Unit overview

Key Competences and Key Learning Outcomes

- Identify and name water sports equipment (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Understand and act out a conversation (Lesson 2)
- Talk and write about future plans (Lesson 2)
- Follow, complete and correct the grammar tables (Lessons 2 and 4)
- Learn adverbs of manner (Lesson 4)
- Use a code to read a message (Lesson 3)
- Use the Pupil's App on Navio
- Say a tongue twister, learn another spelling for the 'k' sound and practise spelling (Lesson 5)
- Practise activity types found in the Cambridge exams
- Review your own learning (Review lesson)
- Understand the importance of listening to other people's ideas (Lesson 3)
- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Do a questionnaire in pairs and report on it (Lesson 5)
- Sing two songs (Lessons 1 and 4)
- Understand and act out a story (Lesson 3)
- Read and evaluate a letter (Lesson 6)
- Write a letter (Lesson 7)
- Learn about New Zealand (Lesson 8)
- Think about your own culture (Lesson 8)

Vocabulary

Core vocabulary
- flippers, gloves, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, swimsuit, water-skis, wetsuit; badly, fast, loudly, quickly, quietly, slowly, well

Extension vocabulary (optional)
- fishing rod, goggles, jet ski, oars, rope, sailing boat; carefully, dangerously, happily, sadly

Other vocabulary
- adventure / sports camp, archery, bungee jumping, extreme sport, forest, horse riding, kayaking, lake, leaflet, letter, mountain biking, rafting, rock climbing, sand surfing, windsurfing, zorbing

Recycled vocabulary
- baseball, cycle, dance, go swimming, gymnastics, hockey, play football, ride a horse, rollerblade, sailing, sing, skate, snorkelling, swim, tennis, volleyball, walk, watch TV; adventure, air, beach, camp, faster, hill, lie down, mountains, river, rock, sea animals

Structures

Core structures
- I am / I'm not going to (play football) tomorrow. He is / isn't going to (go swimming). They are / aren't going to (watch TV). Are you going to (play football)? Yes, I am. No, I'm not. What are you going to do (on Saturday)? I (play chess) (well). He (dances) (badly).

Other structures
- Dear (Grandma), First / Next / Finally, I'm going to (go horse riding). See you (soon). Love, (Laura). Which (sport) can you do (in the air)?

Recycled structures
- I'm wearing (a wetsuit). I'm ready to (snorkel). What about you? Are you (ready to snorkel)? He's wearing (gloves). She's got (water-skis). She's ready to (water-ski). You must (run fast). Good idea. Why don't you (play football)? Do you like (adventure)?

Phonics

The 'k' sound (black monkey kayak's quickly like)

Literacy

- Text type: a letter (writing preparation)
- Reading skills: sequencing parts of a text
- Writing skills: using time sequencers 'First', 'Next', 'Finally'

Culture ... around the world

- Extreme sports in New Zealand

21st Century Skills

- Staying safe when doing sports.

Thinking skills

- Applying rules (Lessons 2 and 4); Predicting (Lessons 3 and 6); Discussing values (Lesson 3); Expressing opinions (Lesson 3); Sequencing (Lesson 6); Thinking about your culture (Lesson 8); Making connections (Review)

Cooperative learning

- Working together (Lesson 1); Team building (Lesson 2); Collaborating (Lesson 4); Checking learning (Lesson 5); Sharing information (Lesson 5); Peer evaluation and feedback (Lesson 7); Working together (Review)

Values

- Understanding the importance of listening to other people's ideas

Cross-curricular links

- Link to Science: Water and air on Earth; Identifying where we find water
- Suggested Arts and Crafts concepts: Exploring three-dimensional geometric shapes and constructing a cylindrical Japanese carp kite
Lesson 1

Key Competences and Key Learning Outcomes
- Identify and say ten park objects
- Say the vocabulary chant
- Stick the stickers
- Identify living and non-living things (optional)
- Practise spelling
- Sing a song about playing in the park

At a Glance Lesson Plan
Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review the action words.
- Set learning outcomes using the task flashcards.

Vocabulary presentation
- Present the new vocabulary.

Activity 1
- Listen and point.
  ▶ CD3 Track 1 pXXX
  Sing it’s fun in the park.

Word cards
- Read the word cards.
- Match them to the flashcards.

Activity 2
- Read and stick the ten stickers.
- Listen and say the chant.
  ▶ CD3 Track 3 pXXX
  Go to the Activity Book.

Digital resources
Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.

Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.

Pupil’s Book

Ending the lesson
- Review the lesson.
- Review the task flashcards.

Extra activity
Vocabulary Extension
- bench, fountain, playhouse, sandpit, trampoline, wall

Cooperative learning
Working together and supporting each other
- Talk Partners: Ask and answer What’s this?

Link to Science
Plants: Identify living and non-living things and review what plants need to survive.

Activity Book

Spelling
Activity 1
- Read, look and write.

Activity 2
- Write.
  - Colour the objects you like.
  - Talk Partners: Ask and answer.

Materials
- Pupil’s Book p60; Activity Book pp58 and 67; Class CD3; Teacher’s App on Navio
- Playground objects and nature flashcards; Playground objects and nature word cards; Unit 6 stickers
- Teacher’s Resource Bank: Task flashcards: listen, sing, read, match, stick, say, write, colour, Talk Partners
- A music CD
- Crayons or coloured pencils

Optional materials
- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)
Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions. (See p25.)

Review the action words.
- Play some music from a CD and say one of the action words walk, fly, jump, swim, run, climb. The pupils do the action. Stop the music and the pupils freeze like statues. Repeat several times.

Set learning outcomes using the task flashcards.
- Say Today we're going to learn playground objects and nature words.
- Hold up the task flashcards and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 2
- Read and stick the ten stickers. Listen and say the chant.
  - CD3 Track 3 pXXX
  - (Books open.) Ask a pupil to read the first word. The pupils stick the corresponding sticker. Repeat with the other stickers.
  - Play the CD. The pupils listen and say the chant, pointing to the stickers in turn.

Activity Book

Activity 1
- Read, look and write.
  - (Books open.) Ask different pupils to read out the sentences. Check understanding.
  - The pupils work on their own. They look at the picture and complete the sentences.
  - Answers: 1 grass 2 flowers 3 tee 4 bushes 5 rocks

Activity 2
- Write. Colour the objects you like.
  - Read out the park objects as a class.
  - The pupils write the park objects under the correct pictures. Then they colour the park objects they like.
  - Talk Partners Read the speech bubbles. The pupils ask and answer with a Talk Partner.
  - Answers: 1 slide 2 seesaw 3 climbing frame 4 swing 5 roundabout

Recycled vocabulary
- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.
  - Answer: mouse

Ending the lesson

Review the lesson.
- (Books closed.) Say Today we've learnt playground objects and nature words. What words do you remember? Elicit the words from the pupils.

Review the task flashcards.
- Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Extra activity

Vocabulary Extension
- Present six additional words: bench, fountain, playhouse, sandpit, trampoline, wall.
- Use the Vocabulary Booster on Navio to practise these new words.

Cooperative learning

Working together and supporting each other
- Talk Partners Pupil A checks the learning of Pupil B by pointing to a park object sticker and asking What's this? Pupil B answers using It's (a) ... If Pupil B can't remember, Pupil A helps him/her. They swap roles and repeat.

Link to Science
- If you are studying the Science topic of Plants in English, review living and non-living things with the objects on the opening spread. Then review what all plants need to survive (air, water and sunlight).

Spelling (Activity Book page 67)

Let's practise spelling!
- The pupils can practise spelling the ten playground objects and nature words using the Look-Copy-Cover-Write technique at any time during this unit before the Lesson 8 Review.

Recycled vocabulary
- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.
  - Answer: cat

Word cards

Read the word cards. Match them to the flashcards.
- (Books closed.) Hold up the playground objects and nature word cards in turn, and say or elicit each word.
- Ask different pupils to come and stick each word card on the board with the corresponding flashcard.

Pupil's Book Activity 1
- Listen and point. Sing It's fun in the park.
  - CD3 Track 1 pXXX
  - (Books open.) Focus the pupils on the picture. Ask Where are Molly, Beth, Toby and Jake? What can they do in the park?
  - Play the CD. The pupils point to the objects.
  - Play the CD again. The pupils sing and do the actions. Stick the flashcards on the board. Point to them in turn. The pupils say the words.

Vocabulary presentation

Present the new vocabulary.
- (Books closed.) Ask Do you like going to the park? What can you see at the park? Elicit the names of natural and man-made things.
- Hold up the playground objects and nature flashcards and say the word. The class repeats. Stick the flashcards on the board. Point to them in turn. The pupils say the words.
Lesson 2

Key language
- Where’s (Beth)? She’s (on the swing). Where’s (Jake)? He’s (on the slide).
- Where’s ?
- Where’s ?
- She’s on the .
- .
- Come on. Let’s play, too.
- rock    swing    roundabout    seesaw
- He’s on the .
- .
- She’s on the .
- 1 Where’s Toby? 2 Where’s Molly? 3 Where’s Beth? 4 Where’s Jake?

Materials
- Pupil’s Book p61; Activity Book p59; Class CD3; Teacher’s App on Navio
- Playground objects and nature flashcards
- Teacher’s Resource Bank: Task flashcards: listen, act out, match, read, follow, write, think, Talk Partners

Optional materials
- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)
- A scarf

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Talk Partners: Review the playground objects and nature vocabulary.
- Review the It’s fun in the park song.
- CD3 Track 1 pXXX
- CD3 Track 2 pXXX (optional karaoke version)
- Set learning outcomes using the task flashcards.

Activity 1
- Listen and repeat.
- CD3 Track 4 pXXX
- Act out.

Activity 2
- Listen and match.
- CD3 Track 5 pXXX
- Go to the Activity Book.

Pupil’s Book

Ending the lesson
- Review the lesson.
- Review the task flashcards.

Extra activity
- Reinforcement
- Play Fast finger.

Cooperative learning
- Being aware of others
- Play a class game.

Digital resources
- Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.
- Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.

Activity Book

Activity 1
- Read, follow and write.
- Activity 2
- Choose. Complete the conversation. Act out.

Recycled vocabulary
- Look, remember and write the word.
Starting the lesson

Use the Trinity Exam Practice cards (optional).
• The pupils practise asking and answering questions. (See p25.)

Review the playground objects and nature vocabulary.
• Talk Partners The pupils work with a Talk Partner to remember and name the playground objects and nature vocabulary. Ask a pair to say a playground object and nature word and hold up the corresponding flashcard. The class repeats the word. Repeat for all the playground objects and nature flashcards, asking different pairs of pupils each time.

Review the It's fun in the park song.
• CD3 Track 1 pXXX
• CD3 Track 2 pXXX (optional karaoke version)
• Use the playground objects flashcards to quickly review the ten items in the park. Then, stick the flashcards in different places around the classroom. Ask Where's the slide? The pupils face and point to the corresponding flashcard. Repeat with the other flashcards. As the pupils become more confident, increase the speed of your delivery.
• Play the CD (or use the karaoke version). The class sings the song and points to the flashcards when they are mentioned in the song.

Set learning outcomes using the task flashcards.
• Say Today we're going to talk about boys and girls in the park.
• Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Ending the lesson

Review the lesson.
• (Books closed.) Say Today we've talked about boys and girls and we've acted out a conversation together. Remember we use 'he' for boys and 'she' for girls. Did you work well today? Elicit responses from the pupils.

Review the task flashcards.
• Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Pupil's Book Activity 2

Listen and match.
• CD3 Track 5 pXXX
• Name the characters and the objects in Activity 2.
• Then say Let's listen and match.
• Play the CD. The pupils listen and draw matching lines. Pause the CD after each conversation to allow the pupils time to match the characters and the park objects.
• Play the CD again and check the answers.

Answers: 1 c 2 a 3 d 4 b

Activity Book

Activity 1

Read, follow and write.
• (Books open.) Read out the first question in Activity 1. Follow the path to the answer and the pupils do the same.
• Ask a volunteer to read the second question. The pupils follow with their finger. Elicit the answer.
• The pupils draw the paths and write the answers.

Answers: 1 He's on the rock. 2 She's on the seesaw. 3 She's on the roundabout. 4 He's on the swing.

Activity 2

Choose. Complete the conversation. Act out.
• Demonstrate the activity to the class. Complete the first speech bubble by adding a girl's name and the second by adding a playground object. Elicit a boy's name for the third speech bubble and a different playground object for the fourth.
• Talk Partners The pupils work with a Talk Partner to complete their own conversation.
• Ask different pairs of pupils to act out their conversations for the class.

Recycled vocabulary
• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: duck

Extra activity

Reinforcement
• Play Fast finger (see p28) with the playground objects and nature flashcards.

Cooperative learning

Being aware of others
• Ask the class to look carefully at where the other pupils are sitting.
• Invite one pupil to the front and cover his / her eyes with a blindfold. Ask Where's (Patricia)? The pupil points to where his / her classmate is sitting.
• Repeat with other pupils.
Lesson 3

Key language
- behind; playground, sign
- Where are (Jake and Molly)? They’re (behind) the (tree). Where’s Toby? He’s (on the slide). He isn’t (under the bush). Ready or not, here I come. Let’s play (hide and seek). You can / can’t (play in here).

Recycled: in, on, under; tree, bush, grass; slide; long; play; chicken

Recycled: Thank you.

Materials
- Pupil’s Book pp62–63; Activity Book p60; Class CD3; Teacher’s App on Navio
- Playground objects and nature word cards
- Teacher’s Resource Bank: Task flashcards: think, listen, read, act out, circle, tick, match

Optional materials
- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5).

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review the language from Lesson 2.
- Set learning outcomes using the task flashcards.

Before you read
- Explain the story title.
- Read and answer the question.

Activity 1
- Listen and read.
  - CD3 Track 6 pXXX
  - Act out.
  - ✔️ Now watch the animated story!

After you read
- Activity 2
  - Go to page 60 in your Activity Book.
    - Values: Read and circle.

Digital resources
- Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.
- Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.

Activity Book

After you read: Activity 1
- ✔️ Remember the story. Read and tick (✓).

Activity 2
- Look at the story again. Read and match.
Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions. (See p.25.)

Review the language from Lesson 2.
- Play Clever parrots (see p.28) to review the playground objects and nature vocabulary from Lesson 2 using the corresponding word cards.

Set learning outcomes using the task flashcards.
- Say Today we’re going to listen to a story.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Before you read

Explain the story title.
- (Books open.) Focus on the story title. Read it aloud and ask Do you know this game? Count to ten and hide to demonstrate the game, if necessary.

Read and answer the question.
- Read the speech bubble. The pupils scan the story to find the playground objects.

Answers:
a slide, a swing, a climbing frame, a roundabout, a seesaw

Pupil’s Book Activity 1

Listen and read. Act out.
- CD3 Track 6 p.XXX
  - The pupils place their ‘magic finger’ on the first frame of the story.
  - Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.
  - Play the CD again. Ask questions about each story frame to help and check understanding.
  - Play the CD one more time, pausing it so the pupils can repeat.

Suggested comprehensive questions
- Frame 1: Where are the children? (At the park.)
  What game do they play? (Hide and seek.) Can Toby play? (No.)
- Frame 2: What numbers does Beth count? (8, 9, 10)
- Frame 3: Can the boy see Jake and Molly? (Yes.) Where are they? (Behind the tree.)
- Frame 4: Does Beth find Jake and Molly? (Yes.)
- Frame 5: Can the children see Toby? (No.) Are they happy? (No.)
- Frame 6: Can the children see Toby now? (No.) What can help them? (The magic bike.)
- Frame 7: Can Molly see Toby? (Yes.) Where is he? (On the slide.)
- Frame 8: Can Toby play in the playground? (No.) Can Toby have a ride on the magic bike? (Yes.)
- Finally, ask the pupils Is this a good story? The pupils give their opinion through gesture (thumbs up / down) or orally (yes / no).
  - Organise the class into four groups (Beth, Molly, Jake and the small boy).
  - Play the CD. Each group joins in when their character speaks. If the pupils need extra support, pause the CD after each sentence for the pupils to repeat.
  - The groups swap roles, and repeat several times.

After you read

Pupil’s Book Activity 2

Go to page 60 in your Activity Book.

Activity Book

After you read: Activity 1

Remember the story. Read and tick (√).
- (Books open.) Ask Do you remember the story?
  - Ask different pupils to read out the questions.
  - The pupils remember the story and tick the correct pictures.
  - To check the answers, ask the pupils to read out the questions with their answers.

Answers: 1 hide and seek 2 behind a tree 3 have a ride on the magic bike

Activity 2

Look at the story again. Read and match.
- Read the story again, then focus the pupils on Activity 2. Read out the speech bubbles as a class.
  - The pupils match them to the characters.

Answers: 1 Molly 2 Beth 3 boy 4 Jake

Recycled vocabulary

- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: chicken

Pupil’s Book Activity 2

Values: Read and circle.
- The pupils look at the photo on the right. Read out the sentence in the speech bubble and prompt the class to tell you the correct answer.
  - Highlight the importance of respecting signs.

Answer: Respect

Ending the lesson

Review the language.
- (Books closed.) Say Today we’ve listened to a story about the game Hide and seek. Ask What happened in the story? Elicit the story from the pupils.
  - Then say Today you’ve learnt that it’s important to respect the signs around you.

Review the task flashcards.
- Point to the task flashcards. Say Look at the activities you’ve done today. Which activity was your favourite? Elicit the pupils’ favourite activities.
Lesson 4

Key Competences and Key Learning Outcomes
- Ask and answer questions to find out where people are
- Sing a song

Key language
- between, in front of, near, next to
- Recycled: bush, flowers, grass, rocks, tree; dogs, horse; behind; big, small, long
- Recycled: Ready or not, here I come. Where are (Jake and Molly)? They’re (next to) (the tree).

Materials
- Pupil’s Book p64; Activity Book p61; Class CD3; Teacher’s App on Navio
- Teacher’s Resource Bank: Task flashcards: listen, sing, Talk Partners, tick, read, write

Optional materials
- Playground objects and nature flashcards
- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review the Lesson 3 story.
- Set learning outcomes using the task flashcards.

Vocabulary presentation
- Present the new vocabulary.

Activity 1
- Listen, point and say.
  - CD3 Track 7 pXXX

Activity 2
- Listen and point.
  - Sing Hide and seek.
  - CD3 Track 8 pXXX

Activity 3
- Listen and repeat.
  - CD3 Track 9 pXXX
  - Talk Partners: Ask and answer.

Ending the lesson
- Review the lesson.
- Review the task flashcards.

Extra activities
Reinforcement
- Review prepositions of place.

Vocabulary Extension
- Use the Vocabulary Booster on Navio and present and practise four additional words to describe nature: ground, plant, pond, shell

Digital resources
Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.
Teacher’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.

Pupil’s Book

Activity Book

Activity 1
- Listen and tick (√).
  - CD3 Track 10 pXXX

Activity 2
- Read, look and write.

Recycled vocabulary
- Look, remember and write the word.
Starting the lesson

Use the Trinity Exam Practice cards (optional).
• The pupils practise asking and answering questions. (See p25.)

Review the Lesson 3 story.
• Read out the story. The pupils follow in their Pupil’s Books. When you come to a key word, make a beep sound instead of saying the word. The pupils say the missing word.

Set learning outcomes using the task flashcards.
• Say Today we’re going to learn to say where things are and sing a song.
• Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation

Present the new vocabulary.
• (Books open.) Point to the first picture and read the caption. Say Look at Toby. He’s behind the tree. Repeat the preposition and place your hands behind your back. Prompt the class to repeat the preposition and do the same action. Repeat with the other prepositions (in front of: hands in front of you; next to: hands touching your side; near: hands stretched out and circling around you; between: hands between your knees).

Pupil’s Book Activity 2
Listen and point. Sing *Hide and seek.*
▶ CD3 Track 9 pXXX
• Ask What game are the children playing?
• Play the CD. The pupils listen to the song and point to the correct pictures.
• Divide the class into three groups.
• Play the CD again. Each group sings a verse and the whole class sings the chorus and does the actions.

Pupil’s Book Activity 3
Listen and repeat. Ask and answer.
▶ CD3 Track 8 pXXX
• Focus the pupils on the activity and read out the two speech bubbles.
• Play the CD. The pupils listen and read.
• Play the CD again. The pupils listen and repeat the question and the answer.
• Ask two pupils to come to the front and stand in front of your desk. Ask Where are (Sara and David)? The other pupils answer.
• Talk Partners. Repeat with different pupils in different places. The pupils ask and answer each question with a Talk Partner.

Activity Book

Activity 1
Listen and tick (√).
▶ CD3 Track 7 pXXX
• (Books open.) The pupils look at the first two pictures and say where Molly and Beth are. Continue with all the pictures.
• Play the CD, pausing after each conversation. The pupils tick the correct pictures.

Answers: 1 They’re in front of the flowers. 2 They’re near the bush. 3 They’re between the rocks. 4 They’re next to the tree.

Recycled vocabulary
• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Activity 2
Read, look and write.
• Ask What can you see in the picture?
• The pupils complete the sentences with the words in the box.
• Ask the pupils to read out their sentences.

Answers: 1 between 2 behind 3 next to 4 in front of

Ending the lesson

Review the lesson.
• (Books closed.) Say Today we’ve sung a song and talked about where things are. Can you remember the different places? Elicit the prepositions.

Review the task flashcards.
• Point to the task flashcards. Say Look at the activities you’ve done today. Which activity was your favourite? Elicit the pupils’ favourite activities.

Extra activities

Reinforcement
• Repeat the preposition activity from the vocabulary presentation, encouraging the pupils to repeat the prepositions and do the actions (behind: hands behind your back; in front of: hands in front of you; next to: hands touching your side; near: hands stretched out and circling around you; between: hands between your knees).

Vocabulary Extension
• Use the Vocabulary Booster on Navio and present and practise four additional words to describe nature: ground, plant, pond, shell.
Key Competences and Key Learning Outcomes

- Say a tongue twister with the ‘w’ sound
- Listen for specific information
- Sing a cooperative learning song
- Play a communication game about finding people

Key language

Recycled: bush, flower, grass, rock, tree; behind, between, in front of, rear, next to; sheep

Recycled: Where are (Molly and Toby)? They’re (between the bushes). Where’s (Jake)? He’s (next to the tree). Where’s (Beth)? She’s (in front of the flowers).

Materials

- Pupil’s Book p65; Activity Book p62; Class CD3; Teacher’s App on Navio
- Playground objects and nature flashcards
- Teacher’s Resource Bank: Task flashcards: listen, say, write, colour, think, Talk Partners, match, cut out
- Scissors, crayons or coloured pencils
- Teacher’s Resource Bank: Unit 6 Lesson 5 Activity 3 cut-outs

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)
- Coloured paper

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review prepositions of place.
- Set learning outcomes using the task flashcards.

Activity 1

- Listen and say.
  - CD3 Track 11 pXXX
  - Go to Magic Phonics.
  - Go to the Activity Book.

Activity 2

- Listen and match.
  - CD3 Track 12 pXXX

Activity 3: Cooperative learning

Sing Listen to others.
- CD3 Track 13 pXXX

Pupil’s Book

Activity 4

- Talk Partners Make and play the game.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Extra activity

Reinforcement

- Continue the pronunciation wall display.

Activity Book

Activity 1

- Write and say.

Activity 2

- Colour the words that begin with ‘w’. Say.
  - Go to Magic Phonics.

Activity 3

- Talk Partners Play What’s my word? in pairs.
- Recycled vocabulary
  - Look, remember and write the word.

Digital resources

Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.

Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.
**Detailed Lesson Plan**

**Starting the lesson**

**Use the Trinity Exam Practice cards (optional).**
- The pupils practice asking and answering questions. (See p25.)

**Review the prepositions of place.**
- Invite two to four pupils to come to the front of the class and give them instructions. Say "Stand (in front of) the (board). Stand (behind) (Maria)." The pupils listen and do the actions. Repeat with different groups of pupils.

**Set learning outcomes using the task flashcards.**
- Say "Today we're going to practice saying a tongue twister and we're going to make and play a game."
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

**Ending the lesson**

**Review the lesson.**
- (Books closed.) Say "Today we've practiced a tongue twister and played a game in pairs. Elicit the tongue twister from the pupils.

**Review the task flashcards.**
- Point to the task flashcards. Say "Go to Magic Phonics."

**Extra activity**

**Reinforcement**
- Continue the pronunciation wall display. Cut out the letter 'w' in coloured paper. Stick it on a piece of differently coloured paper. Remit words that begin with 'w' and write them on the wall display.

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**Pupil's Book Activity 1**

**Listen and say.**
- *CD3 Track 11 pXXX*
  - (Books open.) Write the target 'w' sound on the board. Ask the pupils if they know what sound this letter makes. Say the sound and the pupils say it with you. Make sure they are saying the sound correctly.
  - Say "It's time for Toby's Tongue Twister."
  - Play the CD. The pupils listen and repeat the target sound, then the words and then the entire tongue twister, faster and faster.

**Pupil's Book Activity 2**

**Listen and match.**
- *CD3 Track 12 pXXX*
  - Ask what can you see in the pictures? Day, They play the CD. The pupils listen to find out where the characters are.
  - Play the CD again, pausing after each conversation so the pupils can draw lines from the characters to the place.
  - Where are the characters?
  - Ask the pupils to say the words that begin with the 'w' sound. The pupils colour and say these words.

**Pupil's Book Activity 3**

**Cooperative learning**
- *CD3 Track 13 pXXX*
  - Remind the class that it's important to listen to each other and take turns. Teach the "Listen to others" song.
  - Play the CD. The pupils listen and do the actions.
  - Play the CD again. The pupils sing and do the actions.

**Pupil's Book Activity 4**

**Make and play the game.**
- Explain to the class that they are going to make the game. Check that the pupils have got a pair of scissors and show them how to cut out the cards. Ask them to place the scene and the cards on the table in front of them.
  - Prompt a pupil to ask you where one of the characters is. Decide on a place in the scene and give the answer. Say "She's in front of the tree."
  - All the pupils place the card in the scene. Repeat with the other cards, using the prepositions from Lesson 4 and recycling 'in', 'on' or 'under'. Continue playing until the class is confident with the language and the activity.
  - The pupils play the game with a Talk Partner.
  - Option: The game can be played as a whole class activity as described in the instructions above.
We feed the ducks on the pond. They love bread. We love the playground. The zip wire is very fast.

I love the park in my town. It’s very big. I go with my family on Saturday. We do lots of fun activities.

Activity Book

Activity 1
Listen and match. CD3 Track 15 pXXX
Answer.

Activity 2: Think about your culture
Look, remember and write the word.

Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.
Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.
Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).
• The pupils practise asking and answering questions. (See p25.)
Review Toby’s Tongue Twister.
➢ CD3 Track 11 pXXX
• Ask What sound did you practise in Toby’s Tongue Twister? (Wally the worm washes windows.) Play the CD. Practise the tongue twister as a class.
• Talk Partners The pupils practise saying the tongue twister as fast as possible with a Talk Partner. Choose a fast pair to say it for the class.
Review the It’s fun in the park song.
➢ CD3 Track 1 pXXX
➢ CD3 Track 2 pXXX (optional karaoke version)
• Put the playground objects and nature flashcards on the board in the order they appear in the song. Divide the class into three groups. Play the CD (or use the karaoke version). Each group sings a verse. They change roles and repeat.
Set learning outcomes using the task flashcards.
• Say Today we’re going to learn about parks in Britain.
• Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil’s Book Activity 1

Listen and read. Answer.
➢ CD3 Track 14 pXXX
• (Books open.) Focus the pupils on the photos. Ask What can you see? Read the speech bubble at the top of the page.
• Play the CD, pausing after each piece of information to check understanding. The pupils listen and look at the photos.
• Play the CD again. The pupils listen and read. Encourage them to repeat some of the sentences.

Suggested comprehension questions
• Photo 1: What game are they playing? (Cricket.)
• Photo 2: What animals can you see? (Ducks.)
• Photo 3: Are they riding a bike? (No, they’re riding on a train.)
• Photo 4: Where are they now? (At the playground.)

Pupil’s Book Think about your culture

What do you do at the park?
• Read out the question.
• The pupils tell you what they do at the park.
• Ask additional questions, e.g. Is there a park near your house? Do you like the slides and swings? Do you play football in the park? Are there any ducks?

Activity Book

Activity 1
Listen and match.
➢ CD3 Track 15 pXXX
• (Books open.) Focus the pupils on the pictures. Elicit the activities they do. The pupils listen and match the names to the pictures.
• Play the CD again to check the answers.
Answers: 1 feeding the ducks 2 playing on the zip wire 3 riding on a train 4 playing cricket

Activity 2: Think about your culture

Read and tick (✓). Draw and write.
• Read out the question in the speech bubble. Elicit the pupils’ answers.
• Read out the first sentence. The pupils tick the box if they do this activity at the park.
• Repeat with the other sentences.
• The pupils draw one of the activities they do and they complete the sentence.
• Invite different pupils to show the class their drawing and read their sentence.

Ending the lesson

Review the lesson.
• (Books closed.) Say Today we’ve learnt about parks in Britain. What activities can you do in a park? Elicit answers from the pupils.
Review the task flashcards.
• Point to the task flashcards. Say Look at the activities you’ve done today. Which activity was your favourite? Elicit the pupils’ favourite activities.

Extra activities

Reinforcement
• Play Clever parrots (see p28) with the unit flashcards.
Extension
• Find information about a nearby park. The pupils say five things they can do there and five things they can see.

Recycled vocabulary
• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.
Answer: goat

Suggested comprehension questions

• What game are they playing? (Cricket.)
• What animals can you see? (Ducks.)
• Are they riding a bike? (No, they’re riding on a train.)
• Where are they now? (At the playground.)

Recycled vocabulary
• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.
Answer: goat

Suggested comprehension questions

• What game are they playing? (Cricket.)
• What animals can you see? (Ducks.)
• Are they riding a bike? (No, they’re riding on a train.)
• Where are they now? (At the playground.)

Recycled vocabulary
• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.
Answer: goat

Suggested comprehension questions

• What game are they playing? (Cricket.)
• What animals can you see? (Ducks.)
• Are they riding a bike? (No, they’re riding on a train.)
• Where are they now? (At the playground.)

Recycled vocabulary
• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.
Answer: goat
What do you need to grow flowers? Think and circle.

1. Listen and read the instructions.
   - soil
   - a book
   - water
   - grass
   - seeds
   - sun

➔ Go to page 64 in your Activity Book.

Instructions:
1. Put the soil in a pot.
2. Push the seeds into the soil with your finger.
3. Water the seeds.
4. Put the pot in a sunny place. Watch the plants grow.
5. Put the plants in the garden. Watch the flowers grow.

My garden

Put the seeds in the soil. Push them in with your finger. Water the seeds. Put the pot in the garden. Watch the flowers grow.

Ask an adult to help you. Do not eat seeds.

Pansy

They're easy and fun to grow!

Key learning outcomes:
- Read and understand instructions for growing flowers
- Write instructions
- Identify what plants need to survive

Activity 1
- What do you need to grow flowers?
- Think and circle.

Activity 2
- Listen and read the instructions.

Link to Science
- Plants: Review what plants need to survive.

Key language
- grow, plants, pot, seeds, soil, sun, sunny place, watch, water
- Put the (pot in a sunny place). Push the seeds (into the soil). Water the seeds.

Recycled: book; frog; finger; flowers, garden

Materials
- Pupil's Book p67; Activity Book p64; Class CD3; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: think, circle, listen, read, match, write

Optional materials
- Playground objects and nature word cards
- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)
- Pots, soil, packet of seeds

Digital resources
Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.
Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.

At a Glance Lesson Plan
Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review the culture lesson.
- Set learning outcomes using the task flashcards.

Before you read
- Say if you've got a garden.

Activity 1
- What do you need to grow flowers?
- Think and circle.

Activity 2
- Listen and read the instructions.

CD3 Track 16 pXXX

Ending the lesson
- Review the lesson.
- Review the task flashcards.

Extra activities
Reinforcement
- Play Bit by bit.

Extension
- Grow flowers from seeds.

After you read: Activity 1
- Read and match.

Activity 2
- Order and write the instructions. Draw.

Activity Book
After you read: Activity 1
- Read and match.

Activity 2
- Order and write the instructions. Draw.

Recycled vocabulary
- Look, remember and write the word.
Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).
• The pupils practise asking and answering questions. (See p25.)

Review the culture lesson.
• Review the activities that British children do at the park.
• Elicit play cricket, play on a zip wire, ride on a train and feed the ducks.

Set learning outcomes using the task flashcards.
• Say Today we’re going to read some instructions.
• Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Activity Book

Activity 1

After you read: Activity 1
Read and match.
• (Books open.) Focus the pupils on the first sentence. Read out the instructions and ask the pupils to follow the line.
• Ask a volunteer to do the same for the second sentence.
• The pupils work on their own to complete the activity.

Answers: 1 third picture 2 fourth picture 3 second picture 4 fifth picture 5 first picture

Activity 2

Order and write the instructions. Draw.
• Read out the instructions in the box.
• The pupils write the instructions in the correct order in boxes 1–3. They draw a picture to illustrate the instructions in boxes 2 and 3.
• Ask volunteers to read out their answers.

Answers: 1 Push the seeds into the soil. 2 Water the seeds. 3 Put the pot in a sunny place.

Recycled vocabulary
• The pupils look at the picture and write the word. If necessary, they look back at the previous unit.
Answer: frog

Before you read

Ask Have you got a garden? Have you got flowers in your garden?
• Elicit answers from the pupils.

Pupil’s Book Activity 1

What do you need to grow flowers? Think and circle.
• Focus the pupils on the photos. Read out the question.
• Elicit answers from the pupils. Then they circle the pictures.

Answers: soil, seeds, water, sun

Pupil’s Book Activity 2

Listen and read the instructions.
➢ CD3 Track 16 pXXX
• Focus the pupils on Activity 2. Say Let’s read and listen to the instructions.
• Play the CD, pausing after each instruction. The pupils point to the correct picture and mime the action.
• Play the CD again. The class repeats the instructions.
• Ask volunteers to read the instructions aloud.

Ending the lesson

Review the lesson.
• (Books closed.) Say Today we’ve read some instructions in English. What were they? Elicit the instructions from the pupils.

Review the task flashcards.
• Point to the task flashcards. Say Look at the activities you’ve done today. Which activity was your favourite? Elicit the pupils’ favourite activities.

Extra activity

Reinforcement
• Play Bit by bit (see p28) with the playground and nature objects word cards.

Extension
• Grow flowers from seeds in the classroom. Bring in some soil in pots and some seeds. The pupils plant the seeds, water them and put them in a sunny place. Remind the class to water the seeds regularly. Watch the flowers grow.

Link to Science
• If you are studying the Science topic of Plants in English, you could review what plants need to survive before you do the Pupil’s Book Activity 1: Before you read. Elicit ‘sunlight’, ‘air’, ‘water’ and ‘soil’.
Key language
• behind, between, in front of, near to; bush, flower, grass, rock, tree; climbing frame, roundabout, seesaw, slide, swing; cats, cow, frogs
• Where’s (Beth)? (She’s) on the (slide). Where are (Beth and Molly)? They’re (on the climbing frame). (Molly) is (in front of) (the bush).

Recycled: cats, cow, frogs

Materials
• Pupil’s Book p68; Activity Book p65; Class CD3; Teacher’s App on Navio
• Playground objects and nature flashcards
• Teacher’s Resource Bank: Task flashcards: listen, number, write, sing, stick, read, match, think, Talk Partners
• Traffic light cut-out
• High Five! sticker

Optional materials
• Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson
• Use the Trinity Exam Practice cards (optional).
• Review the unit vocabulary.
• Set learning outcomes using the task flashcards.

Activity 1
• Listen and number.
   ▶ CD3 Track 17 pXXX
• Write and say.

Activity 2
• Look, read and write.

Activity 3: Cooperative learning
• Sing Well done!
   ▶ CD3 Track 18 pXXX
• Stick the High Five! sticker.

Ending the lesson
• Review the task flashcards.

Pupil’s Book

Digital resources

Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.

Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.

Activity Book

Activity 1
• Read, match and write.

Activity 2
• Read, look and write.

Activity 3
• Use your traffic light. Listen to the teacher and point.

Recycled vocabulary
• cats, cow, frogs
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions. (See p25.)

Review the unit vocabulary.
- Hold up a playground objects and nature flashcard and elicit the word. Stick the flashcard face down on the board. Repeat with all the flashcards.
- Ask Where’s the (slide)? Invite a pupil to turn over a flashcard. If it’s the correct flashcard, he / she says It’s here. If it isn’t the correct flashcard, another pupil has a turn. Repeat with different words.

Set learning outcomes using the task flashcards.
- Say Today we’re going to remember what we’ve learnt in Unit 6.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil’s Book Activity 1 ➤
Listen and number. Write and say.
► CD3 Track 17 pXXX
- Point to each picture and elicit the words.
- Play the CD, pausing after each sentence. The pupils write the correct numbers in the circles.
- Play the CD again. This time the pupils repeat.
- Then the pupils write the words under the pictures.

Answers: 1 swing 2 grass 3 roundabout 4 slide 5 bush 6 tree 7 seesaw 8 rock 9 climbing frame 10 flower

Activity 2
Read, look and write.
- Ask What can you see in the picture? The pupils describe the picture.
- The pupils complete the sentences on their own using the words in the box.

Talk Partners Alternatively, the pupils work with a Talk Partner to complete the sentences.

Answers: 1 near 2 behind 3 between 4 in front of 5 next to

Pupil’s Book Activity 3: Cooperative learning ➤
Sing Well done!
► CD3 Track 18 pXXX
- Praise the pupils for their hard work and encourage them to praise each other. Play the Well done! song. The pupils sing and do the actions.
- Stick the High Five! sticker.
- The pupils stick the High Five! sticker on the Pupil’s Book page.
- Variation: Sing the Well done! song and stick the High Five! sticker after the class has also completed the Activity Book Lesson 8 Review.

Activity Book ➤
Activity 1
Read, match and write.
- (Books open.) The pupils say what they can see in the pictures.
- Read out the first question. The pupils follow the matching line to the picture and then the answer. Read out the answer.
- Repeat with all the questions.
- The pupils write the answers.

Answers: 1 She’s on the roundabout. 2 He’s on the swing. 3 They’re on the seesaw. 4 She’s on the slide.

Activity 2
Read, look and write.
- Ask What can you see in the picture? The pupils describe the picture.
- The pupils complete the sentences on their own using the words in the box.

Talk Partners Alternatively, the pupils work with a Talk Partner to complete the sentences.

Answers: 1 near 2 behind 3 between 4 in front of 5 next to

Pupil’s Book Activity 2 ➤
Look, read and write.
- The pupils look at the picture in Activity 2. Read out the first question. Elicit the answer.
- Read out the other sentences. The pupils write the answers on their own.
- Ask volunteers to read out the questions and answers.

Answers: 1 behind 2 in front of 3 next to

Activity 3: My progress
My progress
Use your traffic light. Listen to the teacher and point.
- (Books closed.) Ask the class to take out their traffic light cut-out. Say Let’s think about our work in this unit. Point to the green circle, nod your head, smile a lot, and say I can say the objects in the playground. Yes, I can do this very well.
- Point to the yellow circle, move your head a little, smile a little and say Yes, I can do this.
- Then point to the red circle, shake your head and say No, I can’t do this.

Read the different statements. For each one, the pupils point to the colour on their traffic light that shows how they feel about their own learning.

Self-assessment statements
1. I can say the objects in the park.
2. I can say where people and things are.
3. I can talk about a park in my town.
4. I can understand instructions.
5. I listen to instructions in the classroom.
6. I listen to others.

Recycled vocabulary
- The pupils look at the picture and write the word. If necessary, they look back at the previous unit.

Answer: cow

Ending the lesson
Review the task flashcards.
- Point to the task flashcards. Say Look at the activities you’ve done today. Which activity was your favourite? Elicit the pupils’ favourite activities.
Video and 21st Century Skills

Key Competences and Key Learning Outcomes
- watch and understand a video about playgrounds.

Key language
- climbing frame, go up, in front of, next to, one/two hands, roundabout, sit down, slide, stand up, wait, zip wire

Materials
- Pupil's Book p69; Activity Book p66; Class CD3; Video; Teacher’s App on Navio
- Teacher’s Resource Bank: Task flashcards: tick, read, circle, listen, match, think, write, draw, say, Talk Partners

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from Unit 6)
- Teacher’s Resource Bank: Playground and nature words flashcards

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review playground objects by ranking.
- Set learning outcomes and use the task flashcards.

Pre-watching activity
- Review Unit 5 video.
- Predict what playground objects they are going to see.

Activity 1
- Watch the video.
  - Unit 6 video
  - Tick (✓) or cross (✗). Are these playgrounds in the video?

Activity 2
- Watch the video again. Read and circle.
  1. The orange roundabout is fast/slow.
  2. The girl goes up/down the slide.
  3. A boy/girl is on the zip wire.
  4. The climbing frame is/isn't high.

Activity 3
- Read and circle.
  1. Only go up/down the slide.
  2. Wait in front of/next to the zip wire.
  3. Use two hands/one hand on the swing.

Ending the lesson
- Review the lesson.
- Review the task flashcards. Elicit the pupils’ favourite activities.

Extra activity
- Pupils work together in groups to do an activity.

Cooperative learning
- Continue the Ways of thinking wall display.

Digital resources
Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.
Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.
Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review playground objects.
- Stick the playground objects flashcards on the board. Invite different pupils to the front and give them a playground object word card to match to the picture.
- Ask a few pupils which their number one favourite playground activity is. Write one to three on the board and ask the pupils to rank the activities.

Talk Pairs. Pupils compare their ranking with their partner. Ask Is your ranking the same? Which playground activities are better when you work together?

Set learning outcomes.
- Say Today we're going to watch a video and then ask and answer questions about playgrounds.
- Hold up the task flashcards in turn and elicit the activities. Stick them on the side of the board. Point to them during the lesson to reinforce your instructions.

Pre-watching activity

- Ask What can you remember about the Unit 5 video? What was it about? What playground objects do you think you are going to see in the video this week?
- Think-Pair-Share Ask the pupils what playground objects they have in their local playground. Write their answers on the board.

Pupil's Book Activity 1

Watch the video. Tick (✓) or cross (✗). Are these playgrounds in the video?  
- Ask Do you see any of the playground activities that you talked about? Play the video. Ask What playground objects did you see?
- Ask Do Sophie and Tom like playgrounds? Why? Play the intro, pausing to elicit the answers.
- On the board stick four playground flashcards. Tell the pupils to listen and tell you which object you don’t say. Say three of the objects. Ask a pupil to come to the board and write a cross under the playground object flashcard you didn’t say. Repeat with different playground object flashcards.

Focus the pupils’ attention on the video stills. Ask What can you see? Explain that the pupils cross the playground object that is not in the video like the previous flashcard activity. Play the first part of the video. Pause the video after the first video still. Ask the pupils to point to the corresponding photo in their book.
- Play the rest of the video for pupils to point to the photos in the order they see the playground objects.
- Play the video again for pupils to write the cross. The pupils then tick the playground objects that are in the video.
- Ask Which playground activity looks the most fun? Answers: ✓, x, ✓, ✓

Pupil's Book Activity 2

Watch the video again. Read and circle.  
- Play the video again. Pause after the orange roundabout. Read out the first sentence in Activity 2. Ask Is the orange roundabout fast or slow? Show fast circled.
- Read out sentence two. Ask pupils which word they should circle. Repeat with all the sentences.
- Play the video all the way through for pupils to circle the words.
- Ask the pupils some questions to check understanding. Suggested questions.

Which playground objects are high? (Slide, zip line, climbing frame).
- Which playground object is slow? (The red roundabout).
- What does Sophie say is important to do on the swing and climbing frame? (Use two hands).
- What are the children doing next to the climbing frame? (Waiting for their turn).
- What nature features do you see? (Grass, bush, tree).
- Why is it important to be careful at the playground? (Play safely so you don’t get hurt or hurt other children).

Answers: 1 fast, 2 up, 3 boy, 4 is

Pupil's Book Activity 3

Read and circle.
- Stick the slide, swing and seesaw flashcards on the board. Ask the pupils to tell you how they can play safely on each object.
- Read out the sentences for the pupils to follow.
- Read out the speech bubble. Explain that the pictures show how to be careful and safe in the playground and they have to circle the correct words.

Answers: 1 down, 2 two hands, 3 sit down, 4 next to

Activity Book

Activity 1

Read, listen and match.
- CD3 Track 19 pXXX
  - Tell the pupils you are going to say some instructions about being careful in the playground and they have to mime the actions. Say I use two hands on the climbing frame. I wait next to the swing. I sit down on the zip wire. I only go down the slide.
  - Play the first exchange on the CD. Show the matching photos in the book. The pupils have to circle the correct words.
  - Play the rest of the CD, pausing after each exchange, for pupils to check their answers.

Answers: 1 climbing frame, 2 swing, 3 zip wire, 4 slide

Activity 2

Read, think and write. Draw and say.
- Read out the speech bubble. Elicit responses from the pupils.
  - Read out the sentences for the pupils to follow. The pupils complete the instructions with a playground object. The pupils then draw pictures to illustrate the instructions.
- Talk Partners. Pupils take turns to point to their pictures and share their instructions with their partner.
- Recycled vocabulary
  - The pupils look at the picture, remember the vocabulary word and write it on the line.

Answers: bird
Lesson 1

At a Glance Lesson Plan

Key Competences and Key Learning Outcomes

- Identify and talk about spring animals and plants
- Count items in a picture
- Identify weather conditions in spring
- Prepare to make a class spring wall display

**Activity Book: Plan your project**

Activity 1

- Plan a spring wall display. Decide with your class and tick (✓).

Key language

- butterflies, chicks, lambs, rabbits; spring; cloudy, rainy, snowy, stormy, sunny, windy
- How many (lambs) can you see? I can see (three lambs). What's the weather like today? It's (windy). Is it (rainy) today? Yes, it is. No, it isn’t.

Recycled: numbers 1–10; birds, bushes, flowers, trees

Materials

- Pupil’s Book p70; Activity Book p68; Class CD3; Teacher’s App on Navio
- Teacher’s Resource Bank: Task flashcards: listen, find, write, Talk Partners, plan

Optional materials

- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4, 5 and 6)

**Pupil’s Book**

**Starting the lesson**

- Use the Trinity Exam Practice cards (optional).
- Review weather vocabulary.
- Set learning outcomes using the task flashcards.

**Activity 1: Learn**

- Listen and say.
  - CD3 Track 20 pXXX
  - Read, count and write.

**Activity 2**

- Listen.
  - CD3 Track 21 pXXX
  - Talk Partners: Ask and answer.

**Plan your project**

- Prepare to make a spring wall display.
  - Go to page 68 in your Activity Book.

**Ending the lesson**

- Review the lesson.
- Review the task flashcards.

**Link to Science**

- Water and Air: Review different weather conditions.

**Digital resources**

Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.

Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.
Starting the lesson

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions. (See p25.)

Review weather vocabulary.
- If the pupils already know some weather vocabulary, quickly review the words they know. Ask What's the weather like today?

Set learning outcomes using the task flashcards.
- Say Today we're going to learn about spring and the weather.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1: Learn

Listen and say. Find, count and write.
- CD3 Track 20 pXXX
  - (Books open.) Focus the pupils on the picture. Ask What can you see? The pupils name the animals and plants that they already know (flowers, birds, trees, bushes, grass). Introduce the new vocabulary butterflies, rabbits, chicks, lambs.
  - Play the CD. The pupils listen and then say the words.
  - Say Let's count the lambs. The class finds and counts the lambs in the picture. The pupils then work on their own to find and count the other items. Check the answers as a class.

Answers: 3 lambs, 7 flowers, 4 birds, 2 rabbits, 3 trees, 8 butterflies, 6 chicks, 2 bushes

Activity Book: Plan your project

Activity 1

Plan a spring wall display. Decide with your class and tick (√).
- (Books open.) If possible, organise the class into a large circle. Explain to the class that they are going to work together to plan a spring wall display for the classroom. Read out each question in turn and the possible answers. The pupils vote on the answers by raising their hands. When the class has made a decision, all the pupils tick the same relevant box(es) on the page.
  - Finally, each pupil chooses and circles one of the animals to make in the next lesson: lamb, butterfly, bird, chick, rabbit. Make sure that all the animals are chosen. You will need to make photocopies of the animal cut-outs before the next lesson (available at www.highfive.macmillan.es).

Ending the lesson

Review the lesson.
- (Books closed.) Say Today we've learnt about spring and the weather. What animals can you see in spring? Elicit the animals from the pupils.

Review the task flashcards.
- Point to the task flashcards on the board. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Link to Science

- If you are studying the Science topic of Water and Air in English, you could review additional weather words, e.g. hot, warm, cold, cool, foggy. You could also review the clothes the pupils wear in different weather conditions.
Lesson 2

My project 2: Family

Key language
- It’s got (big) ears.
- Recycled: animals, bird, butterfly, chick, flowers, lamb, rabbit; ears; colours; numbers
- Recycled: This is (my butterfly). It’s (blue). My (bird) is near (a bush).

Materials
- Pupil’s Book p71; Activity Book p69; Class CD3;
- Teacher’s App on Navio
- Teacher’s Resource Bank: Task flashcards: sing, read, listen, cut out, stick, think, Talk Partners, write

Optional materials
- Five Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4, 5 and 6)
- Teacher’s Resource Bank: One photocopiable spring animal cut-out and one flower cut-out per pupil
- Tissue paper (different colours); crayons or coloured pencils; glue; overalls / old shirts

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review weather vocabulary.
- Set learning outcomes using the task flashcards.

Activity 1: Cooperative learning
- Sing What do I need to do?
  ► CD3 Track 22 pXXX

Activity 2: Create
- Read.
- Make a spring animal.

Activity 3: Show and tell
- Create your wall display. Listen. Tell the class about your animal and stick it on the wall display.
  ► CD3 Track 23 pXXX

Ending the lesson
- Review the lesson.
- Sing Well done!
  CD3 Track 18 pXXX

Digital resources
Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.
Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.

Activity Book

Think about your project
- Go to page 69 in your Activity Book.

Activity Book
- Activity 1
  ▶ Look at your wall display. Write.
- Activity 2: Think about your project
  ◆ Read, think and colour the stars.
**Starting the lesson**

- Use the Trinity Exam Practice cards (optional).
  - The pupils practise asking and answering questions. (See p25.)
- Review weather vocabulary.
  - Ask What's the weather like today? Is it (sunny)?
  - Talk Partners: The pupils ask and answer with a Talk Partner.

**Set learning outcomes using the task flashcards.**

- Say Today we’re going to make a spring animal wall display for the classroom.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

**Pupil’s Book Activity 1: Create**

- **Read. Make a spring animal.**
  - (Books open.) Say We need to read some instructions carefully.
  - Read the instructions. The pupils look at the corresponding photos and follow the text.
  - Give each pupil a photocopiable cut-out of the animal they chose in the previous lesson and a pair of scissors.
  - Hold up the tissue paper and elicit the colours. Each pupil chooses one or more colours, tears up the paper and rolls it into balls. Variation: crayons or coloured pencils can be used instead.
  - The pupils glue the tissue paper balls onto their animal.

**Pupil’s Book Activity 3: Show and tell**

- Create your wall display. Listen. Tell the class about your animal and stick it on the wall display.
  - (Books open.) Say Today we’ve worked together. What have we made? Elicit answers from the pupils.
  - Sing Well done!

**Ending the lesson**

- Review the lesson.
  - Say Today we’ve worked together. What have we made? Elicit answers from the pupils.
  - Sing Well done!

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**My project 2**

**Activity 1**

- **Look at your wall display. Write.**
  - (Books open.) Read out the first sentence and ask the class to look at their wall display for the answer. Highlight that there is more than one possible answer. Repeat for sentence 2. For sentences 3 and 4, elicit some possible answers first. Then encourage the pupils to choose which animals they want to write about.

**Activity 2: Think about your project**

- **Read, think and colour the stars.**
  - Say Let’s think about how we work together. Read out each sentence. The pupils think and colour the corresponding star (small star: sometimes; medium-sized star: usually; big star: always).

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**Pupil’s Book Activity 1: Cooperative learning**

- **Sing What do I need to do?**
  - CD3 Track 22 pXXX
  - Explain that instructions are important. When the teacher gives instructions, the class needs to listen carefully. Highlight that we also read instructions in our Pupil’s Books. We need to concentrate in order to understand what we have to do. Explain that pupils can ask for instructions when they don’t understand an activity. Teach the question What do I need to do?
  - Play the CD. The pupils listen and do the actions.
  - Play the CD again. The pupils sing and do the actions.

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**My project 2**

**Activity Book**

- **Activity 1**
  - **Look at your wall display. Write.**
    - (Books open.) Read out the first sentence and ask the class to look at their wall display for the answer. Highlight that there is more than one possible answer. Repeat for sentence 2. For sentences 3 and 4, elicit some possible answers first. Then encourage the pupils to choose which animals they want to write about.

- **Activity 2: Think about your project**
  - **Read, think and colour the stars.**
    - Say Let’s think about how we work together. Read out each sentence. The pupils think and colour the corresponding star (small star: sometimes; medium-sized star: usually; big star: always).
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<thead>
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<tbody>
<tr>
<td>1</td>
<td>What did my pupils learn in this unit?</td>
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<td>2</td>
<td>How did my pupils work? (√)</td>
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<td></td>
<td>individually✓</td>
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<td>3</td>
<td>Which key competences did my pupils develop?</td>
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<td>Competence in linguistic communication✓</td>
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<td>Competence in mathematics, science and technology✓</td>
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<td>Cultural awareness and expression✓</td>
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