



Student's Book

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| Unit | Vocabulary | Structures |
|---|--|---|
|  What are you curious about? | Clothes, colours, days of the week Family, favourite things Numbers 22-99 The alphabet | What's your name? My name's (Harry). How old are you? I'm (eight). How do you spell your name? Where do you live? I'm wearing (my favourite T-shirt). |
|  Where do people do sport? | do gymnastics, do judo, play badminton, play baseball, play hockey, basketball court, football pitch, running track, sports centre, swimming pool bend down, look left, look right, sit on the floor, stand on one leg, touch your toes | I (play football) on (Friday). We (do judo) on (Wednesday). I don't (play hockey). We don't (play baseball). Do you (play hockey)? Do you (go to the sports centre)? Yes, I do. / No, I don't. |
|  What's amazing about animals? | crocodile, leopard, peacock, raccoon, snake, feathers, fur, scales, tail, teeth fox, lay eggs, mammal, reptile, shell, turtle | It's got (scales). It hasn't got (fur). Has it got (a tail)? Yes, it has. / No, it hasn't. |
|  How does technology help us? | chat to friends, do my homework, learn a language, listen to music, play a video game, play chess, read a book, take a photo, watch TV, write a story headphones, keyboard, mouse, screen, tablet, touchscreen | He can (watch TV) on his computer. She can (chat to friends) on her computer. She can't (do sport) on her computer. Can he (play chess)? Can she (speak Spanish)? Yes, he/she can. No, he/she can't. |
|  What's in the food we eat? | chicken, fruit, honey, lentils, nuts, olives, pasta, tuna, vegetables, yoghurt celery, corn, peanuts, prawns, tomatoes, wheat | He likes (pasta). She likes (lentils). He doesn't like (chicken). She doesn't like (tuna). Does he like (yoghurt)? Does she like (nuts)? Yes, he/she does. No, he/she doesn't. |
|  Are our routines the same? | clean your teeth, feed the dog, get dressed, get up, go home, go to bed, go to school, have breakfast, have a shower, play with friends in the morning, in the afternoon, in the evening, at night | He gets up (at five o'clock in the morning). She doesn't (have breakfast). Does he/she (have breakfast) in the morning? Yes, he/she does. No, he/she doesn't. |
|  What can you do at the seaside? | look for shells, make a sandcastle, play bat and ball, put on sun cream, wear sunglasses, beach towel, beach umbrella, goggles, swimming costume, swimming shorts bottles, bottle tops, cans, cartons, packets, straws | I'm/I'm not (putting on sun cream). He's (looking for shells). She isn't (wearing sunglasses). We're/We aren't (having fun). What are you doing? Is he/she (picking up rubbish)? Yes, he/she is. No, he/she isn't. |
|  Review games | Board games: Units 1 and 2; Unit 3 and 4; Unit 5 and 6 | |
|  Festivals | Thanksgiving, Christmas, Pancake Day and more! (Teacher Zone) | |

Story & Social Emotional Learning

Culture & Communication

Learning Situation

Story: New friends
SEL: Welcoming new friends.

Story: A football pitch on water
SEL: Identifying solutions to problems.

Culture: Sports in schools
Pronunciation: /eɪ/ Jane, plays
Functional language: Inviting a friend to a club

How can we use sport to connect people?
Be creative: A notice **or** a video



Story: Who's got talent?
SEL: Saying sorry.

Culture: Amazing animals
Pronunciation: /ə/ seven, silver
Functional language: Talking about garden wildlife

How can we help animals?
Be creative: A digital poster **or** an animal habitat



Story: The Access App
SEL: Helping your family, friends and neighbours.

Culture: Technology at school
Pronunciation: /ʌ/ run, club
Functional language: Asking for permission

How can we help people manage how much technology they use?
Be creative: A poster **or** a sketch



Story: Nora and Sherlock investigate
SEL: Analysing information.

Culture: Traditional dishes
Pronunciation: /ɪ/ fish, chips
Functional language: Offering and accepting food and drink

What food can everyone in your class enjoy?
Be creative: A lunch menu **or** an e-invitation



Story: Oh no! We're late.
SEL: Managing your emotions.

Culture: How children go to school
Pronunciation: /ð/ these, mother, /θ/ thirty, thirsty
Functional language: Asking the time

How can we be more organised in our daily routines?
Be creative: A checklist **or** a routines video



Story: Underwater art
SEL: Looking after the environment.

Culture: Going to the beach
Pronunciation: /i:/ he, eats, /ɪ/ six, swimming
Functional language: Buying things in a shop

How can we look after the environment during the school holiday?
Be creative: A leaflet **or** an interview

