

UNIT	Key Vocabulary	Key Structures	Story and Social and Emotional Learning	Cross-curricular Vocabulary	Culture	Communication	PROJECT	
5 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).	Story: New friends SEL: Welcoming new friends.				
1 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	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.	Story: A new sports centre SEL: Making safe choices.	PE bend down, look left, look right, sit on the floor, stand on one leg, touch your toes	Sports at school in different countries.	Pronunciation: /eɪ/ Baseball is a game they play in the USA. Functional Language: Why don't you come to the (badminton) club? When is it? It's on (Thursday, after school).	Design a sports centre.
2 What's amazing about animals?	crocodile, leopard, peacock, raccoon, snake, feathers, fur, scales, tail, teeth	It's got (scales). It hasn't got (fur).	Has it got (a tail)? Yes, it has. / No, it hasn't.	Story: The chameleon's tail SEL: Saying sorry.	Natural science fox, lay eggs, mammal, reptile, shell, turtle	Amazing animals in different countries.	Pronunciation: /ə/ Otters and squirrels are common animals in the UK. Functional language: Over there! What type of (bird) is it? I don't know.	Create and write about an amazing animal.
Review 1	Story: Something dangerous		Board game: Review race					
3 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	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.	Story: Good neighbours, good friends SEL: Helping your family, friends and neighbours.	ICT headphones, keyboard, mouse, screen, tablet, touchscreen	Technology at school in different countries.	Pronunciation: /ʌ/ Come to the computer club on Monday. It's fun! Functional language: Can I use (your tablet), please? What do you want to do? I can't remember (the password).	Invent and write about a helpful robot.
4 What's in the food we eat?	chicken, fruit, honey, lentils, nuts, olives, pasta, tuna, vegetables, yoghurt	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.	Story: The secret ingredient SEL: Helping your community.	Natural science celery, corn, peanuts, prawns, tomatoes, wheat	Traditional dishes from different countries.	Pronunciation: /ɪ/ Fish and chips is a traditional dish in the UK. Functional language: Would you like (an ice cream)? What flavour would you like? Can I have (peach), please?	Create and write about a crazy sandwich.
Review 2	Story: Grandpa Bob's birthday		Board game: Review race					
5 Are our routines the same?	clean my teeth, feed the dog, get dressed, get up, go home, go to bed, go to school, have breakfast, have a shower, play with friends	He gets up (at 5 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.	Story: Julia and Juan SEL: Being grateful.	Social science in the morning, in the afternoon, in the evening, at night	How children go to school in different countries.	Pronunciation: /ð/ and /θ/ This afternoon, the maths class starts at three o'clock. Functional language: What's the time? I'm late. I've got to go. See you tomorrow.	Make and write a minibook.
6 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	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 on the beach).	What are you doing? Is he/she (picking up rubbish)? Yes, he/she is. No, he/she isn't.	Story: Turtle rescue SEL: Respecting wildlife.	Natural science bottles, bottle tops, cans, cartons, packets, straws	Going to the beach in different countries.	Pronunciation: /i:/and /ɪ/ Please keep the beach clean. Pick up litter and put it in a bin. Functional language: Can I help you? I'd like (a pen), please. How much is it?	Create and write about a holiday photo.
Review 3	Story: A trip to the beach		Board game: Review race					
Thanksgiving	bees, birds, clouds, flowers, sunshine, trees	Thank you for (the sunshine). I'm grateful for (all these things).					Make a Thanksgiving scroll.	
Christmas	coat, hat, scarf, sleigh, snowball, snowman	I've got (a present) for you, (Mum). Oh, thank you!					Make a snowman card.	
Pancake Day	butter, eggs, flour, frying pan, milk, spoon	We need some (flour). I've got some (eggs).	First, ... Next, ... Then, ... F				Mime making a pancake.	