The nature trail

Listen and point. Sing I'm going on a nature trail.

I'm going on a nature trail. I'm having lots of fun! I can run, run, run in the long, green grass. I can jump, jump, jump in the leaves. I'm going on a nature trail. I'm having lots of fun! I can walk, walk, walk in a big, dark forest I can climb, climb, climb a hill. I'm going on a nature trail. I'm having lots of fun! I can swim, swim, swim in the deep, blue lake. I can play, play, play in the sand.

Read and stick the ten stickers. Listen and say the chant. 2







1

Mind Jin

Key learning outcomes: identify and say ten features of a nature trail; sing a song about a nature trail Vocabulary: features of a nature trail



Key learning outcomes: use present continuous to describe actions **Grammar:** What are you doing? I'm (climbing). Are you (swimming)? Yes, I am. No, I'm not. forty-one

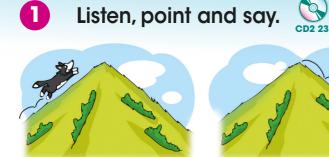


Key learning outcomes: read, listen and understand a story about Toby on a nature trail Language: What are you doing? What's Toby doing? He's running up the hill.

forty-two



Lesson 4 Vocabulary and Grammar



He's running **up** the hill.



He's running **down** the hill.

He's running along the path.



He's running **across** the bridge.

Listen and point. Sing What's he doing?

What's he doing? He's running up the hill. Is he running down the hill? No! He's running up the hill!



What's he doing? He's sailing across the lake. Is he sailing across the river? No! He's sailing across the lake.

11 What's she doing? She's walking along the path. Is she walking along the road? No! She's walking along the path!



What's she doing? She's rolling down the hill! CRASH!

Talk Partners Listen and repeat. Play a game. 3



What's she doing? Is she jumping in the leaves?

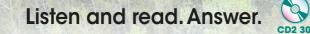






Key learning outcomes: play a communication game about a nature trail Phonics: 'or' and 'al' spellings forty-five 45





We sometimes go on school trips. Today, we're at a forest school. It's great fun!



We learn how to make a den from tree branches, twigs and leaves.



My favourite activity is exploring a tree. I can touch and smell the tree, but I can't see it.



We make mud pies and decorate them with flowers and leaves.

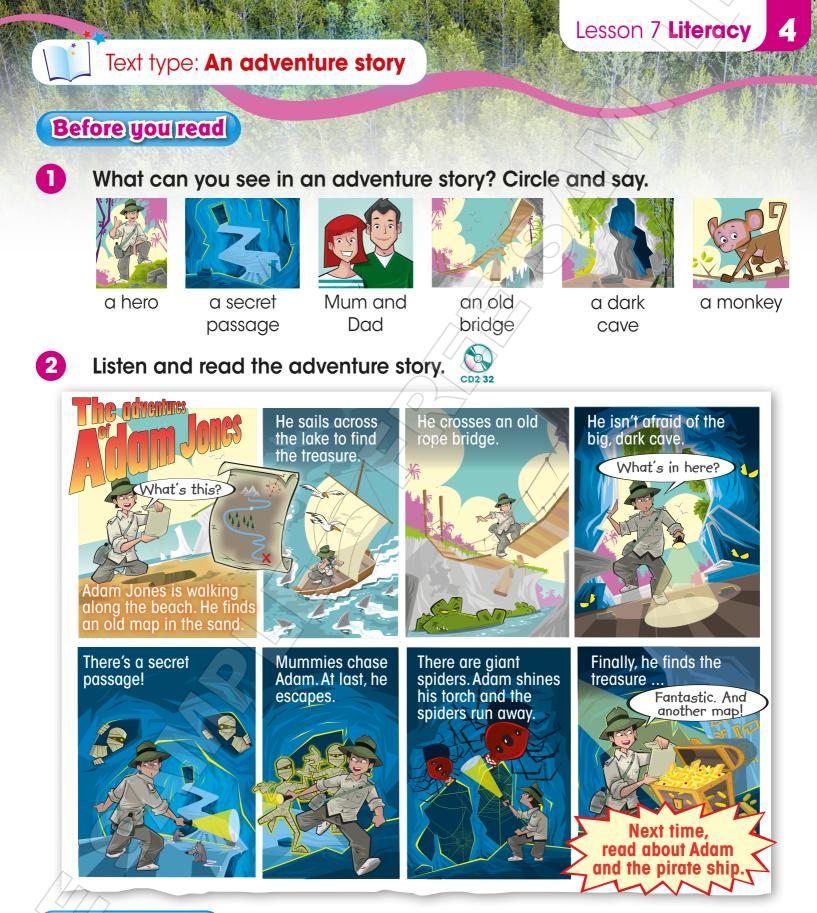


We go on a minibeast hunt. We count all the animals we see in the forest.

What's your favourite outdoor activity?

6 forty-six

Key learning outcomes: read about forest schools in Britain; think about your favourite outdoor activity



After you read

Go to page 44 in your Activity Book.

Key learning outcomes: read and understand an adventure story





Video and 21st Century Skills

Hello again. Today's programme is about nature. What's your favourite natural place?

Watch the video. Tick (\checkmark) or cross (X). Are these places in the video? \triangleright



- Watch the video again. Read and circle. 🕟
- 1 They are walking along a road / path.
- 3 They are riding their horses / bikes.

forty-nine

- 2 The bridge goes over / along the river.
- 4 They're having a *picnic / party*.

3 Read and match.

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Key learning outcomes: watch and understand a video about the environment tiving in the world: learning to look after the environment

Lesson 7 Vocabulary

The frozen lake



We're going to the lake. We're skating on the ice. Wave and smile! Are you ready? Take a photo. That's nice! We're going to the lake. We're making a snowman. Wave and smile! Are you ready? Take a photo. That's nice! We're going to the lake. We're drinking hot chocolate. Wave and smile! Are you ready? Take a photo. That's nice!

2 Read and stick the ten stickers. Listen and say the chant.







Key learning outcomes: identify and say ten action verbs; sing a song about a frozen lake Vocabulary: action verbs



Grammar: We're (skating). Are you (dancing)? Yes, we are. No, we aren't.

fifty-one 5



52 fifty-two

Key learning outcomes: read, listen and understand a story about a snowman Language: What are you doing? We're making a snowman. He's got a fat tummy.



Lesson 4 Vocabulary and Grammar

n

5

Listen, point and say.



a **fat** snowman



a **thin** snowman



a **short** snowman



a tall

snowman





a **clean** snowman

a **dirty** snowman



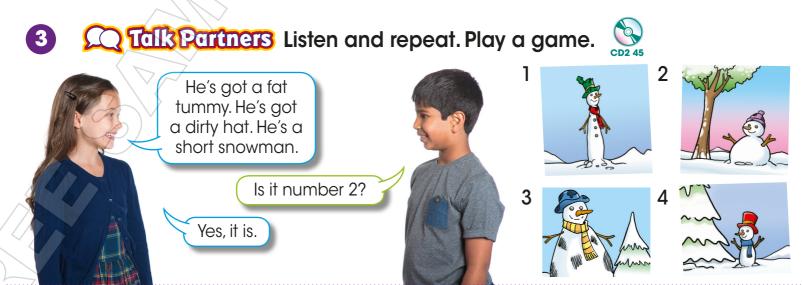
Listen and point. Sing What are they doing?

What are they doing? They're playing in the snow. Are they making a snowman? I don't know.

He's got a dirty hat. He's got a fat tummy. His nose is a big, orange carrot. He's got thin arms. He's got a clean scarf. His eyes are small, black stones.

What are they doing? They're playing in the snow. Are they making a snowman? I think so!







Key learning outcomes: describe and guess snowmen Vocabulary: adjectives Grammar: He's a (short) snowman. He's got a (dirty) hat.



Key learning outcomes: play a communication game about what the snowmen are doing Phonics: 'ow' and 'oa' spellings





My brother and I go skating on the ice rink with our friends. Lots of people come here all year round.

1

There's a dry ski slope. We go skiing here.



Thinkaboutyourculture

What winter activities can you do where you live?



We can ride on a toboggan here, too. It's our favourite activity!



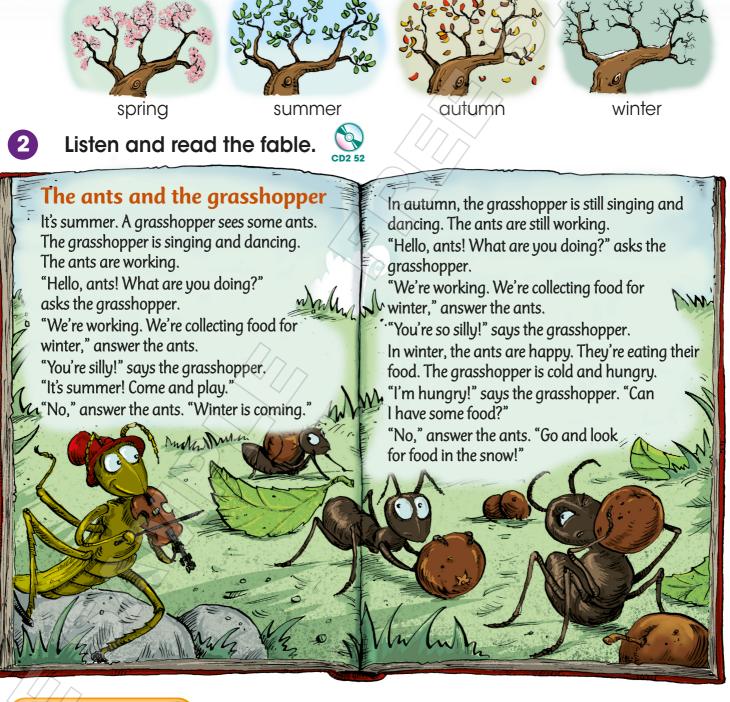
Key learning outcomes: read about winter activities in Britain; think about winter activities you can do where you live

Text type: A fable





Look at the fable quickly. Find and circle the season words.





Go to page 54 in your Activity Book.

Key learning outcomes: read and understand a fable



1

Listen and number. Write and say.



<u>play</u>

















Welcome back to Channel 21. Today's programme is making snowmen. Do you like playing in the snow?

0

2

3

CHANNE

Watch the video. Number the pictures. 🕞

Watch the video again. Read and tick (\checkmark) or cross (X). \triangleright

- 1 The girl is making a snowman.
- 3 The snowmen are the same.

not very

creative

fifty-nine 59

- 2 All the snowmen have got hats.
- 4 All the snowmen are big.

Read and think. Colour.

 Being creative can
help you solve
problems and
have more fun.
How creative are
these snowmen?
Order them.
 1
 3

 2
 4

very creative

Key learning outcomes: watch and understand a video about making snowmen Ways of thinking: learning to be creative



Listen and point. Sing What's your favourite season?

year round

What's your favourite season? Is it spring? Spring, when it's warm outside. We smell flowers. We plant seeds. My favourite season is spring. What's your favourite season? Is it summer? Summer, when it's hot outside. We finish school. We go to the beach. My favourite season is summer. What's your favourite season? Is it autumn? Autumn, when it's cool outside. We eat chestnuts. We celebrate Halloween. My favourite season is autumn. What's your favourite season? Is it winter? Winter, when it's cold outside. We wear warm clothes. We open presents. My favourite season is winter.



spring











Key learning outcomes: identify and say eight seasonal activities; sing a song about seasons Vocabulary: seasonal activities





Language: Do you eat chestnuts in America, too? Yes, we do.



sixty-three 63

Lesson 4 Vocabulary and Grammar

Listen, point and say.

6

Т

2



Listen and point. Sing When's your birthday?

My birthday is my favourite day. Cake and presents. Hooray!

When's your birthday? When's your birthday? My birthday is on the ninth of May. Do you want to come to my party?

When's your birthday? When's your birthday? My birthday is on the eighth of June. Do you want to come to my party?

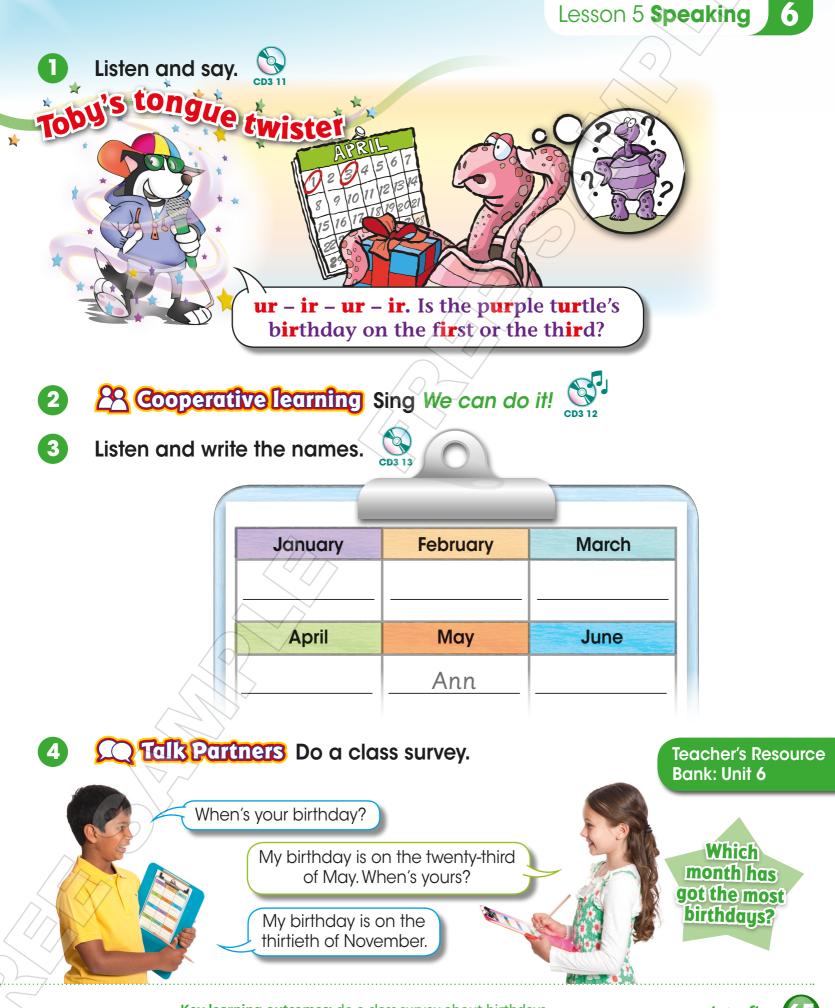
When's your birthday? When's your birthday? My birthday is on the twelfth of July. Do you want to come to my party?



Talk Paraners Listen and repeat. Ask and answer. 3 FEBRUARY MARCH APRIL JANUARY When's your birthday? MAY JUNE JULY AUGUST My birthday is on the EPTEMBER OCTOBER NOVEMBER DECEMBER twenty-first of February.

Key learning outcomes: ask and answer about your birthday

sixty-four Vocabulary: ordinal numbers Grammar: When's your birthday? My birthday is on the (ninth) of (May).



Key learning outcomes: do a class survey about birthdays Phonics: 'ur' and 'ir' spellings sixty-five 65



The first of April is April Fools' Day. We play jokes and we have a lot of fun! In Britain, we celebrate festivals in the four seasons. These are our favourite festivals.

Notting Hill Carnival is in August. There's a parade and people play the drums.



Remember, remember, the fifth of November! It's Bonfire Night. We make a 'guy' doll for a big bonfire.

On the twenty-fifth of December, it's Christmas. We eat turkey for Christmas lunch. We pull crackers and we wear paper hats, too.

Thinkaboutyourculture

Do you have festivals in the four seasons? What festivals do you celebrate?



Key learning outcomes: read about seasonal festivals in Britain; think about seasonal festivals where you live



Key learning outcomes: read and understand a traditional rhyme

sixty-seven 6



Language: seasonal activities and Do you ...?

Video and 21st Century Skills 6

Hello again.Today's programme is about the seasons.What's your favourite season?

Watch the video. Tick (\checkmark) or cross (X). Are these activities in the video? \triangleright



2 Watch the video again. Read and circle. (>)

- 1 They plant seeds in summer / spring.
- 2 They finish school in summer / winter.

- 3 They eat chestnuts in *spring / autumn*.
- 4 It's cold in *winter / summer*.

3 Do a survey. Ask your friends and write.

Doing a survey

CHANNE

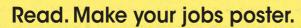
| | | Spring | Summer | Autumn | Winter | |
|--|----------|--------|--------|--------|--------|--|
| You can do a survey. Ask your friends, 'What's your favourite season?' | Friend 1 | | | | | |
| | Friend 2 | | | | | |
| | Friend 3 | | | | | |
| | | | | | | |

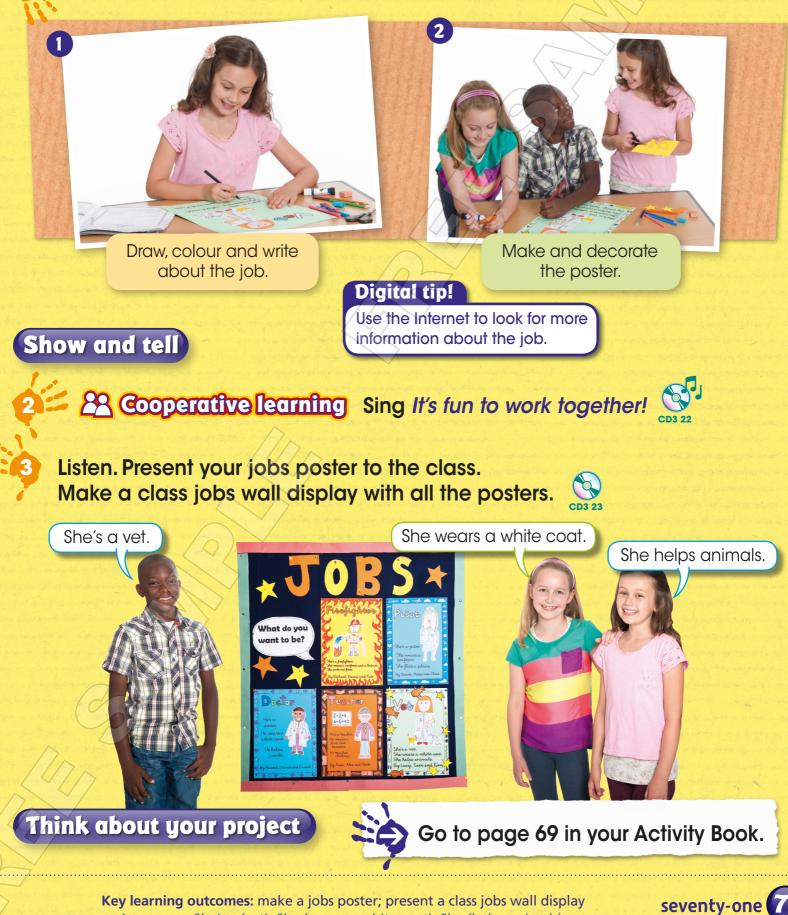




My project 2 Lesson 2







Language: She's a (vet). She (wears a white coat). She (helps animals).