**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.
 | CcZzLl |
| **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 …
 | KkYy |
| **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…
 | MmTt |
| **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 FfWw |
| **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
 |  |