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| **Long-term plan unit:** Unit 4 The world around us | **School:** |
| **Date:** | **Teacher name:**  |
| **Grade:** 1 | **Number present:**  | **absent:** |
| **Theme of the lesson:** Hot and cold |
| **Learning objectives that this lesson is contributing to** | **1.S3**pronounce basic words and expressions intelligibly**1.R1** recognize initial letters in names and places**1.L1** recognize short instructions for basic classroom routines spoken slowly and distinctly  |
| **Lesson objectives** | **Learners will be able to:** |
| Recognize lettersUnderstand and follow instructions Pronounce 90% of words intelligibly  |
| **Success criteria** | **Learners have met the learning objective (R1) if they can:**

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| Recognize letters in names of animals |
| Spell the words correctly  |

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| **Value links** | Lifelong learning |
| **Cross-curricularlinks** | World cognition, zoology  |
| **ICT skills** | Using videos& pictures, working with URLs |
| **Previous learning** | Vocabulary from previous three units: *There is/There* are structure and use of plural forms from Unit 3. |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5 mins | Teacher greets students; students respond to greeting and take their places.**Warming up**Teacher asks students *“How are you?”* to find out their mood at the beginning of the lesson; students choose one of the smiles they see on the slide, saying “I am happy/sad….etc.”Teacher introduces lesson objectives to students.Students watch a video and follow the instructions to do the “hockey pockey”:*You put one hand in**You put one hand out**You put one hand in**And you shake, shake, shake.* | PPP slide 3Video 1 |
| Middle25mins | **Animals - Revision (W) (13)** *Whole class activity:*- give students a couple of minutes to revise the vocabulary on the topic “Animals”- nominate students and elicit target vocabulary by means of showing pictures of various animals- demonstrate a video about animals and sounds they produce in order to revise and consolidate the vocabulary*(a dog, a cat, etc.)***Dynamic break (W) (2)**Students go to the carpet and have a dynamic break “Head, shoulders, knees & toes”*(Head, shoulders, knees and toes**Knees and toes**Head, shoulders, knees and toes**Knees and toes**And eyes and ears and mouth and nose**Head, shoulders, knees and toes**Knees and toes)***Hot and cold (D, W, P) (15)***Whole class activity:*- demonstrate a picture of various weather conditions to students and present the new topic of the lesson “Hot and cold”- provide each student with a card with words on the topic “Hot and cold”- ask students to spend 3-4 minutes sticking these cards into their copybooks as well as reading them through- use 3x3 choral drilling for students to learn how to pronounce the words correctly- students make drawings next to the words - Students exchange their drawing and feedback on them to their peers. Whole class checking.*Pair work:*- split the class into pairs for further work- provide each student with a worksheet for matching activity- set a time limit of 5 minutes, monitor the process and assist if necessary- in 5 minutes ask students to exchange their papers for peer check and assessment- provide correct answers, clarify unclear points if any.  | PPP slides 5-15Video 2Video 3PPP slides 17-22Handouts  |
| End10mins | **Reflection**Ask students to look at lesson objectives they set at the beginning of the lesson and draw students’ attention to “a blob tree” on the PPP slide, ask them to identify where they are in relation to lesson objectives. **Smiling feedback**Teacher asks students *“How are you?”* to find out their mood at the end of the lesson, compare it to the initial mood students had and make conclusion how the lesson influenced students and why. | PPP slide 23PPP slide 3 |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Health and safety checkICT links** |
| Less able students – greater support by means of prompts, visuals or writing difficult words on the blackboardMore able students – independent work on definite tasks with little/no supportWhile group or pair work more able students can also provide less able students with additional support | through observation  | * Work with the SMART board not more than 10 minutes
* Make a dynamic break in the middle of the lesson
* Monitor classroom space when students start moving around
* Use water based markers
* Check sockets’ safety
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| **Reflection**Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? |  |
| **Summary evaluation**What two things went really well (consider both teaching and learning)?1:2:What two things would have improved the lesson (consider both teaching and learning)?1: 2:What have I learned from this lesson about the class or individuals that will inform my next lesson? |