

	<b>Vocabulary</b>	<i>clever, confident, creative, friendly, hard-working, shy</i> days of the week, numbers (20–100)
	<b>Grammar</b>	<i>Are you (confident)? I'm (confident). He's / She's (friendly).</i> Personal information questions and answers <i>Where's the (shelf)? It's here!</i>

 Learning situation	 Vocabulary	 Grammar	 Story, Culture, Hands On! Language
 <p>Create a school video diary to help new students at your school. SDG 4: Quality education</p>	<i>Art, Drama, English, ICT, Maths, Music, PE, Science</i>  <i>do gardening, do yoga, learn robotics, play an instrument, play basketball, play chess</i>	<i>What do we do on (Mondays)? We do (Maths) on (Mondays). We don't do (Art) on (Mondays).</i>  <i>I (do yoga) on (Fridays). I don't (do yoga) on (Tuesdays).</i>	 A rainy break time  Subjects and after-school activities at a school in India  <i>I (do Science) in the morning / in the afternoon.</i>
 <p>Create and present a plan of a green space for your school or local area. SDG 15: Life on land</p>	<i>bat, bee, beetle, butterfly, frog, hedgehog, ladybird, lizard</i>  <i>box, feeder, leaves, plants, pond, rocks</i>	<i>Is there a (frog) here? Yes, there is. / No, there isn't. Are there any (butterflies) here? Yes, there are. / No, there aren't.</i>  <i>There's / There isn't a (pond). There are some / There aren't any (rocks).</i>	 The garden  A nature reserve in Ecuador  <i>The (bat) is next to / between the (trees).</i>

**Review & extension 1** **Social and emotional learning: Be yourself!**  
Students recognize their own uniqueness, strengths and positive attributes, etc.

 <p>Plan a swap shop event at your school to reduce waste. SDG 12: Responsible consumption and production</p>	<i>belt, cap, dungarees, hoodie, jacket, jeans, shirt, trainers</i>  <i>badges, bags, board games, comics, trading cards, video games</i>	<i>What has he / she got? He's / She's got a (jacket) / some (jeans). He / She hasn't got a (cap) / any (trainers).</i>  <i>What have they got? They've got a (comic) / some (badges). They haven't got a (board game) / any (bags).</i>	 Dylan's dungarees  A second-hand market in France  <i>Do you want a (board game) / some (trading cards)? Yes, please. / No, thank you.</i>
 <p>Create and share a book of poems about important people in your life. SDG 10: Reduced inequalities</p>	<i>best friend, classmate, coach, cousin, neighbour, stepdad, stepmum, teammate</i>  <i>blond hair, curly hair, dark hair, long hair, short hair, straight hair</i>	<i>This is my / your / our (cousin). These are my / your / our (neighbours).</i>  <i>His / Her / Thiago's hair is (dark). His / Her / Maria's eyes are (green).</i>	 Daisy's grumpy day  A Spanish boy's Moroccan family  <i>The title is (Our neighbour). It's by (Anna Smith).</i>

**Review & extension 2** **Social and emotional learning: Keep learning**  
Students read a story about developing a growth mindset.

 <p>Plan a fun and healthy class picnic to connect with your classmates. SDG 3: Good health and well-being</p>	<i>blueberries, grapes, milkshake, olives, orange juice, salad, sandwiches, strawberries</i>  <i>beach, mountains, park, playground, river, woods</i>	<i>Does he / she like (blueberries)? Yes, he / she does. / No, he / she doesn't.</i>  <i>He / She likes (the mountains). He / She doesn't like (the beach).</i>	 Fox and Tortoise  A picnic by the river in Türkiye  <i>Can I have some (grapes), please? Yes, here you are.</i>
 <p>Plan an inclusive talent show at your school for your family and friends. SDG 16: Peace, justice and strong institutions</p>	<i>act, do gymnastics, do magic tricks, juggle, make cakes, sew, take photos, tell jokes</i>  <i>do a traditional dance, do street dance, play the drums, play the flute, play the guitar, play the piano</i>	<i>What can you / he / she do? I / He / She can (juggle) quite well / well / very well.</i>  <i>They / We can (play the piano) quite well / well / very well. They / We / (I / He / She) can't (play the flute) very well.</i>	 The talent show  Traditional music, dance and clothes in Ukraine  <i>How much are the (tickets)? They're (two) euros. How much is the (programme)? It's one euro.</i>

**Review & extension 3** **Social and emotional learning: Notice feelings!**  
Students notice their own feelings and the feelings of others.

<b>Christmas Eve</b>	<i>dumplings, gingerbread, potatoes, rice, soup, turkey</i>	<i>Do you eat (turkey) on Christmas Eve? Yes, I do. / No, I don't. I eat / don't eat (fish).</i>
<b>World Down Syndrome Day</b>	<i>checked, colourful, flowery, plain, spotty, stripy</i>	<i>This sock is (spotty). The other one is (stripy).</i>
<b>World Ocean Day</b>	<i>crabs, dolphins, sea otters, sharks, starfish, turtles</i>	<i>They're (small). They've got (legs / a shell). They're (crabs).</i>