

	<b>Vocabulary</b>	<i>cloudy, rainy, snowy, sunny, windy; spring, summer, autumn, winter numbers (11–20), body, feet, fingers, toes</i>
	<b>Grammar</b>	<i>Is it (rainy)? Yes, it is. / No, it isn't. Nod / Move / Touch your (head)! Wave your (arms)!</i>

 Learning situation	 Vocabulary	 Grammar	 Story, Culture, Hands On! Language
<b>1</b> <b>Our fashion show</b> Take part in a seasonal fashion show. SDG 12: Responsible consumption and production	<i>coat, dress, jumper, shoes, shorts, skirt, trousers, T-shirt gloves, hat, scarf, sunglasses</i>	<i>I'm wearing (trousers). I'm not wearing (a coat).  I'm wearing (a scarf) because it's (cold).</i>	 Raven's concert  Sami clothes in Scandinavia  <i>Put on your (coat). Take off your (jumper).</i>
<b>2</b> <b>Our community windows</b> Make and talk about community windows. SDG 11: Sustainable cities and communities	<i>apartment, bathroom, bedroom, garage, garden, house, kitchen, living room balcony, boat, stairs, tree house</i>	<i>Is he / she in the (garden)? Yes, he / she is. / No, he / she isn't.  Where's (Uma)? He's / She's in / on the (boat / balcony).</i>	 Where's Cuddles?  Communities in India  <i>This is my friend, (Laura). Welcome to our community!</i>
<b>Review 1</b> <b>Social and emotional learning: How to take turns</b> Students practise and learn useful language for taking turns.			
<b>3</b> <b>Our school tour</b> Give a tour of your school. SDG 4: Quality education	<i>chair, computer, door, noticeboard, shelf, table, whiteboard, window classroom, gym, library, school playground</i>	<i>We've got a (window). We haven't got a (whiteboard).  Have you got a (library)? Yes, I have. / No, I haven't.</i>	 Pip's new school  Schools in South Korea  <i>Come inside. Go outside.</i>
<b>4</b> <b>Our model farm</b> Make and talk about a model farm. SDG 2: Zero hunger	<i>chicken, cow, donkey, duck, farmer, goat, horse, sheep food, grass, shelter, water</i>	<i>There's a (farmer). There are (three cows).  Is there any (water)? Yes, there is. / No, there isn't.</i>	 Aunty Elena's farm  Farms in Scotland  <i>We need (food) for the (cows).</i>
<b>Review 2</b> <b>Social and emotional learning: How to clean up</b> Students learn about keeping their environment clean and picking up rubbish.			
<b>5</b> <b>Our activity day</b> Plan and have an activity day. SDG 10: Reduced inequalities	<i>build models, dress up, jump, play football, play games, read stories, run, skip friends, grandparents, parents, teacher</i>	<i>Do you want to (play games)? Yes, I do. / No, I don't.  We want to (skip) with our (grandparents).</i>	 Football friends  Important people in South Africa  <i>You can do it! You're good at this!</i>
<b>6</b> <b>Our sea animal sculpture</b> Make and talk about a sea animal sculpture. SDG 14: Life below water	<i>ears, eyes, fin, mouth, nose, shell, tail, teeth octopus, seagull, seahorse, seal</i>	<i>Has it got (a big nose / small teeth)? Yes, it has. / No, it hasn't.  It's got (two legs). It hasn't got (fins).</i>	 The rubbish monster  Sea animals in Mexico  <i>Put the (eyes on the octopus).</i>
<b>Review 3</b> <b>Social and emotional learning: How to be creative</b> Students read a story about various ways to be creative.			

<b>Happy Halloween!</b>	<i>ghost, monster, pumpkin, spider, witch</i>	<i>Happy Halloween!</i>
<b>Merry Christmas!</b>	<i>candy canes, chocolate, Christmas pudding, crackers, mince pies</i>	<i>I don't know.</i>
<b>Happy Carnival!</b>	<i>band, costume, mask, parade</i>	