**Syllabus A’ Class**

| **Activity** | **Linguistic Objectives** | **Pedagogical Objectives** | **Language focus** |
| --- | --- | --- | --- |
| **A0**  **OUR ENGLISH CLASS** | * Hello, good morning/ I’m Miss/ Mr / Mrs / This is your English class/ I’m your English teacher… * They listen to familiar words and relate them to logos they know from their daily experience | * Children first meet their teacher and together begin to establish a familiar learning environment in class * Children realise that English is part of their everyday life. It exists in their immediate social environment and they can recognize and understand it * They develop motivation to learn the English language | Hello, good morning/ I’m Miss/ Mr. / Mrs. / This is your English class/ I’m your English teacher…  Common Words in English: puzzle, no smoking, mini market, metro, parking, toy shop |
| **A1**  **OUR MASCOT** | * They learn to greet in English * They learn to introduce themselves in English * They become familiar with the use of English in class through rhymes and songs | * They learn information about the people of another country and their culture * They use the foreign language to communicate in a playful environment * They establish “routines” in the English lesson through the use of repeated processes, dialogues, songs etc. (the use of the mascot, greetings) * They learn the rules of the class | Hello / Hi!, Good morning!, Goodbye / Bye-bye |
| **A2**  **OUR NAMES IN ENGLISH** | * They learn to introduce themselves and ask somebody’s name in English * They become familiar with the oral version of their name in English | * They take part in pleasant group activities using new knowledge * They develop a positive attitude towards the use of a foreign language | Names: Nikos, Maria… Hi! I’m …What’s your name? |
| **A3**  **WORDS WE HAVE IN COMMON** | * They learn to recognize some English words when they hear them * They become familiar with the phonemic characteristics of the English and Greek language | * They discover similarities between the English language and their mother tongue * They develop a positive attitude towards the English lesson and the English language in general | cake, banana, sandwich, pop corn, hot dog, carrot, lemon, elephant, gorilla, zebra, kangaroo, crocodile, camel, balloon, mask, airplane, umbrella That’s right! It’s a banana/ cake etc. |
| **A4 BLINDFOLDED!** | * They revise “What’s your name?” and “My name’ s X” * They become familiar with the questions “ Who is it?”, “ Is it Maria/Nikos etc?” and the answers “It’s Maria/Nikos” etc , “Yes, it is” and “No, it isn’t”, “I’m Nikos/ Maria”. | * They learn to work both individually and in groups * They learn to obey rules in a game * They have fun while playing | Revision: What’s your name?” “My name’ s X”  New structures: “Who is it?” “Is it Maria / Nikos, etc?” ‘ It’s Maria / Nikos, etc “ “ Yes, it is” / “ No, it isn’t”. |
| **B1**  **OUR PETS** | * They learn vocabulary related to pets * They learn to use the phrase “I like” or “I love” to show preference and love to their pet | * They learn through mime and repetition * They become familiar with the concept of a subset belonging to a set of objects * They recognize animal figures from their characteristics (understand a whole from its parts) * They learn to be part of a group (to raise their hand to participate, to wait for their turn to speak, etc.) * They learn to follow the rules of a game | Pets: dog, cat, fish, parrot, rabbit, turtle, etc  What’s this? It’s a… I like / love |
| **B2**  **FUN WITH ANIMALS** | * They learn new words and revise familiar vocabulary related to animals * They become familiar with the question:”What is it?” and the answer:”It’s a…” as well as with the question:”Are you a …?” and the answers: “Yes, I am” and “No, I’m not”. | * They become familiar with paralinguistic communication (pantomime) * They learn to express themselves freely * They learn to follow rules in games (e.g.: turn-taking) * They learn to work in a group | Animals: lion, gorilla, hippo, bird, zebra, elephant, monkey Are you a …?Yes,I am/ No, I’m not What is it? It’s a …. |
| **B3**  **NUMBERS 1-5** | * They learn numbers1-5 in English * They learn to count from 1 to 5 and back from 5 to 1 * They learn to answer the question: ‘How many …?’ * They recognize nouns in regular plural form | * They become familiar with the concept of a single object (unit) and a set of objects * They learn to work individually and in groups * They practise their fine motor skills * They practice their eye-hand coordination * They learn to wait for their turn * They learn to associate a written symbol with a sound | Numbers one to five How many…? Five… Regular Plural of nouns |
| **B4**  **COLOURS** | * They learn different colours in English * They learn different objects in English * They learn to ask and answer about the colour of different objects * They revise vocabulary related to pets | * They learn to appreciate the aesthetic value of works of art * They develop their observation skills * They recognize colours * They express their preference (e.g. colours and games/toys) * They become actively involved in the use of the new knowledge * They practise on the concepts of sets and subsets of objects and become familiar with the use of inductive thought | Colours: red, orange, yellow, green, blue, purple , pink  “What colour is this umbrella?”, “It’s purple”. |
| **B5**  **LIVING ON A FARM** | * They become familiar with the structures “There is α horse / there are two horses” * They become familiar with plural number (two horses, three pigs, etc) * They revise questions “What is it?” , “Is it a farm?”, etc. and answers “It’s a horse/ Yes, it is/No, it isn’t” | * They consolidate the concepts of sets and subsets of objects through games * They learn to work individually and in groups * They learn to draw logical assumptions | Farm animals: horse/ cow/ goat/ big/ sheep/ chicken/ pig/duck There is α horse/ chicken/ pig/ cow/ goat/ sheep… /there are two horses, three pigs Revision: “What is it? / Is it a farm?”, a horse/pig/goat/sheep/ cow, etc… / “It’s a horse…? Yes, it is/No, it isn’t” |
| **B6**  **A PARTY IN THE JUNGLE** | * They revise animal vocabulary and learn new words * They revise food and colour vocabulary * They learn new words like jungle, friend, present * They learn the concepts big-small * They learn the phrases “Happy Birthday, Thank you, Let’s dance/have a party” * They learn to use English as a tool to communicate in a “real life” situation | * They practise their memory * They enjoy the dramatization of a story | Vocabulary: elephant, lion, hippo, monkey, parrot, zebra and tiger and giraffe Jungle, friend, present, Big, small Happy Birthday, Thank you, Let’s dance/ have a party |
| **B7**  **FOODS AND SWEETS** | * They learn to recognize and produce food vocabulary. They learn to answer the question “What’s this? using the new vocabulary “It’s/a banana, etc.” * They learn to answer the question “Is it a carrot?”/ “Is it good for you?” “Yes, it is / No, it isn’t.” * They learn to talk about what is good (or not good) for them to eat “It’s good for you / It’s not good for you/ It’s healthy food / It’s junk food.” * They learn to express their preference for food and answer the question “Do you like apples? Yes, I do / No, I don’t / I like apples”/ I like fish. Yummy! / I don’t like fish. Yuk!” * They become familiar with the use of plural number * They become familiar with the use of the personal pronoun “we” in the plural number (a’ person) | * They talk about healthy and unhealthy food * They organise groups of different kinds of food * They learn to participate in a group activity * They “cook” a healthy meal * They learn to play Bingo or Memo and practise on matching | Food items: sandwich, hοt dog, pizza, ice cream, cake, chocolate, apple, banana, pear, orange,  tomato, potato, carrot, salad, fish, spaghetti, candy, chips etc.  Talking about healthy or unhealthy food Is it good for you? / Yes, it is / No, it isn’t. / It’s not good for you / It’s good for you / It’s healthy food / It’s junk food  Expressing preferences: Do you like apples? Yes, I do / No, I don’t / I like apples Regular plural of nouns: apples, carrots, tomatoes, etc. We like apples |
| **B8**  **NUMBERS AND ACTION** | * They learn numbers 6-10 in English * They understand and follow instructions given in Imperative form * They revise numbers 1-5, the question: “How many…?” and the regular plural form of nouns * They become familiar with action verbs in English * They ask and answer questions about their age | * They learn to cooperate and work in a group * They learn to follow rules in a game (e.g. turn-taking) * They learn to use “please” when they ask for something * They learn how to play a board game & appreciate the value of other forms of entertainment (besides video games & TV) | Numbers 6-10 How many…?  Action verbs: dance, hop, walk, run, jump, stop, swim, etc.  Asking for and giving information about age: How old are you? I’m (six) |
| **B9**  **I CAN JUMP…** | * They become familiar with phrases denoting ability * They become familiar with action verbs * They revise phrases related to colours and animals and they remember numbers 1-10 | * They learn to respond to instructions * They develop their motor skills through action songs * They make cognitive associations and discover relationships in a social context * They learn to cooperate and work in a group | Action verbs: I can jump I can sit down/ I can stand up/ I can sing/ dance…  Recycling: numbers, colours, animals |
| **B10**  **NELLY, THE SMALL CATERPILLAR** | * They revise greetings (Hello / Hi / Good morning / Goodbye / How are you today? I’m fine / very well, thank you), vocabulary related to numbers, colours, foods * They learn new vocabulary related to animals, foods, nature and adjectives * They listen to the narration of a story and participate in it * They develop listening and speaking skills through repetition and drills * They comprehend a story based on its linguistic and paralinguistic features (tone of voice, movement, gesture) * They become familiar with vocabulary related to the circle of life of a butterfly | * They become familiar with the concepts of succession and difference (numbers, colours, sizes and feelings) * They explore the circle of life of a butterfly and recognize the various stages of this transformation process * They reinforce their understanding of a healthy diet | Hello / Hi / Good morning / Goodbye / How are you today? I’m fine / very well, thank you Recycling numbers, food items and colours  Vocabulary: caterpillar, butterfly, ant, cricket , pear, strawberries, cherries, green beans, leaf, forest, sunny, sky ,big, small, sad, hungry, ugly, beautiful, happy Egg- caterpillar- cocoon- butterfly |
| **Γ1**  **FACE AND FEELINGS** | * They learn to recognize and name parts of the face * They describe a face, e.g. “Look, I’ve got two cherries for eyes” * They revise fruit vocabulary * They describe feelings * They become familiar with verbs of senses | * They realize that facial expressions show feelings and learn to express their own feelings * They understand their environment through their senses and their feelings * They develop their observation and artistic skills | Parts of the face: eyes, ears, nose, mouth Look, I’ve got two cherries for eyes I’m happy/sad/angry/scared Verbs of senses: see, smell, hear, taste |
| **Γ2**  **THE ROBOT** | * They revise the way we introduce ourselves, the question “What’s this?” and the answer “It’s a….” * They learn vocabulary related to parts of the body * They learn to respond to instructions * They revise the verb “can” * They learn to answer questions using “can” (Yes, I can./ No, I can’t) | * They realize the importance of recycling * They use their creativity to create something useful out of something which is not useful * They learn to cooperate and work in groups to complete an activity * They realize we understand our environment through our five senses * They develop their fine motor skills, while cutting, sticking and drawing | Revision: What’s your name? / My name is… / What’s this? It’s a…  Parts of the body: head, arms, hands, legs, feet  Action verbs: stand up, sit down, clap your hands, stamp your feet, run, jump, walk, talk… Can you?/Yes, I can./ No, I can’t |
| **Γ3**  **CLOTHES** | * They learn to recognize and produce vocabulary related to clothes * They learn to use colours to describe clothes * They become familiar with phrases related to clothing and the weather * They recognize the verb “wear” | * They associate clothing with weather * They have fun while playing, singing and acting out a dialogue | Clothes: jeans, pullover, T-shirt, socks, shoes, boots, jacket Put on your shoes/socks, let’s go outside, hurry up, etc. The verb ‘wear’  Weather: It’s cold / hot / raining / windy Colours: a red pullover, black shoes  etc… |
| **Γ4**  **THE BEAR FAMILY** | * They learn vocabulary related to members of the family * They revise parts of the face and the body * They revise the regular plural form of nouns * They develop listening and speaking skills through repetition, the use of images and involvement in action songs * They produce sentences with the verb “have got” (My bear has got…) | * They learn to cooperate and work in pairs or groups * They develop fine motor skills (drawing, cutting, sticking) * They have fun while playing | Family members: daddy, mummy, sister, brother, baby  Regular plural of nouns  Describing using the verb have/ has got Storytelling |
| **Γ5**  **MY FAMILY** | * They revise vocabulary related to members of the family * They revise words & phrases related to clothes * They talk about activities they usually do with their family | * They use language to talk about their experiences and their beloved * They discover the importance of common activities in a family * They learn to cooperate and work in a group to make decisions * They learn to be in somebody else’s shoes | My brother can jump high/ my baby sister can walk… We go to the park/play football/ go to the cinema/ watch TV/read books etc |
| **Γ6**  **MY HOUSE** | * They learn vocabulary related to the external parts of a house * They learn vocabulary related to activities one can do in the garden * They learn to talk about things they usually do (habits) * They revise phrases using the verb “can” * They revise the verb “have got” producing sentences in new communicative contexts, such as to describe their house | * They learn to follow the rules of a game * They learn to wait for their turn * They learn to cooperate and work in groups * They learn to express themselves creatively through a craft or drawing | Parts of a house: roof, chimney, wall, window, door, garden  Describing daily activities: ride a bike, play football/hide-and-seek/volleyball, pick flowers, run, etc. My house has got… They can play football, etc. |
| **Γ7**  **IS THERE A BALL UNDER MY BED?** | * They revise colours and numbers * They revise questions and answers related to furniture * They become familiar with possessive case * They become familiar with basic prepositions (in, on, under) | * They learn to work individually and in groups * They become familiar with concepts related to the space around them, through games * They learn to play roles | What is it? Is it a bed/a chair/ a toy. etc? This is Maria’s bed/ Mark’s chair, etc. There are two chairs in the room, in the kitchen, there is a table and there are four chairs, etc. There is a ball under/ on/in the table, etc. |
| **Γ8**  **JOE’S DREAM** | * They revise the rooms of a house and the members of a family * They learn verbs to describe what we usually do in these rooms * They learn to answer the question “Where is…?” * They learn to describe the feelings of heroes in a story | * They enjoy the narration and dramatization of a story * They listen carefully to the narration of a story &understand the heroes’ feelings * They become familiar with the concept of difference * They develop their imagination * They learn to work individually & in groups and wait for their turn | Revision: parts of the house and family members Where is …? (He’s/She’s) in the kitchen / in the bathroom, etc. Feelings: Is Joe shocked / sad / happy, etc.? Yes, he is / No, he isn’t Storytelling |
| **Γ9**  **MY GARDEN IN SPRING** | * They revise and learn vocabulary related to spring * They describe weather changes in spring * They learn vocabulary like “go away”, “fly a kite” “up in the sky”, “in/out of the house” * They revise colours, numbers, adjectives * They revise vocabulary and phrases related to clothes | * They recognise geometric shapes in their environment * They realize the succession of seasons and its consequence on the natural and social environment * They learn to associate cause and effect * They use their imagination * They learn to work creatively | Spring, garden, trees, grass, leaves, flowers, butterflies, bees, birds, caterpillar, ant, ladybird, It’s sunny/ rainy/ cloudy/windy. It’s hot/ cold. go away, fly a kite, up in the sky, in/out of the house (What’s this? It’s a jacket, etc.) |
| **Γ10**  **GOLDILOCKS AND THE THREE BEARS** | * They practise speaking after listening to the narration of a story * They learn to recognize, produce and identify vocabulary related to the concepts of space, time, similarity, difference (e.g. colours), quantity, size, texture, temperature * They revise vocabulary related to animals, family, food, houses and feelings * They produce simple whole phrases while speaking | * They enjoy the narration and dramatization of a story * They participate in a simple drama activity * They activate different modes of expression related to theatre, music, movement | Revision: numbers (one, two, three bears), objects (hairs/beds/bowls), family (daddy, mummy, baby), food (milk, cornflakes, jam, bread, honey, bacon, eggs), rooms of a house (bedroom, kitchen, living room, beds, chairs, stairs), size (big, medium, small), texture (hard, soft) Let’s go for a walk. I don’t like this. It’s too hot. Please don’t go. Stay and play with me  Storytelling |
| **Δ1**  **THE CIRCASSIAN CIRCLE** | * They revise numbers 1-8 * They understand and respond to instructions * They give instructions to others * They describe somebody else’s clothes | * They become familiar with the tradition and the music of another place & the dancing patterns of this place * They compare another place with their country in terms of music, traditional costumes * They improve their physical skills through dancing * They learn to follow the rhythm of a piece of music * They learn to work in pairs or cooperate as a whole class | Revision: numbers 1-8 Action verbs: step forward/ backward, clap your hands, turn round, hold hands, spin, walk He/She is wearing a blue and red kilt |
| **Δ2**  **LET’S PLAY WITH MY TOYS** | * They learn to talk about their toys * They learn to use adjectives to describe their toys * They revise colours, numbers and phrases showing ability * They revise and learn more parts of the body of animals | * They talk about their favourite toys * They have fun while playing * They develop their imagination * They learn to place their toy animals in the natural environment they would live if they were alive | Toys: This is my favourite toy, doll, dinosaur, robot, teddy bear, dog, car, etc.  Adjectives: big/ short/ tall/ good/ bad or mean… Parts of the body of an animal |
| **Δ3**  **LET’S GO TO THE CIRCUS** | * They learn vocabulary related to the circus * They learn to talk about activities happening at the moment of speaking | * They learn to wait for their turn * They learn to follow the rules of a game * They express themselves freely & creatively through pantomime * They become sensitized to the issue of respect towards animals | Vocabulary: clown, acrobat, dancer / ball, etc Is this clown riding a bike/ dancing/ making tricks/ playing the drums? |
| **Δ4**  **LITTLE RED RIDING HOOD** | * They recycle already known vocabulary and learn new * They revise parts of the face and verbs * They describe activities * They use “have got/has got” in affirmative, negative and question form to describe people or content * They produce whole phrases while speaking | * They enjoy the narration and dramatization of a story * They participate in a simple drama activity * They become familiar with issues of protection and safety * They learn to follow the rules of a game | Revision: wood, flower, cake, eyes, ears, nose, teeth, bed New vocabulary: woodcutter, basket, wolf, wardrobe, hood, cloak, etc. He/She’s) sleeping, making a cake, picking flowers, cutting wood  Be careful. Don’t talk to strangers I’ve got, Have you got…? Has he/she got…?, Yes, he has/No, she hasn’t  Storytelling |
| **Δ5**  **THE THREE LITTLE PIGS** | * They revise vocabulary, like rooms of the house, clothes, feelings, adjectives, phrases from stories * They learn vocabulary and phrases from the story * They describe activities * They produce whole phrases while speaking | * They listen to the narration of a story and participate in it * They create things with different materials and understand the concepts of shape, size and colour * They talk about the different construction of houses and the materials used * They act out a story and understand the concept of playing a role in a play | Revision: house, roof, windows, chimney, door, bedroom, kitchen , red shorts, happy, scared, angry, good, bad, big, small, hungry The three pigs, the big bad wolf, he lives in the wood, come in, he ran away, it’s too hot, be careful straw, sticks, bricks He’s building the house / running, etc. Who’s there? little pig, let me come in, then I’ll huff and I’ll puff and I’ll blow your house down  Story telling |
| **Δ6**  **THE THREE BILLY GOATS GRUFF** | * They revise vocabulary related to numbers, colours and animals * They understand the adjectives used when we compare objects of different size * They become familiar with the use of verbs go, like, eat, cross, jump, come, fall in phrases with less familiar content * They develop listening and speaking skills through repetition * They use the verb “have got” to describe an animal/monster * They listen to a narration where the use of prepositions is important | * They understand the concept of succession, number and size * They learn to understand a story through pictures and paralinguistic features of narration (voice colouring, gestures, body movements, etc) * They develop the ability to guess the possible meaning of a new word/phrase from context * They understand that the structure of a story contains a beginning, a main part and an ending * They learn to listen to the narration of a story and participate in it | Revision: colours, numbers, adjectives, have/ has got, etc…  Prepositions: in, across, under, over, off Small, smallest, medium-sized, big, biggest, fat, strong  Vocabulary: bridge, grass, hill, hole, tree, go, like, eat, cross, jump, come, fall Story telling |
| **Ε1**  **HALLOWEEN** | * They learn vocabulary and phrases related to the celebration of the Halloween * They produce whole phrases and understand their meaning, e.g.”You’re a cat” * The revise numbers 1-10 and words in the plural number | * They become familiar with other people’s customs and compare them with theirs * They express themselves freely through pantomime | Vocabulary: I’m a witch/wizard, spider, bat, owl, skeleton, pumpkin, etc. What do you see? I see a brown spider looking at me, etc.  Revision: 1-10 numbers and adjectives (black cat/ orange pumpkin, etc.) |
| **E2**  **CHRISTMAS FUN** | * They learn vocabulary related to Christmas * They learn about the Christmas celebration * They revise familiar questions and answers: “What’s this?/ Is it a(n)…?/ What colour is it?” * They revise vocabulary and structures (“It’s a(n) yellow star…/Yes, it is/ No, it isn’t”) * They learn to talk about their preferences * They learn vocabulary about games/toys * They make a booklet and present it to their classmates in English | * They learn about Christmas celebrations in different parts of the world * They spot similarities and differences in the cultural events of different countries * They have fun while drawing & sticking decorations on their Christmas tree, miming and playing games * They practice their fine motor skills * They have fun drawing their own booklet * They derive pleasure by presenting their booklet in class * They learn to wait for their turn & concentrate on their classmates’ presentation | Merry Christmas/Happy New Year, Christmas, Christmas tree, Father Christmas/Santa Claus, star, angel, snowman, stocking, present, sleigh, etc. What do you want for Christmas? I want a train, etc. Revision: What’s this? / Is it a(n) …? / What colour is it?  It’s a(n) (yellow) star… / Yes, it is / No, it isn’t |
| **E3**  **CARNIVAL! LET’S DANCE** | * They repeat vocabulary related to colours and animals * They describe faces * They introduce themselves acquiring a role | * They improve their observation skills * They develop intercultural awareness and learn to recognize and respect people from different cultural backgrounds * They enjoy playing a role * They practise their motor skills | Revision: colours, animals Parts of the face My mask is black / yellow / brown, I am a cat, a bird, clown… I’m beautiful/ my nose is red/ big/ my mouth is small… I’m a tiger… my name is Anna… I like red / I like apples, etc. |
| **E4**  **HAPPY EASTER** | * They learn vocabulary & phrases related to Easter * They revise vocabulary related to feelings * They revise parts of the face & body | * They become familiar and talk about Easter customs * They develop their observation skills * They develop coordination of movement through an action song * They develop their fine motor skills while cutting, sticking and painting * They express themselves creatively through drawing * They learn to focus their attention on what they hear * They learn to wait for their turn | Vocabulary: bunny, basket, Happy Easter, boil/ paint/decorate/hide the eggs Revision: This is a happy/ sad/ angry/ scared face |
| **E5**  **HAPPY MOTHER’S DAY** | * They learn the wish “Happy Mother’s Day” and phrases like “I love you”, “I love Mummy” * They revise words and phrases related to their daily life * They comprehend the content of pictures showing activities happening at the moment of speaking | * They understand that love can be expressed in every moment of our lives * They think about mother’s love and learn to express their feelings * They appreciate the value of presents and realise that even a song, a card, a smile or a hug can be a present | I love you, Ι love Mummy, Mother is feeding her children / kissing her baby We play games, go to the park, read books, watch TV, etc. |
| **E6**  **AT THE BEACH** | * They learn to talk about activities happening at the moment of speaking * They learn vocabulary related to creatures of the sea & objects of the beach * They develop listening skills in English * They revise vocabulary related to members of a family * They revise phrases related to clothes | * They learn to follow the rules of a game * They express themselves creatively through pantomime, dance and drawing * They develop their movement coordination through an action song * They learn to work in pairs & groups * They enjoy the memory of last year’s holidays and think about this year’s summer vacation | She’s swimming, he’s making a castle, she’s reading a book playing rackets, making a castle, swimming, reading a book, eating an ice cream  Sea animals: octopus, jellyfish, starfish, shell  Objects: flippers, sunglasses etc She’s wearing a hat/a T-shirt/ shorts, etc. |