

	Module	Language focus	Language skills	Real-world knowledge	Life skills	Task
Primary Plus 1	My day	<ul style="list-style-type: none"> <li>Use Present Simple statements to describe the daily routines of myself and others</li> <li>Spell, write and pronounce vocabulary related to daily routines</li> <li>Read and tell the time, both in analogue and digital format (on the hour and half past the hour)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to other children describing their daily routines</li> <li>Read about an unusual routine and contrast it with my own</li> <li>Talk about my personal daily routine</li> <li>Write about my everyday routines and compare them with my peers</li> </ul>	<ul style="list-style-type: none"> <li>Routines from around the world and how they differ to my own</li> <li>Good daily habits</li> </ul>	<ul style="list-style-type: none"> <li>Tell the time in analogue and digital format</li> <li>Compare and contrast ideas</li> <li>Prioritise and order activities in a logical and sequential manner</li> </ul>	Make an activity wheel to help explain my everyday routines
	Party time!	<ul style="list-style-type: none"> <li>Questions and answers with <i>is it</i>: <i>Is it the building bricks? No, it isn't. Is it the ball? Yes, it is!</i></li> <li><i>Wh-</i> questions: <i>What did Sam give you? Who is this from?</i></li> <li>Birthday and toy vocabulary: <i>party, fancy dress, board game</i></li> <li>Party game vocabulary: <i>winner, prize, present, music, take turns</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about physical properties and guess through process of elimination</li> <li>Listen to a conversation about birthday presents</li> <li>Read a birthday party invitation</li> <li>Listen to children talk about a party game</li> <li>Write an invitation for a birthday party</li> </ul>	<ul style="list-style-type: none"> <li>How to play different party games</li> <li>What to expect and how to behave at a birthday party</li> <li>Understanding an invitation</li> </ul>	<ul style="list-style-type: none"> <li>Thinking of others</li> <li>Showing gratitude</li> <li>Showing gratitude</li> </ul>	Plan a surprise birthday party for someone
Primary Plus 2	How do you feel?	<ul style="list-style-type: none"> <li>Words to describe positive and negative feelings</li> <li>Ask and answer questions with <i>How + do you</i> and <i>How + does he/she</i></li> <li>Link ideas using <i>when</i></li> <li>Form present simple questions</li> <li>Give reasons for my feelings</li> </ul>	<ul style="list-style-type: none"> <li>Listen to children talking about how they feel</li> <li>Read about feelings and what to do to feel better</li> <li>Talk to others about how I feel</li> <li>Write about myself and how I feel</li> </ul>	<ul style="list-style-type: none"> <li>Recognise my own feelings</li> <li>Recognise how other people feel</li> <li>What makes me feel happy and what is important to me</li> </ul>	<ul style="list-style-type: none"> <li>Sort and classify feelings</li> <li>Understand actions and expressions that reflect how people feel</li> <li>Respect and value my own feelings and those of others</li> </ul>	Make a 'feelings photo album' and use it to talk about how I feel

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	My room	<ul style="list-style-type: none"><li>Words to describe the furniture in my bedroom and the activities I do there</li><li>Adjectives to describe rooms and furniture</li><li>Prepositions of place</li><li>Use <i>There is/are</i> with singular and plural nouns</li><li>Word order in statements with <i>have/has got</i></li></ul>	<ul style="list-style-type: none"><li>Listen to children describing their bedrooms and understand the differences</li><li>Read about different bedrooms around the world</li><li>Talk about my likes and dislikes and my dream bedroom</li><li>Write descriptions of an ideal classroom or playroom</li></ul>	<ul style="list-style-type: none"><li>Making a model</li><li>Different children and different rooms</li></ul>	<ul style="list-style-type: none"><li>Compare and contrast bedrooms</li><li>Express likes and dislikes</li><li>Using my imagination and being creative</li></ul>	Make a model of my dream bedroom and tell my classmates about it
Primary Plus 3	Eating out	<ul style="list-style-type: none"><li>Use present simple to talk about food likes and dislikes, and to order food in a restaurant</li><li>Use <i>would like</i> for ordering food</li><li>Ask and answer questions about food</li><li>Use a range of adjectives to describe food</li></ul>	<ul style="list-style-type: none"><li>Listen for details in a conversation ordering food in a restaurant</li><li>Read and understand details on a menu</li><li>Take part in a role-play set in a restaurant</li><li>Plan and write my own menu</li></ul>	<ul style="list-style-type: none"><li>Ordering food in a restaurant</li><li>Classifying food into different categories</li></ul>	<ul style="list-style-type: none"><li>Surveying classmates for data</li><li>Think of other people's feelings</li><li>Moral from a story</li></ul>	Create a menu for my own restaurant
	Behave!	<ul style="list-style-type: none"><li>Use <i>should/shouldn't</i> and <i>must/mustn't</i> for rules</li><li>Infinitives: <i>to put, to gather, to watch, to decorate</i></li><li>Verbs and sentence structures to give rules: <i>You shouldn't cheat. You mustn't bully. No diving.</i></li><li>Vocabulary related to rules and rulemaking: <i>exams, principal, lifeguard</i></li></ul>	<ul style="list-style-type: none"><li>Listen to children talk about rules and their experiences of them</li><li>Read a folk tale about breaking a rule</li><li>Share memories of breaking rules and the consequences</li><li>Create a comic strip about breaking a rule</li></ul>	<ul style="list-style-type: none"><li>Identify signs and what they symbolise</li><li>Different rules in different contexts</li><li>Why rules are important</li></ul>	<ul style="list-style-type: none"><li>Appropriate behaviour for different situations</li><li>Share memories</li><li>Be aware of consequences for actions</li></ul>	Create a comic strip about breaking a rule
Primary Plus 4	The future	<ul style="list-style-type: none"><li>Use <i>will</i> to talk about future certainties</li><li>Speculate about the future using modals (<i>may, might, could</i>)</li><li>Use future-related vocabulary in my writing and speaking tasks</li></ul>	<ul style="list-style-type: none"><li>Listen to people talking about the future</li><li>Read and understand other people's predictions</li><li>Talk about what I think the future will be like</li><li>Write about my own future, both near and distant</li></ul>	<ul style="list-style-type: none"><li>Possible future situations concerning various topics, such as housing and transport</li><li>Awareness of need for eco-friendly lifestyles for a sustainable future</li></ul>	<ul style="list-style-type: none"><li>Using present contexts to make predictions about the future</li><li>Giving my opinion and listening to others'</li><li>Making predictions about my life</li></ul>	Draw, label and present my ideas for a city in the distant future

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Not rubbish!	<ul style="list-style-type: none"> <li>Imperatives: <i>Press down with your palm. Look, think and create!</i></li> <li>Phrasal verbs: <i>soak up, add up, cut down, count on</i></li> <li>Recycling vocabulary: <i>reusing, rubbish, cardboard</i></li> <li>Environment vocabulary: <i>fossil fuels, pollution, biodegradable</i></li> </ul>	<ul style="list-style-type: none"> <li>Listen to instructions for making paper</li> <li>Read an article about plastic</li> <li>Listen to children talk about robots made from recycled materials</li> <li>Design a toy from waste materials</li> <li>Explain the steps involved in making the toy</li> </ul>	<ul style="list-style-type: none"> <li>Environmental problems and solutions</li> <li>What and how to recycle, reuse and reduce</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of how our actions affect the planet</li> <li>Explain steps and processes</li> <li>Discuss solutions and alternatives with regards to being environmentally friendly</li> </ul>	Design a toy from waste materials and explain how it's made