

Primary Plus 2

Module	Learning aims	Language
How do you feel? What makes me happy and sad?	<ul style="list-style-type: none"> • Identify and name feelings • Identify how others feel from visual clues • Express personal feelings and why I feel a certain way • Understand and respect what triggers certain feelings in myself and others • Help myself and others to feel better when I/they feel sad • Understand that it is OK to feel different ways 	<ul style="list-style-type: none"> • Feelings • Adjectives to describe characteristics • <i>Do you feel (happy)?</i> • <i>Yes, I feel (happy)? No, I feel (tired).</i> • <i>I feel (excited) because (it's my birthday).</i> • <i>I feel (tired) when (I have too much homework).</i> • <i>I feel better when (I call my friends).</i> • <i>When I see (a spider), I feel (scared).</i> • <i>I feel (sad) when (my toy is broken).</i>
My room What's my room like?	<ul style="list-style-type: none"> • Identify furniture and items in bedrooms • Identify similarities and differences between bedrooms • Describe what rooms look like • Describe where items are • Identify and name bedroom activities • Match rooms to descriptions 	<ul style="list-style-type: none"> • Bedroom items • Prepositions of place • Activities • Adjectives to describe bedrooms • <i>There is (a chair). There are (two beds).</i> • <i>There's (cheese) (on the table).</i> • <i>The (curtains) are (white).</i> • <i>I've got (a small brown bed).</i> • <i>It's got (lots of sweets).</i> • <i>You can (play).</i>
What do you do? What job do I want to do?	<ul style="list-style-type: none"> • Identify and name jobs • Identify and name job tasks • Identify and describe working days and hours • Understand where people work • Describe what jobs involve • Think about what kinds of jobs • Understand and respect how different jobs help contribute to society 	<ul style="list-style-type: none"> • Jobs • Job tasks • Places of work • Adjectives to describe jobs • <i>I'm a (chef). He's a (dentist).</i> • <i>I work (Monday) to (Saturday).</i> • <i>I work from (eleven o'clock at night) until (six in the morning).</i> • <i>I work (in a hospital).</i> • <i>My job is (dangerous).</i> • <i>I want to be (a fashion designer). I don't want to be (a dentist).</i>

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Busy me! What do I do in my free time?	<ul style="list-style-type: none"> • Identify activities • Identify the days of the week • Identify and write times • Identify and name places where we do activities • Describe when and where activities take place • Understand and respect how others like to spend their time 	<ul style="list-style-type: none"> • Free-time activities • Clubs • Days of the week • Places for activities • Prepositions for time • <i>I have (an art lesson).</i> • <i>I go to (Book Club).</i> • <i>On (Sundays), I (go cycling).</i> • <i>I go from (4) o'clock to (5).</i> • <i>I go to (Music Club) at (4'clock).</i> • <i>I go to (an art studio).</i>
Let's shop! What can we buy?	<ul style="list-style-type: none"> • Identify and name different shops • Identify products and where they are sold • Comprehend and identify specific information from adverts • Understand special offers 	<ul style="list-style-type: none"> • Shops • Shopping items • <i>We can buy (games) at the (toy shop).</i> • <i>We're going to buy (cakes).</i> • <i>(Jack) needs to go to the (bakery).</i> • <i>We need (apples).</i> • <i>We'd like (a doll).</i> • <i>The (pharmacy) opens/closes at (9 a.m.).</i> • <i>All (soap) is half price.</i> • <i>Get a free (toothbrush) with every (tube of toothpaste).</i> • <i>Buy (two pairs of trainers) and get one (free).</i>
Go wild! How are animals in danger?	<ul style="list-style-type: none"> • Identify and name wild animals • Say what animals can and cannot do • Identify and name parts of animals • Describe animal habitats • Understand why wild animals are endangered 	<ul style="list-style-type: none"> • Wild animals • Animal actions • Parts of animals • Habitats • <i>It lives in (the forest).</i> • <i>It eats (large and small animals).</i> • <i>Humans (destroy) their (habitat).</i> • <i>Humans hunt them for their (scales).</i>