**Syllabus B’ Class**

| **Activity** | **Linguistic Aims** | **Pedagogical Aims** | **Language Focus** | **ABC** |
| --- | --- | --- | --- | --- |
| **A1**  **HELLO, AGAIN!** | * Learners learn to say hi in English * Learners introduce themselves in English and can appropriately respond when they meet other people | * They learn to work individually, in pairs and in groups by following a specific procedure * They follow the rules of a game * They learn through imitation and repetition * They adopt different kind of roles | * Hello. I’m Mary and this is my friend George. Nice to meet you! * What’s your name? My name’s Mary. * Who is it? It’s Maria/Nikos. * Is it Maria/Nikos? Yes, it is/No it isn’t. |  |
| **A2**  **OUR CLASS TREE** | * They respond to instructions in order to engage in a craftwork activity * They recycle lexical items that have to do with colours and animals * They familiarize themselves with the graphic representation of their names in English * They learn to pronounce and read the letters Cc, Zz and Ll | * They further develop their interpersonal relationships * They develop their cooperation skills * They familiarize themselves with the use of everyday school items * They use their artistic skills and work in groups to engage in craftwork activities | * Cut/Draw/Glue/Stick * Colours, Animals * Names * Who are you…? I’m Petros/Maria. * Yes, it is./No, it isn’t. | Cc  Zz  Ll |
| **A3**  **NAME A NAME** | * They can recognize the graphic representation of their name * They can recognise other people’s names * They familiarise themselves with the written form of English words * They develop the ability to understand written discourse * They learn to pronounce and read letter Nn | * They participate in action oriented activities that are built around their names * They learn their classmates’ names * They gradually get to know their classmates and develop closer ties * They learn to pay attention to what they hear and connect it to its graphic representation * They develop their ability to associate concepts (combinatorial thinking) * They enjoy playing games in class | * /p/ for Petros, /m/ for Mary * If your name is on the plate, pick it up * Hop on, hop off. | Nn |
| **A4**  **HOW ARE YOU FEELING TODAY?** | * They familiarize themselves with the pronunciation and intonation of certain English words and phrases * They learn to greet and ask about their interlocutor’s feelings * They express positive or negative feelings | * They express their feelings in and through their participation in songs and action oriented activities * They actively participate in the learning process by imitating, repeating and acting | * How are you feeling today?   I’m good!/I’m great/I’m wonderful/I’m tired./I’m hungry./I’m not so good.   * Are you good/tired/hungry?   Yes, I am/No, I am not. |  |
| **A5**  **HOW OLD ARE YOU?** | * They recycle the numbers from 1 to 10 * They can tell how old they are through a song * They learn to compare things * They can talk about other people’s age | * They can participate in action oriented activities and react to visual prompts * They establish links between what they learn at school and their personal lives * They exchange information about each other’s age * They enjoy participating in songs and drama activities | * Numbers 1-10 * How old are you?   I’m…….   * How old is s/he?   S/He’s……   * I’m older than you |  |
| **A6**  **I’M SPECIAL, YOU’RE SPECIAL!** | * They recycle lexical items and phrases they can use to greet somebody, talk about their age and preferences * They recycle lexical items related to food, which are similar or identical in Greek * They recognise the written representation of words (e.g. greetings) * They revise the plural number of nouns (regular forms) | * They practise their fine motor skills * They enjoy creating their class booklet * They realise their individuality in a group | * Good morning/ Hello/ Hi I’m (Maria) * I’m seven years old * I like …bananas, carrots, hamburgers, biscuits |  |
| **B1**  **ME, MY FAMILY AND MY FRIENDS** | * They learn vocabulary related to the family * The learn to present themselves and their family * They learn to pronounce and read the letter Bb | * They become actively involved in the learning process by bringing their personal experience in the classroom * They cooperate with their classmates in order to make joint decisions * They follow a certain procedure and then change roles * They use their artistic skills to create original objects * They learn to present their work in class | * Members of the family: This is me. My name’s ..., This is my mother/mum/ father/dad κ.λπ. His/ Her name’s… * Who is this? How old are you? How old is s/he…? This is my brother, sister / I’m, He’s/She’s eight... * Yes, I am/ No, I’m not * Yes, he/she is/ No, he/she isn’t | Bb |
| **Β2**  **SCHOOL OBJECTS** | * They learn the school objects in English * They become familiar with the plural number of school objects * They engage in a dialogue by asking and answering questions related to school objects * They recycle the colours * They become familiar with adjectives related to size and texture * They become familiar with classroom language * They learn to pronounce and read the letter Pp | * They learn to follow the rules of a game * They learn to work individually, in pairs, in groups and as a whole class by following a specific procedure * They become actively involved in the learning process * They develop their self confidence and independence | * School objects: a pencil, a rubber, a sharpener, a ruler, a book, a notebook, a pencil box/case * What’s this? This is a school bag/ a book κ.λπ. * Plural number: books, notebooks, pencils * This is a ruler. What colour is it? It’s green. * Is it big/ small? Is it soft/ hard? Yes, it is/No, it isn’t. * Classroom language: That’s right! Repeat! Guess! Show me! | Pp |
| **B3**  **MY FAVOURITE TOYS** | * They learn vocabulary related to toys * They ask and answer questions about their favourite toys * They learn to pronounce and read the letters Kk and Yy | * They relate the learning process with their personal experience * They become familiar with data collection using a simple table * They consolidate the concept of quantity through exposure to the concepts of sets and subsets of objects * They work individually, in groups and as a whole class in order to complete a task | * Toys/games: a robot, a cowboy, a computer game, a doll, a ball, a toy car, a dinosaur * What’s your favourite toy? My favourite toy is… * Have you got a…?, Yes, I have/No, I haven’t, We’ve got … | Kk  Yy |
| **B4**  **MY HOUSE** | * They describe the rooms of the house * They learn to pronounce and read the letter Rr | * They understand the concept of space * They work in groups to achieve a common goal * They choose certain information/pictures in magazines on the basis of criteria given to them * They present their work in class * They decode information on a simple table of pictures and numbers and present it to class | * Rooms of a house: living room, bedroom, bathroom, kitchen, garage, garden * There’s a… /There are…/There isn’t a… | Rr |
| **B5**  **MY ROOM** | * They talk about the place of furniture/objects in their bedroom * They ask and answer questions about the place of objects around them * They become familiar with the written representation of the English language * They associate the sound produced when a letter of the English alphabet is pronounced with its written representation * They develop their listening skills | * They understand the concept of space * They experience a first contact with art through exposure to the work of art of a famous painter * They associate images with the written representation of words * They focus attention on what they hear and associate it with a picture * They use their artistic skills and their imagination to create original craftwork | * There’s a computer/ lamp on my desk. In my room there‘s a carpet/poster. The chair/desk is near the bed... * What is there in …?, Where’s/are…, Is there a…, Yes, there is./ No, there isn’t |  |
| **B6**  **PINOCCHIO** | * They revise and learn new phrases related to parts of the face and the body * They recycle colours * They become familiar with action verbs * They respond to instructions related to movement of the body * They learn to pronounce and read the letter Hh | * They actively participate in the learning process through mime, movement and repetition * They use their artistic skills to create a puppet using different materials * They coordinate their movement/actions with a song and respond quickly to instructions given * They learn to obey the rules of a game * They learn to cooperate in groups * They learn to present their work | * Who’s this?/ It’s a puppet. His name is Pinocchio/ Look! This is Pinocchio /Hi! I’m Pinocchio * Look! This is his head. It’s small. Ηe’s got a red nose * Colour the head pink/ Colour the feet brown /Τouch your eyes/ears/nose * This/ is/ my head/ body… these are feet/ hands * Is this his...? Yes, it is/ No, it isn’t * Action verbs: Clap your hands / Stomp your feet/ Touch your head / stand up/ sit down/ bend your knees | Hh |
| **B7**  **SIMON SAYS….SING THE HOKEY POKEY** | * They respond to instructions given * They give instructions * They become familiar with the use of action verbs * They recycle parts of the body | * They actively participate in the learning process through mime, movement and repetition * They sing a song and play a game from another country * They coordinate their movement/actions with a song and respond quickly to instructions given * They learn to obey the rules of a game | * Revision: Action verbs, parts of the body * Motion verbs: put, clap, sit down, bow, turn around, shake... |  |
| **B8**  **PET SHOW** | * They revise colours and parts of the body * They learn parts of the body of animals * They ask and answer questions about animal characteristics * They describe animals * They revise animal vocabulary and learn new words * They learn adjectives related to size and appearance | * They express their feelings about their beloved pets * They understand the different characteristics of pets * They present their pet to their classmates | * Parts of the animal body: tail, beak, wings, fur etc * Animals: hamster, rat, tortoise, snake, rabbit, mouse, horse, parrot, cat, dog, monkey * Adjectives: big-small, fat-thin, tall-short, old –young, soft * Has it got…? Yes, it has/ No, it hasn’t * It’s got a long tail, a yellow beak, soft fur * I love my…(pet)….. |  |
| **B9**  **CAN A MONKEY FLY…?** | * They talk about their abilities * They ask and answer questions about their own as well as their interlocutor’s abilities * They recycle and learn new vocabulary related to animals, action and motion verbs * They learn to pronounce and read the letters Mm, Tt | * They learn to cooperate * They develop their imagination * They realise variety and difference in the animal kingdom | * I/she/he/it can jump/ fly/run/walk/climb * Can he/ she/ it jump? * Yes, I/ she/he/it can jump ή No, I/she/he/it/ can’t jump * Revision: animals, motion verbs * Have/ has got… | Mm  Tt |
| **B10**  **SHOW ME YOUR MONSTER** | * They recognise and talk about parts of the body * They use adjectives to describe people * They become familiar with the written form of the English language, recognising words holistically * They develop listening and speaking skills | * They associate pictures with their description * They focus attention on what they hear and associate it with a picture * They use their imagination to make creative drawings * They spot characteristic features to describe their classmates’ appearance | * Parts of the body: head, eyes, ears, nose, mouth, hair, legs, arms * S/He’s got…/It’s got… * Adjectives: big, small, long, short, blue, brown, green, black, blonde |  |
| **B11**  **THE GHOST STORY** | * They use instructions given in order to make a comic * They recycle colours and numbers * They recycle structures * They become familiar with the structure of a story (beginning-main part-ending) | * They learn to cooperate to achieve a common goal (creation of a story) * They use their imagination to predict the ending of a story * They decide on the title, the plot and the ending of their story * They present their ideas * They participate in the dramatization of a song | * Classroom language: Cut/ draw/ glue/ colour * Revision: Colours, numbers, family, rooms of a house, action verbs * Revision of structures: He/she’s...., Is this his/her…?, How old…?, How many...?, Are they..? Yes, they are.../ No, they aren’t, Where is/are...?, What is there...?, There’s/are…, What colour is/are...?, What’s this?, Is this his/her...?, Yes, it is/ No, it isn’t, Have you/they got…? |  |
| **B12**  **ZERO-ONE-TWO-THREE** | * They count from 0 to 20 and back * They answer to the question “How many…can you see?” using the plural number of nouns * They become familiar with simple mathematical operations (e.g. 2 plus 4 is 6 or 14 minus 3 is 11) | * They practise their maths skills * They identify small subsets within a set of objects * They practise their observation skills and their memory * They use their artistic skills | * Numbers 0-20 * How many…can you see? * Three red butterflies, twelve white eggs… |  |
| **B13**  **LET’S EAT HEALTHY FOOD** | * They learn vocabulary related to different categories of food * They revise colours and phrases about what is healthy or not * They understand questions about eating habits and give answers * They think about their eating habits * They learn to pronounce and read the letters Aa, Ff, Ww | * They learn to value the importance of a balanced diet * They cooperate to achieve a certain goal, e.g. to create a poster * They socialise individually and in groups | * Food: fruit, vegetables, meat, fish, cereals, chicken, sweets, bread, cornflakes, milk, cheese, butter, water * Βread and cereals group, meat and fish group, vegetables and fruits group, milk group, oil and sweets group * Do you eat/like meat/ fish/ cereals/ fruits? * I eat/ like meat * This is not a good habit/ This is a very good habit * Healthy food, junk food | Aa  Ff  Ww |
| **Β14**  **WE LOVE WINTER**  **…** | * They learn the seasons * They learn vocabulary related to winter weather, winter clothes and activities * They learn to describe activities in progress * They describe a snowman * They revise colours and numbers * They learn to pronounce and read the letter Uu | * They learn the characteristics of each season and the activities associated with it * They explain their preferences * They participate in the creation of crafts * They participate in the dramatization of songs * They work in groups to complete an activity | * It’s cold/ It’s snowing/ raining * gloves, scarf, coat … * Skiing/ having snowball fights/ ice skating … * I’ve got two pieces of coal for eyes/a carrot for nose/a hat on my head/a scarf around my neck/sticks for arms * Revision: colours, numbers | Uu |
| **Γ1**  **DAYS OF THE WEEK & WEEKLY ACTIVITIES** | * They learn the days of the week * They talk about their weekly activities * They describe other people’s activities | * They have fun with songs about the days of the week and activities related to them * They develop their motor coordination skills to act out a song * They do pre-writing exercises (tracing) | * The days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday * Τap your toes, rub your nose, spin around, touch the ground, make no sound, stamp your feet, take a seat * I go to school, I play soccer/ football in the yard, I do my homework, I help mummy, I play with my friends/with my toys, I ride my bike, I watch TV, I go to the cinema, I eat out, I swim, I go for a walk. |  |
| **Γ2**  **MY DAILY ROUTINE** | * They learn words & phrases related to their daily routine * They ask and answer questions about the time * They develop their listening and speaking skills * They learn to pronounce and read the letter Oo | * They realise the concept of the daily routine * They concentrate on what they hear in order to put some activities in the correct order * They understand the concept of time (the succession of events) * They associate times with different parts of the day | * Food: breakfast, lunch, dinner * in the morning, in the afternoon, in the evening, at night * What’s the time? It’s 7 o’clock | Oo |
| **Γ3**  **WHAT DO YOU DO? ARE YOU A DOCTOR OR A TAILOR?** | * They learn vocabulary related to jobs * They ask about activities happening at the moment of speaking * They ask and answer questions to describe a person * They describe feelings | * They realise the value of jobs * They have fun with a funny incident * They play in groups * They talk about their family | * Jobs: doctor, tailor, dentist, farmer, plumber, teacher, baby sitter, barber * What is he/she doing?/ is he/she making/ healing/ cleaning?…, etc * Feelings: happy/ sad/ funny/ tired/ hungry |  |
| **Γ4**  **LET’S TRAVEL** | * They learn vocabulary and structures related to travelling and means of transport * They revise colours * They become familiar with parts of a bus * They become familiar with the pronunciation and intonation of English words and phrases * They learn to pronounce and read the letter Vv | * They become familiar with various places in Greece * They learn about the importance of means of transport to move around in town * They take part in the dramatization of songs * They learn the concept of a set and subset of objects through games * They use their artistic skills and their hand skills to create original objects * They discover the concept of multiculturalism through songs and music in English speaking countries | * How can I/you get there? You/I can go by bus, by train, by airplane * Parts of a bus: wheels, horn, wipers, doors, motor * round and round, all through the town, up and down, open and shut | Vv |
| **Γ5**  **ROUND THE WORLD IN…ONE DAY** | * They revise vocabulary related to means of transport * They learn new vocabulary related to means of transport * They describe what they are doing * They learn the names of different countries | * They use their imagination to “travel” * They imagine they are on a means of transport * They discern different means of transport when listening to a song in English * They realise that there are many countries around the world besides their own country | * Means of transport: car, train, ship, horse, donkey, bus, motorbike, bicycle, hot air balloon, magic carpet, metro, helicopter, aeroplane, boat * I’m travelling, I’m driving, I’m sailing, I’m riding * Greece, England, U.S.A, India |  |
| **Γ6**  **WHAT ARE YOU DOING, MR WOLF?** | * They learn vocabulary related to clothing * They learn to ask: “What are you/am I doing?” and answer “I’m …-ing / you’re …ing… * They revise colours * They learn to pronounce and read the letter Ss | * They use body language in order to communicate their message * They focus their attention on certain movements to decode messages * They enjoy games as part of the educational process * They learn through mime and repetition | * Clothes: trousers, jacket, hat, dress, shoes, shirt, T-shirt, socks * What are you/ am I doing? I’m…-ing/ you’re…-ing… * Revision: colours | Ss |
| **Γ7**  **WHAT ARE YOU DOING? I’M PLAYING IN THE PLAYGROUND** | * They revise phrases describing activities * They learn new vocabulary related to the playground * They describe another person’s actions * They learn new vocabulary related to sports | * They have fun * They appreciate the importance of sports in their everyday life | * What are you doing? I’m skating/ playing football/ running/ dancing/ playing rackets/ chess…,etc * Playground: slide, spin, swing, roundabout, sunshine, laugh * s/he is swinging/ we are playing tennis * sports: football, basketball, tennis, volleyball, ballet, go swimming, do tae kwon do, play chess |  |
| **Γ8**  **WEATHERING…HEIGHTS** | * They learn vocabulary related to weather * They recycle seasons and months * They recycle vocabulary related to members of the family | * They recognise changes of the weather * They realise the various weather conditions, e.g. heat, rain, cold, etc * They move their body | * Weather: It’s sunny, It’s windy, It’s rainy, It’s snowy, It’s cloudy, It’s hot, It’s cold * What’s the weather like today, in summer, in spring, in autumn, in winter/ What’s the weather like in July, in December e.t.c.? |  |
| **Γ9**  **HAPPY BIRTHDAY** | * They learn/revise the 12 months and the 4 seasons * They ask about their interlocutor’s age and birthday * They learn adjectives related to seasons and the weather * They learn to sing the “Happy Birthday” song * They recycle the numbers * They learn to pronounce and read the letter Qq | * They share moments with their classmates and have fun * They learn to recognise the month of their birthday as well as their classmate’s birthday month * They recognise the seasons of the year and associate months and weather conditions with certain seasons * They learn the order of the months in a year | * Seasons and months * How old are you/ is Petros/ Maria etc? I’m/ He/She’s ….years old * When is your birthday? It’s in August/December * Is July in Summer or in Spring?/ It’s in Summer * Adjectives: sunny, rainy, cloudy, lovely * Numbers | Qq |
| **Δ1**  **GOOD MORNING,**  **GOOD NIGHT,**  **GOOD BYE** | * They develop listening and reading skills * They revise greetings “Good morning”, “Good bye”, “Good night” * They become familiar with the written form of the English language * They become familiar with the phrase “It’s … o clock” | * They associate pictures with a short written text * They associate parts of the day with certain activities * They enjoy learning through the narration of a story * They learn to guess meaning through key words or context | * Good morning, good bye, Good night * It’s …. o’ clock |  |
| **Δ2**  **WHY ARE YOU HAPPY?** | * They learn/revise adjectives showing feelings * They become familiar with the question: Why? and the answer: “Because…” * They become familiar with the written form of the English language * They develop their reading skills * They participate in the narration of a story * They play roles using the dialogue they’ve learnt | * They learn to focus their attention on something they hear and associate it with a written text * They develop their ability to associate concepts (combinatorial thinking) * They enjoy learning through the narration of a story * They express their feelings through singing a song and movement | * happy, tired, hungry, sad, sick, thirsty, angry, sleepy * Why? Because… |  |
| **Δ3**  **THE SELFISH GREEDY HIPPO** | * They recycle familiar vocabulary * They learn new vocabulary * They practise their listening skills * They practise their speaking skills * They learn to pronounce and read the letter Jj | * They develop empathy through role play * They have fun * They contemplate the consequences of greediness and selfish behavior * They develop their fine motor skills | * hippo, run, angry, sad, fish pie, Let’s …, eat * greedy, selfish, lake, stuck, pull out, soap, tummy ache, bubbles | Jj |
| **Δ4**  **THE STORY OF THE RAINBOW** | * They recycle colours * They learn vocabulary related to elements of nature * They recycle structures to describe objects, preferences * They learn to pronounce and read the letter Ii | * They have fun by taking part in the story of the rainbow * They understand the concepts of difference & interdependence through their cooperation in the dramatization of a story * They understand the concepts of cohesion and coherence in a story * They listen to the narration of a story and participate in it * They dramatise a story * They do pre-writing exercises (tracing) | * Description of elements of nature: rainbow, grass, tree, sun, rain * My favourite colour is blue, yellow... My pencil is red. My bag is pink. Is your pen blue? Yes, it is./ No, it isn’t. It’s a green pen. Are your notebooks yellow? No, they are green. | Ii |
| **Δ5**  **THE PINOCCHIO STORY** | * They revise vocabulary related to parts of the body (of humans and animals) * They learn new vocabulary * They associate pictures with words | * They listen to the narration of a story * They understand the concepts of cohesion and coherence in a story * They understand the moral of the story (“Dreams come true when you believe in them”) | * Parts of the human and animal body * carpenter, fairy, morning, evening, school, donkey, cage, raft, magic wand, sea, ocean |  |
| **Δ6**  **CRUMPY DOG GOES TO A BIRTHDAY PARTY** | * They learn to use adjectives to describe people’s character * They recycle vocabulary related to clothes, colours, food and action verbs * They actively participate in the narration of a story (with some support provided by the teacher) * They learn to pronounce and read letter Dd | * They learn to pay attention and focus on what they hear * They follow an unknown text and start developing strategies for understanding spoken discourse * they develop their critical thinking skills * they enjoy the learning procedure by participating in the narration of a story, in songbased activities and in games * they develop their motor coordination skills by listening to different types of songs | * Adjectives: grumpy, meek, stripey, tiny, fat, formal, casual, comfortable, sweet * Recycling of lexical items: clothes, colours, food, action verbs * Recycling of structures: whquestionms, Yes/Noquestions, prepositions of place | Dd |
| **Δ7**  **THE SELFISH GIANT** | * They learn new lexical items and phrases * They recycle vocabulary that has to do with seasons, months and already presented structures * They listen to a story and follow its plot * They describe a picture * They match words to pictures * they learn to pronounce and read letter Gg | * They can understand the different types of changes that occur in nature during each season of the year * They can understand the power of love and the importance of sharing things with other people * They enjoy listening to a story and singing a song | * Colourful flowers, soft green grass, huge garden, the garden is only for me * It is always winter in the Selfish Giant’s garden, what a surprise, he isn’t selfish anymore, we can all play together * Recycling: seasons, months, Present Continuous/there’s/are | Gg |
| **Δ8**  **SAILORS AND MERMAIDS** | * They learn new phrases and lexical items that have to do with the sea world * They recycle vocabulary that has to with colours, parts of the body, clothes and craftwork instructions * They listen to a story and then colour story-based pictures * They gradually start to make the connection between words (phonemic representation) and pictures * They sing a navy song | * They develop an interest in the sea world * They develop their cooperation skills while playing * They engage in physical activities * They engage in craftwork activities and games related to the sea world and to sea animals | * Mermaid, sailor, jellyfish, whale, octopus, coral, boat, sail * Did you see my……., I want my……, Come down, It is dangerous , my best friend * Recycling: parts of the body, clothes, colours, instructions * What can you see? Is it a woman or a fish?/She is a mermaid. She is half a woman and half a fish/What is he? He works in the sea. He has a boat. He is a sailor. * What is this?/Is it a fish? Yes, it is. No, it isn’t * What colour is the mermaids hair? What colour is the sailor’s boat? a shark or It is a whale * Empty, put, fill, stick , cut, make holes etc. * This is my mermaid. She has got long and purple hair. She has got a tail. Her tail is shiny green…./These are my boats. They are brown. They have got sails. The sails are black and white…or This is my fleet. It has got two boats… * On the rock/Free * Fold in half, Fold again, Fold the bottom up |  |
| **Δ9**  **THE LUCKY ENVELOPE** | * They learn new vocabulary * They express preferences * They use verbs in the appropriate form to describe pictures and events that are happening at the moment of speaking * They can understand spoken discourse and can follow a video | * They are having fun by thinking about their summer holidays * They realise that they can have a good time in a variety of different places as long as they are creative and happy * they cooperate with each other in order to complete a project | * Summer vacation, camping, cruise, city, delicious food, fresh air, shopping sea, sad castle, surfing, etc. * I would like…. * She/he is in the sea, she/he is shopping, he/she eating fresh food, she/he is watching the dolphins, etc. |  |
| **E1**  **THE HALLOWEEN BAT** | * They learn lexical items that have to do with ‘Halloween’ * They ask and answer questions about the physical characteristics of bats * They familiarise themselves with instructions in English and can follow them to create something * They familiarise themselves with the intonation of English phrases through song-based activities | * They familiarise themselves with customs and traditions of different cultural groups and compare them to their own * They draw on their memory and reason to identify items and categorise pictures * They use their artistic skills to carry out a craftwork activity * They learn to pay attention to instructions * They learn through repetition, imitation and action-oriented activities * They develop their motor coordination skills to act out a song as a group | * Halloween related vocabulary: a bat, a spider, a pumpkin, a ghost, a skeleton * Recycling of colours * What colour are the bats eyes/teeth etc? They are blue/white etc. * Instructions: put the bat on the cardboard/Draw the outline/Cut it out/Stick the eyes/Draw the eyebrows/Draw a nose, a mouth, some teeth/Make a hole |  |
| **E2**  **SANTA’S WORKSHOP AND THE CHRISTMAS TREE** | * They talk about Christmas presents and recycle already presented structures and lexical items that have to do with toys * They state what they would like to get as a present for Christmas * They recycle numbers, colours and the verb to ‘be’ * They give and follow instructions * They learn Christmas songs * They can follow a simple story * They learn to pronounce and read letter Xx | * They express their wishes * They develop an understanding of the concept of space and orientation and can orientate themselves by following instructions * They recognize differences and similarities * They are having fun and feel happy about Christmas | * Christmas related vocabulary * Toys: My favourite toy is a ball, doll, train, place, car , truck, robot, teddy bear, skateboard * Is there a star in….? Yes, there is/No, there isn’t * I want a mobile phone for my sister /I want a toy car for Christmas | Xx |
| **E3**  **THE GINGERBREAD MAN** | * They learn new vocabulary that is linked to the Gingerbread Man story and familiarise themselves with geometrical shapes and objects * They learn phrases from a story * They recycle already presented words and structures (e.g. animals, colours, different parts of the face) * They learn phrases through rhymes * They respond to instructions | * They learn about the traditions of different cultures * They follow the plot of a story and learn through repetition and dramatization * They narrate the different events of the story and describe them in the correct chronological order | * Shapes: Circle, triangle, etc. * Run, run, as fast as you can , you can’t catch me I’m the gingerbread man! Stop! I want to eat you! Jump on my tail! * Recycling of lexical items that have to do with animals, colours, parts of the body * Instructions: colour his eyes blue, Draw five buttons, Please, Maria, add the salt |  |
| **E4**  **HAPPY CARNIVAL** | * They learn specific shapes * They recycle adjectives that they can use to describe feelings and features of people’s faces * They recycle phrases and words related to craftwork instructions | * they familiarize themselves with the Carnival customs and traditions and compare those to the Halloween customs and traditions * they use their artistic skills to create their own constructions * they link feelings with facial expression and with tone of voice * they follow the rules of a game and cooperate to play a game | * Shapes: round, oval * Parts of the face: eyes, eyebrows, nose, mouth, hair * Feelings: I’m happy /sad/angry, surprised * Instructions: Draw/colour/cut out/stick * Are you happy/sad/angry/surprised? Yes, I am/No, I am not * Have you got a round face/a red nose/black eyes/a big mouth? Yes, I have /No, I haven’t |  |
| **E5**  **SPRING IS HERE!** | * They learn vocabulary that has to do with nature and with spring time activities * They recycle vocabulary that has to do with colours, numbers, seasons, months and already presented structures * They describe a picture * The follow instructions in order to carry out a craftwork activity | * They develop an understanding of the different types of changes that occur in nature and in their social environment during spring * They familiarise themselves with Arts and Crafts * They can establish connections between visual and auditory prompts * They draw on their motor coordination skills, their imagination and their artistic skills to carry out a craftwork task * They familiarise themselves with the concept of space * They have fun by participating in song-based and craftwork activities | * River, lake, field, flowers, treess, picking flowers/fishing in the river * What’s he doing? He’s fishing /There’s/are…./S/he’s got red hair |  |
| **E6**  **EASTER EGG HUNT** | * They learn vocabulary related to Easter * They revise vocabulary related to colours, clothes, places, etc. * They describe familiar and learn new prepositions of place * They narrate a simple story * They sing a song for the Easter bunny * They learn to read and pronounce the letter Ee | * They learn some Easter customs * They understand the content of a story based on visual stimuli * They focus their attention on what they hear * They cooperate to achieve a goal * They use their artistic skills to make a craft * They develop their observation skills | * Easter words and phrases: Easter bunny, an Easter egg, a basket, Happy Easter * Revision: colours, clothes, places * Prepositions of place: near/ in/ on/ behind/ in front of | Ee |
| **E7**  **MOTHER’S DAY** | * They learn vocabulary and structures related to their everyday life with their mother * They learn the language of wishes one can see on cards for Mother’s Day | * They realise their mother’s role in their everyday life * They discover the notion of multiculturalism and intercultural differences in the daily lives of mothers around the world * They actively participate in the learning process through songs and movement * They use their artistic skills to create original crafts | * My mum cooks for me, combs my hair, plays with me… * I love you mummy/ My mummy is the best/ Mum I love you / Lots of love for mum |  |
| **E8**  **END-OF-YEAR PLAY** | * They revise greetings, adjectives showing feelings, colours * They revise numbers, parts of the body and means of transport * They sings songs they’ve learnt * They learn their role for the play | * They act out different roles in a play * They cooperate to achieve a goal * They show what they’ve learnt in English and increase their self-esteem * They are proud of themselves for their participation in the play and enjoy the outcome | * Revision of words, phrases, songs |  |