Primary Plus Expert

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| Module | I am learning to … | New Language | Project |
| Where we live | I’m learning about maps and where things are.  I’m learning how to describe places and give directions.  I’m learning how to describe where I live.  I’m learning how to write descriptions of places. | Places in a town or city: *airport, bus stop, car park, library, monument, petrol station, playground, school, train station, tunnel*  Adjectives for places: *busy, crowded, noisy, peaceful, popular, quiet, spacious, touristy*  Prepositions of location:  *Is the computer room next to the library?*  *No, it’s between the teachers’ room and the art room.* | 1. Role-play showing a new student around your school.  2. Do a role play to direct someone from a bus or train station to an interesting place in your hometown.  3. Give a presentation about an attraction in your hometown.  4. Make a leaflet encouraging people to visit your hometown.  Project: Create an audio guide for someone exploring your local area. |
| Smart ideas | I’m learning how to explain what gadgets do and how to compare them.  I’m learning how to discuss the good and bad points of different gadgets.  I’m learning about technology that can help people with visual impairments.  I’m learning how to ask questions and post friendly comments. | Gadget functions: *to connect to, to help, to make it (easier) to, to provide, to tell, to track*  Describing gadgets: *attractive, compact, light, portable, wireless, useful, a lot of features, a long battery life, a large memory, a waterproof design*  Modifiers with comparative adjectives:  *The battery lasts a little longer than the old version.*  *It’s a bit less compact.*  *Phones are getting lighter and lighter.* | 1. Talk about your favourite gadget.  2. Discuss whether drones should be banned.  3. Make a recording to help a classmate navigate to a place without looking.  4. Write a comment for Rosa’s blog post, on the theme of prosthetics.  Project: Build a prototype of a human hand that can pick up a small item. |
| Shape up | I’m learning about my classmates’ sports interests.  I’m learning how to give advice about having a healthy lifestyle.  I’m learning how to ask role models about what it takes to be the best.  I’m learning how to write a healthy training plan. | Sports: *badminton, basketball, climbing, gymnastics, hockey, ice skating, rugby, table tennis, volleyball*  Question tags:  *We’re playing really well, aren't we?*  *They’ve finished last again, haven’t they?* | 1. Predict and find out which sports your classmates like to watch or play.  2. Work in groups to create an episode of *GOALS* podcast to give advice to students who posted problems on the website.  3. Role-play an interview between a journalist and an inspiring sports star.  4. Write a training plan to help you succeed at a sports day event.  Project: Take part in a class record breaking event for the *Guinness Book of World Records*. |
| Film time | I’m learning how to ask and talk about a film.  I’m learning how to review a film.  I’m learning how to make a storyboard.  I’m learning how to write a film script. | Making a film: *actor, camera operator, cast, composer, director, green screen, location, music score, prop, script, special effects artist, writer*  Present simple and past simple passives:  *It’s based on a book.*  *It’s set in Manchester in the year 2100.*  *The script was written very quickly.*  *The flying animals were added by special effects artists.* | 1. Role-play an interview between a journalist and an actor.  2. Make a video review about a film you’ve seen recently.  3. Make a storyboard for an additional scene in *Timmy and the Dragon*.  4. Write the rest of a scene from the film script in the reading passage.  Project: Create a series of six ten-second silent films that show emotion. |
| Go for it! | I’m learning to explain how a sport is played.  I’m learning how to talk about being in a competition.  I’m learning how to create a campaign for a new sports facility.  I’m learning how to write about someone who inspires me. | Locations for sports: *course, court, field, pitch, ring, rink, table, track*  Modal verbs for advice (*need to, must, might, could*):  *You need to find an ice rink.*  *You must use the correct equipment.*  *Boxers have to wear gloves.*  *Everyone has to wear pads to protect themselves.* | 1. Make notes about your favourite sport and talk about it.  2. Talk about a time you were in a competition.  3. Create a video campaign for a new sports facility in your neighbourhood.  4. Write about a person who inspires you.  Project: Plan a campaign to encourage young people to live healthy lives and set sporting goals. |
| Celebrate | I’m learning how to talk about plans for a celebration.  I’m learning how to describe an event.  I’m learning how to plan and promote a fundraising activity.  I’m learning how to write FAQs for an event. | Features of celebrations: *barbecue, costumes, decorations, feast, fireworks, float, gifts, parade, picnic*  Present perfect continuous:  *What have you been planning for the fair?*  *I’ve been thinking about the decorations.*  Present perfect continuous with *since/for*:  *I’ve been looking forward to the fair since last year.*  *We’ve been organising our stall for ages.* | 1. Prepare a report about progress on planning a stall for a school fair.  2. Research a festival or celebration and try to convince your classmates to go with you.  3. Make a short video promoting a fundraising activity.  4. Write FAQs for a celebration of festival.  Project: Make a programme of events for an international *Children’s Day*. |