never	once a week	twice a week	never
John	never	never	twice a week	once a week

• Write about your weekly exercise routine.

17 Play Picture dictations.

18 Do the body crossword.



- 1 They are connected to your legs and your spine.
- 2 It joins your head to your body.
- 3 They are in the middle of your legs.
- 4 They are in the middle of your arms.
- 5 They are connected to your arms and your spine.
- 6 They join your arms and your hands.
- 7 They are at the end of your feet.
- 8 It is connected to your hips, your ribs and your head.

• What's the missing word?



19 List the body parts for the actions.



hands



Basic Competences

Development of linguistic competence

In order to achieve this competence, children should be capable of:

- Understanding and producing oral messages for classroom tasks or daily-use.
- Putting their newly-acquired knowledge into practice in order to write correctly.
- Reading and understanding basic texts without the assistance of the teacher.
- Identifying and using basic grammatical terms such as syllable, word, sentence, noun, etc.

Units

Basic
competences in
Sparks 5

0

1

2

3








4

5

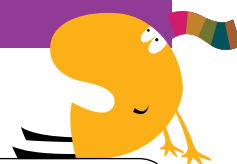
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7

8

	0	1	2	3	4	5	6	7	8
 MC		X	X		X	X	X	X	
 KIPW		X	X	X	X	X			X
 PI	X	X	X	X	X	X	X	X	X
 ICC	X	X	X	X	X	X	X	X	X
 CAC		X	X	X	X	X	X	X	X
 LTL	X	X	X	X	X	X	X	X	X
 API	X	X	X	X	X	X	X	X	X





Mathematical competence

As well as all the purely mathematical exercises that children are asked to complete, there are other activities that contribute to the development of skills that are characteristic of this competence. These include temporal story sequencing and the ordering of picture frames. Literacy also plays a part in the development of Mathematical Competence through work on the pronunciation of numbers.



Knowledge and interaction with the physical world

A series of informative texts related to the physical world are included in Literacy skills work. These provide children with an opportunity to improve their knowledge of the natural world and the influence and relationships that human beings have with the space within which they live.



Processing information and digital competence

Work in this area leads to the development of skills that help with the search for, selection of and understanding of information. Activities related to imagery and the analysis of simple questions all contribute to the development of this competence from the early stages of the course. Along with these topics of a general nature, there are also activities in this cycle that involve working directly with the computer.



Interpersonal and civic competence

Given that language is the basis of communication, Literacy skills have an important part to play in the development of this competence, which is comprised of the skills necessary for co-existence. Learning to communicate with others and understanding what they are trying to convey is essential for children's development as social beings. Also, language can provide children with opportunities to come into contact with forms of reality that are different from their own. This in turn can help eliminate any notions of stereotyping or prejudice.



Cultural and artistic competence

Literacy also plays an important part in the development of this competence through reading texts and drama-based activities. Also, exercises that involve interpreting the images that accompany the texts allow for the development of skills that are associated with this competence. In the Teacher's Book, there are ideas for activities based on the linguistic aspect of the course that lead to the creation of works of art.



Competence in 'learning to learn'

The correct use of language is a basic learning tool. Reading facilitates access to knowledge, and writing activities provide children with an opportunity to re-formulate the language and assimilate it. Questions involving the need to improve reading and understanding, as well as the correct expression of knowledge, contribute to the development of this competence. On the other hand, activities that focus on concentration, memory or the construction of meaning also help to contribute to the development of learning.



Autonomy and personal initiative

Activities and exercises in the area of Literacy are designed in such a way that they can be carried out individually. In all units, children are given opportunities to demonstrate their communicative skills with the linguistic knowledge that they have acquired up until this point. Activities that encourage children to empathise with others or to choose between a number of options also help with the development of this competence.