

## Let's Shop

Time	Monday 27 <sup>th</sup> June	Tuesday 28 <sup>th</sup> June	Wednesday 29 <sup>th</sup> June	Thursday 30 <sup>th</sup> June	Friday 1 <sup>st</sup> July
9.00 to 13.00	<b>Topic:</b> Where can we buy it?	<b>Topic:</b> What can we buy?	<b>Topic:</b> Everything must go!	<b>Topic:</b> Advertising	<b>Topic:</b> Review and consolidation
	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Identify and name different shops</li> <li>Listening comprehension skills</li> <li>Interacting with confidence</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Identify products and where they are sold</li> <li>Song: Children sing about what they want to buy from different shops.</li> <li>Critical Thinking: Different types of shops</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Video comprehension skills,</li> <li>Predicting and understanding from context</li> <li>Retelling a story and sequencing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Reading: Three adverts for shops featuring special offers</li> <li>Comprehend and identify specific information from adverts</li> <li>Develop creativity skills through a project</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: An advert for a supermarket featuring special offers</li> <li>Understand special offers</li> <li>Collaborate on a project</li> </ul>
	<b>Outcome:</b> Write a shopping list. Tell your classmates what you need.	<b>Outcome:</b> Draw your favourite place to shop. Write what it sells.	<b>Outcome:</b> Plan a stall. Draw and label it.	<b>Outcome:</b> Create an advert for a toy shop with special offers.	<b>Outcome:</b> Plan and make an advert for a new shop.

## Go Wild!

Time	Monday 4 <sup>th</sup> July	Tuesday 5 <sup>th</sup> July	Wednesday 6 <sup>th</sup> July	Thursday 7 <sup>th</sup> July	Friday 8 <sup>th</sup> July
9.00 to 13.00	<b>Topic:</b> Wild animals	<b>Topic:</b> Animal Actions	<b>Topic:</b> Zebra Ducks of the Serengeti	<b>Topic:</b> Animal Habitats	<b>Topic:</b> Endangered Animals
	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: Two presentations about koala bears and hippos</li> <li>Identify and name wild animals</li> <li>Develop spelling and paragraph writing skills</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Say what animals can and cannot do</li> <li>Song: Children sing about wild animals and where to find them.</li> <li>Develop listening comprehension skills and understand rhythm and pausing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Identify and name parts of animals</li> <li>Video comprehension skills,</li> <li>Predicting and understanding from context</li> <li>Retelling a story and sequencing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Reading: Fact files for the giant panda and black rhinoceros</li> <li>Describe animal habitats</li> <li>Identify the features and writing style of a fact file</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: A child gives a presentation about crocodiles.</li> <li>Understand why wild animals are endangered</li> <li>Identify and apply the features of an information poster</li> </ul>
	<b>Project:</b> Draw and write about your favourite animal.	<b>Project:</b> Draw a fantastic animal and tell your classmates what it can do.	<b>Project:</b> Create a poster for another fantastic new animal at the farm.	<b>Project:</b> Create a fact file for an endangered animal. Tell your classmates about it.	<b>Project:</b> Make a poster about an endangered animal.

## My Room!

Time	Monday 11 <sup>th</sup> July	Tuesday 12 <sup>th</sup> July	Wednesday 13 <sup>th</sup> July	Thursday 14 <sup>th</sup> July	Friday 15 <sup>th</sup> July
9.00 to 13.00	<b>Topic:</b> What does it look like?	<b>Topic:</b> Where is it?	<b>Topic:</b> Bye Bye Barn	<b>Topic:</b> What do you do?	<b>Topic:</b> My Dream Bedroom
	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: A child describes their bedroom.</li> <li>Identify furniture and items in bedrooms</li> <li>Identify similarities and differences between bedrooms</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Song: A child describes their messy bedroom</li> <li>Discussion different personalities and different bedroom</li> <li>Describe what rooms look like</li> <li>Describe where items are</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Video comprehension skills,</li> <li>Predicting and understanding from context</li> <li>Retelling a story and sequencing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Reading: Two children describe their bedrooms.</li> <li>Identify and name bedroom activities</li> <li>Understand the structure of a paragraph</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: A child describes her dream bedroom.</li> <li>Match rooms to descriptions</li> <li>Discuss the features of a bedroom and language to talk about the future</li> </ul>
	<b>Project:</b> Draw and describe your bedroom.	<b>Project:</b> Play a guessing game with the items and furniture in the bedroom.	<b>Project:</b> Design a new classroom for your class.	<b>Project:</b> Write about what you do in your bedroom.	<b>Project:</b> Design and talk about a dream bedroom.

## What do you do?

Time	Monday 18 <sup>th</sup> July	Tuesday 19 <sup>th</sup> July	Wednesday 20 <sup>th</sup> July	Thursday 21 <sup>st</sup> July	Friday 22 <sup>nd</sup> July
	<b>Topic:</b> Daily Tasks	<b>Topic:</b> Dream Jobs	<b>Topic:</b> Shaun the Farmer	<b>Topic:</b> Jobs in my family	<b>Topic:</b> My Future Job
<b>9.00 to 13.00</b>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Identify and name jobs</li> <li>Identify and name job tasks</li> <li>Listening: Three adults talk about their jobs.</li> <li>Understand daily routines at work</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Song: A child sings about their dream jobs</li> <li>Identify and describe working days and hours</li> <li>Develop question writing skills</li> <li>Build public speaking confidence</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Understand where people work</li> <li>Describe what jobs involve</li> <li>Understand different jobs, tasks, and locations</li> <li>Identify the features of an information poster</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Reading: Three adults describe their jobs.</li> <li>Understand the features of a descriptive paragraph</li> <li>Linking expressions and adjectives to describe work</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: Two children talk about jobs they want and don't to do when they're older.</li> <li>Understand and respect how different jobs help contribute to society</li> <li>Discuss different jobs and their importance</li> </ul>
	<b>Project:</b> Imagine that you do a job for a day. Draw and write.	<b>Project:</b> Complete a survey about dream jobs	<b>Project:</b> Make a poster about farm jobs	<b>Project:</b> Write about a family member's job.	<b>Project:</b> Create a new job and present it to the class



## Busy Me

Time	Monday 25 <sup>th</sup> July	Tuesday 26 <sup>th</sup> July	Wednesday 27 <sup>th</sup> July	Thursday 28 <sup>th</sup> July	Friday 29 <sup>th</sup> July
9.00 to 13.00	<b>Topic:</b> My Favourite Activities	<b>Topic:</b> Dream Jobs	<b>Topic:</b> Still Life	<b>Topic:</b> The Best Day	<b>Topic:</b> My Future Job
	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: Children talk about their free time activities.</li> <li>Understand how to write questions</li> <li>Develop speaking skills and learn to give more information</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Song: A child describes the clubs they go to.</li> <li>Identify and name places where we do activities</li> <li>Language: places for activities and prepositions for time</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Video comprehension skills,</li> <li>Predicting and understanding from context</li> <li>Retelling a story and sequencing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Reading: A child describes his weekly activities.</li> <li>Describe when and where activities take place</li> <li>Spelling and punctuation for descriptive texts</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Understand and respect how others like to spend their time</li> <li>Listening: Two children try to arrange a trip to the park</li> <li>Develop speaking skills by sharing ideas</li> </ul>
	<b>Project:</b> Complete a class survey about favourite and least favourite activities	<b>Project:</b> Create a poster for a club.	<b>Project:</b> Write a short story about Shaun's day	<b>Project:</b> Write about your favourite day of the week.	<b>Project:</b> Make a weekly reminder diary and talk about what is in it.



## Ready Steady

Time	Monday 1 <sup>st</sup> August	Tuesday 2 <sup>nd</sup> August	Wednesday 3 <sup>rd</sup> August	Thursday 4 <sup>th</sup> August	Friday 5 <sup>th</sup> August
9.00 to 13.00	<b>Topic:</b> What Sports do you like?	<b>Topic:</b> What have you got?	<b>Topic:</b> Let's move!	<b>Topic:</b> Let's get dressed	<b>Topic:</b> Exercise with me
	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: Two children talk about the sports that they like and don't like.</li> <li>Learn to discuss likes and dislikes</li> <li>Identify and name sports</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Song: A sports coach gives instructions for how to play different sports.</li> <li>Identify sports equipment</li> <li>Listening comprehension: Understand how to play a sport</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Video comprehension skills,</li> <li>Predicting and understanding from context</li> <li>Retelling a story and sequencing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening/Reading: Children talk about the sports they do and what they wear.</li> <li>Language to describe the materials, feel and look of sports clothes</li> <li>Speaking skills to present</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: An instructor gives takes a class through an exercise routine.</li> <li>Give and follow instructions</li> <li>Describe how to play a sport</li> </ul>
	<b>Project:</b> Make a sports matching game, play matching games with your classmates.	<b>Project:</b> Design, make, and describe sports equipment	<b>Project:</b> Design a new team sport for the sheep, make a poster about it	<b>Project:</b> Design and make sports clothes for your team sport from Wednesday	<b>Project:</b> Plan and present a new exercise routine



## On the Farm

Time	Monday 8 <sup>th</sup> August	Tuesday 9 <sup>th</sup> August	Wednesday 10 <sup>th</sup> August	Thursday 11 <sup>th</sup> August	Friday 12 <sup>th</sup> August
9.00 to 13.00	<b>Topic:</b> Favourite Farm Animals	<b>Public Holiday</b> <b>No Class</b>	<b>Topic:</b> Bagpipe Buddy	<b>Topic:</b> Baby Animals	<b>Topic:</b> Exercise with me.
	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: Two children talk about their favourite farm animals.</li> <li>Song: Children sing about the animals they can see on a farm.</li> <li>Identify and name parts of farm animals</li> </ul>		<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Video comprehension skills,</li> <li>Predicting and understanding from context</li> <li>Retelling a story and sequencing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Reading: Descriptions of baby animals on a farm</li> <li>Identify and name baby animals</li> <li>Develop public speaking skills</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: A farmer talks about how to take care of cows.</li> <li>Identify and name places on a farm</li> <li>Write a paragraph about an animal's home</li> </ul>
	<b>Project:</b> Draw and write about your favourite farm animal.		<b>Project:</b> Make an animal out of recycled materials. Talk about it.	<b>Project:</b> Design and present a new animal for the farm	<b>Project:</b> Make a home for a farm animal.



## The Weather

Time	Monday 15 <sup>th</sup> August	Tuesday 16 <sup>th</sup> August	Wednesday 17 <sup>th</sup> August	Thursday 18 <sup>th</sup> August	Friday 19 <sup>th</sup> August
9.00 to 13.00	<b>Topic:</b> A Weather Report	<b>Topic:</b> What weather do you like?	<b>Topic:</b> If you can't stand the heat	<b>Topic:</b> Dress for the Weather	<b>Topic:</b> Seasonal Weather
	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Identify and name kinds of weather</li> <li>Listening: A weather report for the next few days</li> <li>Language to talk about the future</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Song: Children sing about what we can do in different weather.</li> <li>Express which weather I like and dislike</li> <li>Identify activities suitable for different kinds of weather</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Video comprehension skills,</li> <li>Predicting and understanding from context</li> <li>Retelling a story and sequencing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Identify clothing and items needed for different weather</li> <li>Listening/Reading: Two children and their dog have different experiences of the weather.</li> <li>Descriptive writing development</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: A child talks about the weather in different seasons and what he can do.</li> <li>Discuss how we can spot different weather and seasons</li> <li>Describe how to make a craft</li> </ul>
	<b>Project:</b> Make a weather report. Present it.	<b>Project:</b> What weather do you like? Draw and write.	<b>Project:</b> Write and tell a story about a bad weather experience	<b>Project:</b> What do you wear in different weather? Draw and write.	<b>Project:</b> Make a weather mobile.



## Holiday

Time	Monday 22 <sup>nd</sup> August	Tuesday 23 <sup>rd</sup> August	Wednesday 24 <sup>th</sup> August	Thursday 25 <sup>th</sup> August	Friday 26 <sup>th</sup> August
9.00 to 13.00	<b>Topic:</b> Where have you been?	<b>Topic:</b> My dream holiday	<b>Topic:</b> Camping Chaos	<b>Topic:</b> Dress for the Weather	<b>Topic:</b> Seasonal Weather
	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: Two children talk about their trips to Thailand and Japan.</li> <li>Understand and apply the past tense</li> <li>Identify the features of a postcard</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Song: Children sing about places to go to and things to do on holiday.</li> <li>Identify and name types of holidays</li> <li>Identify and name holiday activities</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Video comprehension skills,</li> <li>Predicting and understanding from context</li> <li>Retelling a story and sequencing</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Reading: Two children's articles about their trips to France and Peru</li> <li>Understand questions and answers in the past</li> <li>Develop showing interest and clarifying language skills</li> </ul>	<b>Skills Focus:</b> <ul style="list-style-type: none"> <li>Listening: Two children discuss places that they want to visit</li> <li>Make suggestions for places to visit and things to do</li> <li>Identify the features of a persuasive poster</li> </ul>
	<b>Project:</b> Write a postcard about a place you have visited	<b>Project:</b> Plan and present your dream holiday.	<b>Project:</b> Plan a holiday for Shaun the Sheep and his friends	<b>Project:</b> Interview a classmate about a place they have visited	<b>Project:</b> Make a poster to advertise a holiday destination