

# **Unit overview**

## **Keu Competences and Key Learning Outcomes**



- Ask for someone's name and give vour name (Lesson 1)
- Sav a chant (Lesson 1)
- Identify and say the numbers 1–10 (Lesson 1)
- Ask and answer the question What's this? (Lesson 2)
- Identify and say colours (Lesson 3)
- Say the days of the week (Lesson 4)
- Ask and answer the question What day is it today? (Lesson 4)



• Identify and say five shapes (Lesson 2)



• Use the Pupil's App on Navio



 Make a cut-out and evaluate vour learning (Lesson 4)



Get to know your teacher and classmates (Lesson 1)



 Work with a Talk Partner to practise and reinforce learning (all lessons)



- Sing a song (Lesson 1 and 4)
- Read, listen and understand a story about a magic bike (Lesson 3)

## Vocabulary

### Core vocabulary

goodbye, hello; numbers 1-10 (words and figures); shapes (circle, oval, rectangle, square, triangle); colours (blue, brown, green, orange, red, yellow); days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday); balloons, balls, bananas, bike, books, dogs, hats, socks

## **Extension vocabulary (optional)**

black, grey, pink, purple, white

### Other vocabulary

bell, clean, children, idea, fantastic, magic bike, ring, surprise

### **Structures**

### **Core structures**

What's your name? I'm (Jake). What's this? It's a (bike). What colour is it? It's (green). What day is it today? It's (Thursday).

## Other structures

Ring the bell again. Let's (clean the bike). The (bike) is (green). It's a (bike). Good idea! This magic bike is fantastic!

# **Cooperative learning**

Skills: Listening to your classmates (Lesson 1); Learning to learn (Lesson 2); Turn taking (Lesson 4)

## Cross-curricular links

Links to Science



Counting the boys and girls in the class.

Suggested Arts and Crafts concepts 📈

Understanding that artists find inspiration in the world around them; thinking about what inspires you.





- Ask for someone's name and give your name
- Say the vocabulary chant
- Identify and say the numbers 1-10



• Count the boys and girls in the class (optional)



Get to know your teacher and classmates



Sing a song

## Key language

- goodbye, hello; balloons, balls, bananas, bike, books, dogs, hats, socks; numbers 1-10
- What's your name? I'm (Jake).
- Extension: black, grey, pink, purple, white

#### **Materials**

- Pupil's Book p4; Activity Book p2; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers word cards.
- Teacher's Resource Bank: Task flashcards: listen, sing. Talk Partners, say, find, write, read, match, think

# At a Glance Lesson Plan

## Starting the lesson

 Set learning outcomes using the task flashcards.

## Vocabulary presentation



 Present the characters using the flashcards.

## Activity 1



- Listen and point.
- ▶ CD1 Track 1 p256
- Sing What's your name?
- Collaboration Ask and answer in pairs.

### Activity 2



- Say The ten balloons chant.
- ▶ CD1 Track 3 p256

## Activity 3



• Find, count and write.



## Word cards

- Read the word cards.
- Match them to the flashcards.

# **Pupil's Book**





**Digital resources** 

Teacher's Digital: Don't forget

you can teach this lesson using

the Teacher's App on Navio.



# **Ending the lesson**

- · Review the lesson.
- · Review the task flashcards.

### **Extra activities**

#### Reinforcement

• Act out The ten balloons chant.

## Vocabulary Extension

 Present five additional vocabulary items.

Pupil's Digital: Encourage your pupils

practise the vocabulary from this lesson.

to use the Pupil's App on Navio to

# **Cooperative learning**

**NAVIO** 

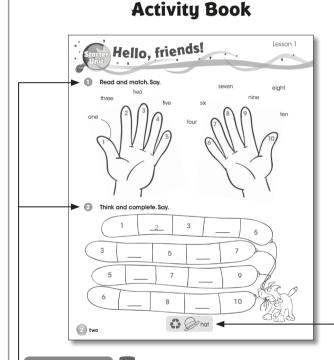
Listening to your classmates

• Do a counting chain.

# Link to Science

• Physical characteristics:

Count the boys and girls in the class.



# **Activity Book**

## **Activity 1**

• Read and match.

• Calk Partners Say.

- Think and complete.
- Calk Partners

# Recycled vocabulary

• Look, remember and say the word.



## Starting the lesson

Set learning outcomes using the task flashcards.

- Say Today we're going to learn how to say hello to friends.
- Hold up the task flashcards for the lesson in turn and teach the activities. Stick them on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

## Vocabulary presentation



## Present the characters using the flashcards.

• (Books closed.) Greet the class. Hold up the flashcard of Jake and say This is Jake. Say Hello to Jake. The children greet the character. Repeat with the flashcards of the other characters. Stick the flashcards on one side of the board.

## Pupil's Book Activity 1



## Listen and point. Sing What's your name?

- ▶ CD1 Track 1 p256
- (Books open.) The pupils find and point to the four characters in the scene.
- Play the CD. Listen and point to the characters.
- Ask pupils What's your name? and elicit I'm (Paula).
- Play the CD again. The pupils sing and do the actions. Talk Partners The pupils ask What's your name? and answer I'm (David) with a Talk Partner.

## Pupil's Book Activity 2



## Say The ten balloons chant.

- ▶ CD1 Track 3 p256
- (Books open.) Hold up the numbers and colours balloon flashcards. Say or elicit each number in turn. Say One! Stick the flashcard on the board. The pupils repeat the number. Repeat with the other numbers.
- Play the CD and do the actions. The pupils listen and watch you do the actions.
- Play the CD again. The pupils say the chant and do the actions.

## Pupil's Book Activity 3



### Find, count and write.

- Point to the picture in Activity 1. Ask Can you see the balloons?
- Say Let's count! One, ... The pupils count the balloons with vou.
- · Say Let's count the balls. The pupils find, count and write the number of balls in the circle.
- · Repeat for the other objects.

Answers: 10 balloons, 8 bananas, 7 balls, 5 hats, 4 socks, 7 books, 3 dogs, 1 bike

## Word cards

### Read the word cards. Match them to the flashcards.

- (Books closed.) Hold up the numbers word cards in turn, and say or elicit each word. The pupils repeat.
- Invite different pupils to the front to stick each word card on the board with the corresponding balloon flashcard.
- Point to each word card in turn and elicit the numbers.

## Activity Book



## **Activity 1**

## Read and match, Say.

- Ask the pupils to count to ten.
- Focus the pupils on Activity 1. They read and draw lines to match the numbers.
- Talk Partners The pupils point to the fingers and say the numbers with a Talk Partner.

## **Activity 2**

## Think and complete. Say.

- Read out the numbers on the balloons. Elicit the missing numbers. The pupils write the missing numerals.
- Talk Partners The pupils point to and say the number sequences with a Talk Partner.

### **Answers:** 2, 4; 4, 6; 6, 8; 7, 9

## Recycled vocabulary

• The pupils look at the picture and say the word.

## Ending the lesson

#### Review the lesson.

 (Books closed.) Say Today we've learnt numbers. What numbers do you remember? Elicit the numbers.

## Review the task flashcards.

 Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

## Extra activities

#### Reinforcement

• The pupils act out The ten balloons chant. Give ten pupils a numbers and colours balloon flashcard. They stand up when they hear their number. Repeat several times with different pupils.

## **Vocabulary Extension**

 Use the Vocabulary Booster on Navio to present and practise five additional words to describe colours: black, grey, pink, purple, white

## **Cooperative learning**

## Listening to your classmates

- Do a counting chain with the class. Go round the class and each child says a number.
- Start again when you reach number ten.

## Link to Science



 If you are studying the Science topic of Physical characteristics in English, you could encourage the pupils to give more personal information, e.g. I'm a (boy). Ask them to review and extend numbers by counting the number of boys and girls in the class to investigate and compare how many of each there are.



• Ask and answer the question What's this?



Identify and say five shapes



• Listen for specific information

## Key language

- shapes (circle, oval, rectangle, square, triangle)
- What's this? It's a (bike).
- Recycled: balloons, bananas, bikes, books, dogs, hats, socks

#### **Materials**

- Pupil's Book p5; Activity Book p3; Class CD1; Teacher's App on Navio
- Character flashcards; numbers and colours balloon flashcards
- Teacher's Resource Bank: Task flashcards: listen, sing, act out, Talk Partners, say, find, read, circle

# At a Glance Lesson Plan

## Starting the lesson

- Review the What's your name? song.
- ▶ CD1 Track 1 p256
- ► CD1 Track 2 p256 (optional karaoke version)
- Review *The ten balloons* chant.
- ▶ CD1 Track 3 p256
- Set learning outcomes using the task flashcards.

## Activity 1

- Listen and repeat.
- ▶ CD1 Track 4 p256
- Act out.

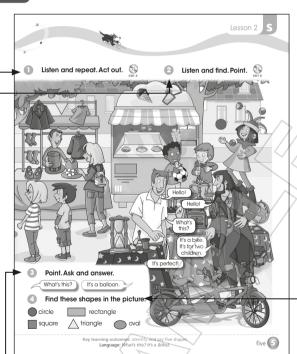
# Activity 2

- · Listen and find.
- ▶ CD1 Track 5 p256
- Point.

## Activity 3

- Point.
- Tolk Partners Ask and answer.

# **Pupil's Book**



Activity 4

- Find these shapes in the picture.
- Go to the Activity Book.

### Ending the lesson

- Review the lesson.
- Review the task flashcards.

#### Extra activities

#### Reinforcement

- Play Magic finger.
- Play What's missing?
- Play Guess the shape.

# Cooperative learning

#### Learning to learn

• Use the teacher as a resource.

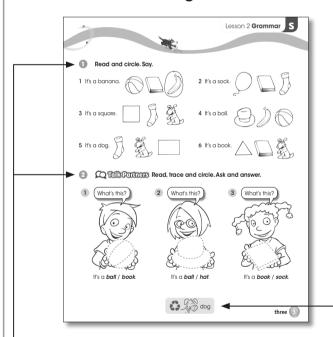
# **Digital resources**

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



# **Activity Book**



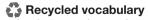
## Activity Book

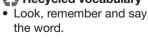
#### **Activity 1**

- Read and circle.
- Say.

#### **Activity 2**

- Calk Partners
  Read, trace and circle.
- · Ask and answer.





#### Starting the lesson

## Review the What's your name? song.

- ▶ CD1 Track 1 p256
- ▶ CD1 Track 2 p256 (optional karaoke version)
- Hold up the character flashcards and ask Who's this?
- Play the CD. The pupils sing and do the actions.

#### Review The ten balloons chant.

- ► CD1 Track 3 p256
- Use the numbers and colours balloon flashcards to review the numbers. Give the flashcards to ten pupils.
- Play the CD.
- The pupils sing and hold up their number when it appears in the song.
- The pupils swap flashcards. Repeat the procedure.

## Set learning outcomes using the task flashcards.

- Say Today we're going to learn the question What's this?
- Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

## Pupil's Book Activity 1



## Listen and repeat. Act out.

- ▶ CD1 Track 4 p256
- (Books open.) Focus the class on the picture. Point to Dad and say This is Dad. Let's listen.
- Play the CD. The pupils listen and read.
- Play the CD again. Pause the CD after each sentence and the pupils repeat.
- Ask pairs of pupils to act out the conversation.

#### Pupil's Book Activity 2



### Listen and find. Point.

- ▶ CD1 Track 5 p256
- Focus on the people in the picture on Pupil's Book pages 4 and 5.
- Play the CD, pausing after each conversation. The pupils point to the people and say the object they are talking about.

Answers: 1 a balloon 2 a hat 3 a banana 4 a book

## Pupil's Book Activity 3



### Point. Ask and answer.

- Hold up your Pupil's Book pages 4 and 5 and point to different objects as you ask What's this? The pupils answer It's a (balloon).
- Review all the vocabulary from page 4.
- Talk Partners The pupils ask and answer with a Talk Partner.

## Pupil's Book Activity 4



## Find these shapes in the picture.

- Focus the pupils' attention on the shapes and say the names of each one. The pupils repeat.
- Say Can you find a red circle? Once the pupils have located the circle in the picture, encourage them to find the other shapes hidden in the picture.

**Answers:** Red circle is one of the juggler's balls. Orange rectangle on the ice cream stall. Blue square on the car. Yellow triangle on the clothes stall. Green oval on the fruit

## Activity Book



## **Activity 1**

## Read and circle. Say.

- (Books open.) Ask a confident pupil to read the first sentence. Point to the correct picture. Repeat with other pupils.
- The pupils read the sentences and circle the objects.

Answers: 1 third picture 2 third picture 3 first picture 4 third picture 5 second picture 6 second picture

#### Activity 2

#### Read, trace and circle. Ask and answer.

- Focus the pupils on Activity 2. Ask for volunteers to read the question then the words in the word box.
- The pupils trace over the objects, read the sentences and circle the correct word.
- Talk Partners The pupils ask and answer the questions with a Talk Partner.

Answers: 1 ball 2 hat 3 book

## Recycled vocabulary

The pupils look at the picture and say the word.

## Ending the lesson

#### Review the lesson.

• (Books closed.) Say Today we've learnt a question. What was the question? Elicit the question and some possible answers from the pupils.

#### Review the task flashcards.

· Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

## Extra activities

## Reinforcement

- Play *Magic finger* to review vocabulary items that pupils know (numbers, banana). The pupils point to the number or object in the Pupil's Book.
- Play What's missing? (see p23) with the numbers and colours balloon flashcards.
- Play Guess the shape. Ask a pair of pupils to come to the front of the class. Pupil A draws a shape on Pupil B's back. Pupil B guesses the shape and says It's a (circle). They swap places and repeat. Repeat the activity with different pairs of pupils. If you have a confident class, the pupils could then play the game in pairs.

## **Cooperative learning**

## Learning to learn

 Help pupils to understand that you are an important resource for learning English. Encourage the pupils to touch different objects in the classroom and ask the question What's this, please? Tell them the name of the object in English.



• Identify and say colours



 Read, listen and understand a story about a magic bike

## Key language

- Colours: blue, brown, green, grey, orange, red, yellow
- What colour is it? It's (green). The (bike) is (green). Ring the bell again. Let's (clean the bike). This magic bike is fantastic! Good idea!
- Recycled: banana
- Recycled: What's this? It's a (bike).

#### **Materials**

- Pupil's Book p6; Activity Book p4; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Numbers and colours word cards
- Teacher's Resource Bank: Task flashcards: listen, read, act out, colour, Talk Partners
- Teacher's Resource Bank: Starter Unit Lesson 3 Animated Story
- Crayons or coloured pencils

# At a Glance Lesson Plan

## Starting the lesson

- Review vocabulary from Lessons 1 and 2.
- Set learning outcomes using the task flashcards.

## Before you read



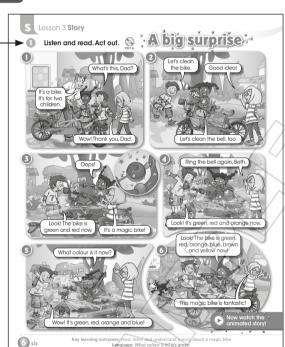
- Present and practise the colours.
- Explain the story title.

## Activity 1



- · Listen and read.
- ▶ CD1 Track 6 p256
- Act out.
- Now watch the animated story!
- Go to the Activity Book.

# **Pupil's Book**



## **Ending the lesson**

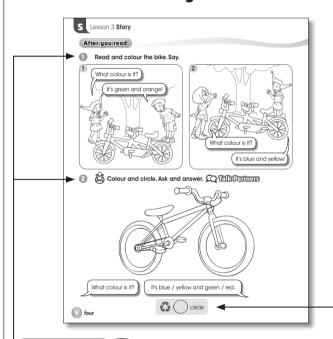
- · Review the lesson.
- · Review the task flashcards.

## Extra activity

## **Vocabulary Extension**

- Pink, purple, black, white.
- Play Memory! with ten flashcards (see p23).

## **Activity Book**



## Activity Book



- Read and colour the bike.
- Talk Partners Say.

## Activity 2 (me)

- Colour and circle.
- Tolk Portners Ask and answer.

# Recycled vocabulary

 Look, remember and say the word.

# **Digital resources**

**Teacher's Digital:** Don't forget you can teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



## Starting the lesson

## Review vocabulary from Lessons 1 and 2.

 Review objects from the previous lessons. Mime peeling and eating a banana. Ask What's this? Repeat with other key vocabulary, e.g. a balloon, a ball, a hat, a sock, a book and a bike.

## Set learning outcomes using the task flashcards.

- Explain the aims of the lesson. Say Today we're going to learn the colours.
- · Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

## Before you read



## Present and practise the colours.

- Hold up the number one balloon flashcard. Ask What **number is it?** Point to the colour of the balloon. Ask What colour is it? (Red.) Say Point to something (red) in the class. Stick the flashcard on the board and repeat with the other colours.
- Hold up the word card for the colour (red) and say the word. A pupil sticks the word card on the board next to the corresponding flashcard. Repeat with the other word cards and colours.

## Explain the story title.

- (Books open.) Focus on the story title. Mime being very surprised.
- Ask What's the surprise in the story?
- The pupils guess and then scan the story to check.
- Point to frame 1 and ask Who's this? Is it Molly? What's this?

## Pupil's Book Activity 1



#### Listen and read. Act out.

- ► CD1 Track 6 p256
- The pupils place their 'magic finger' (i.e. their index finger) on the first frame of the story.
- Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.
- Play the CD again. If necessary, ask questions about each story frame to help and check understanding.

## Suggested comprehension questions

- Frame 1: What's this? (A bike.) Are Jake and Molly happy with the bike? (Yes.)
- Frame 2: What do the children clean? Mime cleaning the bike. (The bike and the bell.)
- Frame 3: Is the bike special? (Yes.) What colour is the bike now? (Green and red.)
- Frame 4: Who rings the bell? (Beth.) What colour is the bike now? (Green, red and orange.)
- Frame 5: What colour is it now? (Green, red, orange) and blue.)
- Frame 6: What colour is it now? (Green, red, orange, blue, brown and yellow.) Are Jake and Molly happy with the bike now? (Yes.)
- Finally, ask the pupils Is this a good story? The pupils give their opinion through gesture (thumbs up / down) or orally (yes / no).
- · Organise the class into three groups (Beth, Molly and Jake). You can say Dad's two lines at the start of the storv.
- Play the CD. Each group joins in when their character speaks. If necessary, pause the CD after each sentence for the pupils to repeat.
- The groups swap roles, and repeat several times.
- Now watch the animated story

## Activity Book



## Activity 1: After you read.

## Read and colour the bike. Say.

- (Books open.) Ask the pupils to read out the speech bubbles. Check comprehension using the numbers and colours flashcards.
- The pupils colour the bikes.
- Talk Partners The pupils say the conversation with a Talk Partner.

# Activity 2 (me)

## Colour and circle. Ask and answer.

- Focus the class on Activity 2. Ask a volunteer to read out the question.
- The pupils colour their bike in two different colours: the first colour should be blue or yellow and the second colour green or red. Then they circle the different colours they have used for their bike.

Talk Partners The pupils ask and answer with a Talk Partner using the text in the speech bubbles.

## Recycled vocabulary

The pupils look at the picture and say the word.

## Ending the lesson

#### Review the lesson.

• (Books closed.) Say Today we've learnt the colours. What colours do you know? Elicit the colours.

#### Review the task flashcards.

· Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

## Extra activity

## **Vocabulary Extension**

• Use the numbers and colours flashcards to teach 'pink', 'purple', 'black' and 'white'. Then play Memory! with ten flashcards (see p23).



- Say the days of the week
- Ask and answer the question What day is it today?



Make the traffic light cut-out and evaluate your



Sing a song

## Key language

- days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- What day is it today? It's (Thursday).
- Recycled: ball

#### **Materials**

- Pupil's Book p7; Activity Book p5; Class CD1; Teacher's App on Navio
- Numbers and colours balloon flashcards
- Teacher's Resource Bank: Davs of the week word cards
- Teacher's Resource Bank: Traffic light cut-out, scissors, red, yellow and green crayons or coloured pencils
- Teacher's Resource Bank: Task flashcards: listen, sing, Talk Partners, read, cut out, colour, think
- Teacher's Resource Bank: Starter unit Lesson 4 Activity 3 cut-outs

# At a Glance Lesson Plan

## Starting the lesson

- · Review the colours.
- Set learning outcomes using the task flashcards.

## Vocabulary presentation



 Present the new vocabulary using the word cards.

## Activity 1

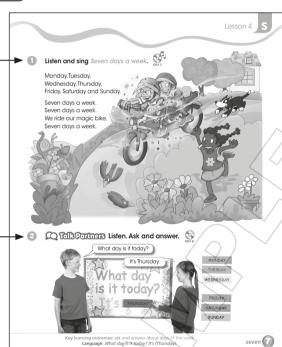


- Listen and sing Seven days a week.
- ▶ CD1 Track 7 p256

## Activity 2

- Listen.
- ▶ CD1 Track 8 p256
- Contact Ask and answer.
- Go to the Activity Book.

# **Pupil's Book**



### **Ending the lesson**

· Review the task flashcards.

# **Cooperative learning**

## Turn taking

• Play Your turn!

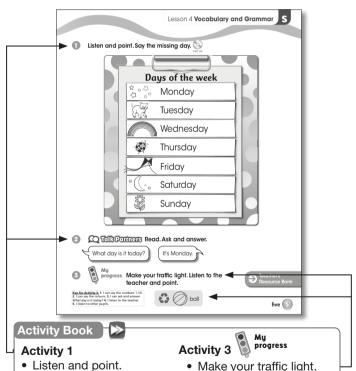
# **Digital resources**

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Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the vocabulary from this lesson.



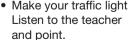
# **Activity Book**



- ▶ CD1 Track 9 p256
- Say the missing day.

## **Activity 2**

- Read.
- Calk Partners Ask and answer.



Go to the Teacher's Resource Bank.

## Recycled vocabulary

• Look, remember and say the word.

## Starting the lesson

#### Review the colours.

· Revise the colours with the numbers and colours balloon flashcards. Hold up one of the flashcards so the pupils can't see it and ask What colour is it? The pupils guess the colour of the flashcard. Repeat with the other flashcards. Different pupils come to the front of the class and take your role.

## Set learning outcomes using the task flashcards.

- Say Today, we're going to sing a song.
- · Stick the task flashcards for the lesson on one side of the board. Point to them and say the action during the lesson to reinforce your instructions.

## Vocabulary presentation



## Present the new vocabulary using the word cards.

- (Books closed.) Point to the class calendar and say Today is (Monday).
- Show the pupils the days of the week word cards and they say the words.
- Stick the word cards on the board in order. Say the seven days of the week and the class repeats.

## Pupil's Book Activity 1



## Listen and sing Seven days a week.

- ▶ CD1 Track 7 p256
- (Books closed.) Point to the days of the week word cards on the board and ask How many days are there? Say Seven days is one week. Show the pupils one week on the class calendar.
- Play the CD. The pupils listen and do the actions.
- (Books open.) Ask What can you see? (Jake and Molly on the magic bike.)
- Play the CD. The pupils listen and watch your actions.
- Play the CD again. The pupils sing the song and do the actions.

## Pupil's Book Activity 2



### Listen. Ask and answer.

- ▶ CD1 Track 8 p256
- (Books open.) Ask What can you see?
- Play the CD. The pupils listen.
- Play the CD again. The pupils repeat.
- Point to the class calendar or the date written on the board. Ask What day is it today?
- Talk Partners The pupils ask and answer the question with a Talk Partner.

## Activity Book



## **Activity 1**

## Listen and point. Say the missing day.

- ▶ CD1 Track 9 p256
- (Books open.) Say the seven days of the week with the pupils.
- Tell the class they are going to listen to the days of the week, but one day is missing each time.
- Play the CD, pausing after each day for the pupils to point to the day as they hear it. Elicit the missing day each time.

Answers: 1 Friday 2 Tuesday 3 Saturday 4 Thursday 5 Sunday 6 Wednesday

## Activity 2

## Read. Ask and answer.

- Ask two pupils to read the guestion and answer in the speech bubble.
- Contalk Partners The pupils take turns to point to a day of the week in Activity 1 and ask and answer with a Talk Partner.

# Activity 3 Progress



## Make your traffic light. Listen to the teacher and point.

- The pupils cut out the traffic light.
- Go to the Teacher's Resource Bank.
- Point to each circle and ask What colour is it? (Red, yellow, green.) The pupils colour their traffic light.

- (Books closed.) Say Let's think about our work in this unit. Point to the green circle, nod your head. smile a lot, and say I can say the colours in English. Yes. I can do this very well. Point to the vellow circle, move your head a little and smile a little and say Yes, I can do this. Then point to the red circle, shake your head and say No, I can't do this.
- · Read the different statements. For each one, the pupils point to the colour on their traffic light that shows how they feel about their own learning.

### Self-assessment statements

- 1. I can say the numbers 1-10.
- 2. I can say the colours.
- 3. I can ask and answer What day is it today?
- 4. I listen to the teacher.
- 5. I listen to other pupils.

## Recycled vocabulary

• The pupils look at the picture and say the word.

## Ending the lesson

## Review the task flashcards.

· Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

## **Cooperative learning**

## Turn taking

- Active listening is essential for communication. The pupils need practice in focussing on the speaker and turn taking.
- The pupils work with a Talk Partner to play *Your turn!* They take turns to read or say the days of the week, e.g. Pupil A: Monday. Pupil B: Tuesday.
- The pupils repeat the game with the colours and then numbers.

1 What did my pupils learn in this unit?  2 How did my pupils work? (/) individually in pairs in small groups in large groups as a class  3 Which key competences did my pupils develop?  Competence in linguistic communication @ Competence in mathematics, science and technology  Learning to learn  Social and civic competences  Sense of initiative and entrepreneurship Cultural awareness and expression  4 Which lessons / activities did my pupils find the most difficult arwhy?  6 What did I try in the classroom for the first time? How did it go?  7 Which resources did I find most useful? (including webpages)  8 What could I do differently next time I teach this unit?	Date: Unit:	
in large groups as a class   3 Which key competences did my pupils develop?  Competence in linguistic communication  Digital competence  Learning to learn  Social and civic competences  Cultural awareness and expression   6 What did I try in the classroom for the first time? How did it go?  What did I try in the classroom for the first time? How did it go?  What did I try in the classroom for the first time? How did it go?  What did I try in the classroom for the first time? How did it go?  What did I try in the classroom for the first time? How did it go?  What did I try in the classroom for the first time? How did it go?  What did I try in the classroom for the first time? How did it go?  What did I try in the classroom for the first time? How did it go?	1 What did my pupils learn in this unit?	5 Which lessons / activities did my pupils find the most difficult and why?
in large groups as a class   3 Which key competences did my pupils develop?  Competence in linguistic communication   Digital competence   Learning to learn   Social and civic competences  Sense of initiative and entrepreneurship   Cultural awareness and expression   Cultural awareness and expression   This plants in small groups in large groups as a class   Which key competences did my pupils develop?  Which resources did I find most useful? (including webpages)  This plants in large groups as a class   Which key competences did my pupils develop?  Which resources did I find most useful? (including webpages)  Cultural awareness and expression in large groups as a class in large groups are	2 How did my pupils work? (✓)	
Which key competences did my pupils develop?  Competence in linguistic communication   Competence in mathematics, science and technology   Digital competence   Learning to learn   Social and civic competences   Cultural awareness and expression   Cultural awareness and expression   Competence in mathematics, science and technology   Which resources did I find most useful? (including webpages)		6 What did I try in the classroom for the first time? How did it go?
Digital competence  Learning to learn  Social and civic competences  Sense of initiative and entrepreneurship  Cultural awareness and expression	3 Which key competences did my pupils develop?	
Learning to learn  Social and civic competences  Sense of initiative and entrepreneurship  Cultural awareness and expression   Cultural awareness and expression		7 Which resources did I find most useful? (including webpages)
Sense of initiative and entrepreneurship   Cultural awareness and expression   Cultural awareness and expression		
4 Which lessons / activities were the most successful and why?  8 What could I do differently next time I teach this unit?	Cultural awareness and expression	
	4 Which lessons / activities were the most successful and why?	8 What could I do differently next time I teach this unit?