

A CLASS SYLLABUS

Topic	Linguistic Objectives	Pedagogical Objectives	Language Focus
A0 OUR ENGLISH CLASS	<ul style="list-style-type: none"> Familiarization with greetings in English Association of familiar words with logos from their daily life (see language focus) 	<ul style="list-style-type: none"> Familiarization with a relaxing learning environment in class Exposure to the fact that English exists in children’s immediate social environment as part of everyday life Motivation to learn the English language 	<ul style="list-style-type: none"> 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	Familiarization with: <ul style="list-style-type: none"> greetings in English ways of introducing themselves in English the use of English in class through rhymes and songs 	<ul style="list-style-type: none"> Exposure to information about people from another country and their culture Use of the foreign language to communicate in a playful environment Adoption of “routines” in the English lesson (greetings, repeated processes, dialogues, songs, use of the mascot) Familiarization with the rules of the class 	<ul style="list-style-type: none"> Hello / Hi!/ Good morning!/ Goodbye / Bye-bye

<p>A2 OUR NAMES IN ENGLISH</p>	<ul style="list-style-type: none"> • Participation in a dialogue where children introduce themselves and ask somebody's name in English • Familiarization with the oral version of their name in English 	<ul style="list-style-type: none"> • Participation in pleasant group activities • Cultivation of a positive attitude towards the use of a foreign language 	<ul style="list-style-type: none"> • Names: Nikos, Maria... Hi! I'm ...What's your name?
<p>A3 WORDS WE HAVE IN COMMON</p>	<ul style="list-style-type: none"> • Association of English words common/similar words in Greek • Familiarization with the phonemic characteristics of the English and Greek language 	<ul style="list-style-type: none"> • Identification of similarities between the English and the Greek language • Cultivation of a positive attitude towards the English lesson and the English language in general 	<ul style="list-style-type: none"> • 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.
<p>A4 BLINDFOLDED!</p>	<ul style="list-style-type: none"> • Recycling of the structures "What's your name?" and "My name's X" • Familiarization with the questions "Who is it?", "Is it Maria/Nikos etc?", the answers "It's Maria/Nikos" etc, "Yes, it is" and "No, it isn't", "I'm Nikos/ Maria". 	<ul style="list-style-type: none"> • Familiarization with individual and group work • Familiarization with the rules of a game • Entertainment through games 	<ul style="list-style-type: none"> • 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".
<p>B1 OUR PETS</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to pets • Familiarization with the phrase "I like" or "I love" to show preference and love to a pet 	<ul style="list-style-type: none"> • Miming actions • Familiarization with the concept of a subset belonging to a set of objects • Recognition of animal figures from their characteristics (making sense 	<ul style="list-style-type: none"> • Pets: dog, cat, fish, parrot, rabbit, turtle, etc • What's this? It's a... I like / love

		<p>of a whole from its parts)</p> <ul style="list-style-type: none"> Familiarization with the rules of the class as well as the rules of a game (raising hands to participate, turn-taking while speaking, etc.) 	
<p>B2 FUN WITH ANIMALS</p>	<ul style="list-style-type: none"> Exposure to new words and recycling of familiar vocabulary related to animals Familiarization 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" 	<ul style="list-style-type: none"> Use of paralinguistic communication (pantomime) Free expression Familiarization with group work and the rules of a game (e.g.: turn-taking) 	<ul style="list-style-type: none"> Animals: lion, gorilla, hippo, bird, zebra, elephant, monkey, Are you a ...? Yes, I am/ No, I'm not, What is it? It's a
<p>B3 NUMBERS 1-5</p>	<ul style="list-style-type: none"> Exposure to numbers 1-5 in English Counting from 1 to 5 and back from 5 to 1 Familiarization with the question: 'How many...?' Recognition of nouns in regular plural form 	<ul style="list-style-type: none"> Exposure to the concept of a unit and a group of objects Familiarization with individual and group work Practice of fine motor skills Practice of eye-hand coordination Familiarization with the rules of the class (e.g. turn-taking) Association of a written symbol with a sound 	<ul style="list-style-type: none"> Numbers 1-5, How many...? Five... , Regular plural of nouns

<p>B4 COLOURS</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to different colours and different objects in English • Asking and answering questions about the colour of different objects • Recycling of familiar vocabulary related to pets 	<ul style="list-style-type: none"> • Sensitization to the aesthetic value of works of art • Development of observation skills • Familiarization with the expression of preference (e.g. colours and games/toys) • Use of the new knowledge in their everyday experience • Practice on the concepts of sets and subsets of objects • Use of inductive thought 	<ul style="list-style-type: none"> • Colours: red, orange, yellow, green, blue, purple , pink • “What colour is this umbrella?”, “It’s purple”
<p>B5 LIVING ON A FARM</p>	<ul style="list-style-type: none"> • Familiarization with the structures “There is a... (horse)/ there are... (two horses)” • Exposure to the plural number (two horses, three pigs, etc) • Recycling of the questions “What is it?” , “Is it a farm?”, etc. and answers “It’s a horse/ Yes, it is/No, it isn’t” 	<ul style="list-style-type: none"> • Sensitization to the concepts of sets and subsets of objects through games • Familiarization with individual and group work • Drawing logical assumptions 	<ul style="list-style-type: none"> • Farm animals: horse/ cow/ goat/ big/ sheep/ chicken/ pig/duck There is a 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”
<p>B6 A PARTY IN THE JUNGLE</p>	<ul style="list-style-type: none"> • Recycling of animal vocabulary and exposure to new words • Recycling of familiar food and colour vocabulary • Exposure to new words, like jungle, friend, present 	<ul style="list-style-type: none"> • Development of memory skills • Practice on the dramatization of a story 	<ul style="list-style-type: none"> • Vocabulary: elephant, lion, hippo, monkey, parrot, zebra, tiger, giraffe, jungle, friend, present, big, small, Happy Birthday, Thank you, Let’s dance/ have a party

	<ul style="list-style-type: none"> • Familiarization with the concept of size (big/small) • Exposure to the phrases “Happy Birthday, Thank you, Let’s dance/have a party” • Use of English as a communication tool in a “life-like” situation 		
<p>B7 FOODS AND SWEETS</p>	<ul style="list-style-type: none"> • Familiarization with and gradual production of food vocabulary • Use of the new food vocabulary (e.g. “It’s/a banana, etc.”) to answer the question “What’s this?” • Participation in a dialogue about healthy food (e.g. “Is it a carrot?”/ “Is it good for you?” “Yes, it is / No, it isn’t.”) • Expressing preference for food • Familiarization with the use of the plural number of nouns and the use of the personal pronoun “we” in the plural number 	<ul style="list-style-type: none"> • Sensitization to the idea of healthy and unhealthy food • Organization of different kinds of food in groups • Participation in group work • “Cooking” a healthy meal • Playing Bingo or Memo and practice on matching 	<ul style="list-style-type: none"> • Food items: sandwich, hot 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 / I like fish Yummy! / I don’t like fish. Yuk! • Regular plural of nouns: apples, carrots, tomatoes, etc. We like

			apples
B8 NUMBERS AND ACTION	<ul style="list-style-type: none"> Exposure to the numbers 6-10 in English Following instructions given in imperative form Recycling of numbers 1-5, the question: "How many...?" and the regular plural form of nouns Familiarization with action verbs in English Participation in a dialogue asking and answering questions about their age 	<ul style="list-style-type: none"> Familiarization with group work and the rules of a game (e.g. turn-taking) Sensitization to the idea of politeness (Use of "please" when they ask for something) Entertainment while playing a board game Sensitization to the value of a board game as an additional form of entertainment (besides video games & TV) 	<ul style="list-style-type: none"> 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...	<ul style="list-style-type: none"> Familiarization with action verbs and phrases denoting ability Recycling of phrases related to colours, animals and numbers 1-10 Response to instructions 	<ul style="list-style-type: none"> Development of motor skills through action songs Making cognitive associations and discovering relationships in a social context Participation in group work 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Recycling of greetings (Hello / Hi / Good morning / Goodbye / How are you today? I'm fine / very well, thank you), vocabulary related to numbers, colours, foods Familiarization with new vocabulary related to animals, 	<ul style="list-style-type: none"> Familiarization with the concepts of succession and difference (numbers, colours, sizes and feelings) Exploration of the circle of life of a butterfly and recognition of the various stages of this 	<ul style="list-style-type: none"> Hello / Hi / Good morning / Goodbye / How are you today? I'm fine / very well, thank you Recycling numbers, food items and colours Vocabulary: caterpillar,

	<p>foods, nature and adjectives</p> <ul style="list-style-type: none"> • Listening to the narration of a story and participating in it • Development of listening and speaking skills through repetition and drills • Sensitization to the linguistic and paralinguistic features of a story (tone of voice, movement, gesture) • Exposure to vocabulary related to the circle of life of a butterfly 	<p>transformation process</p> <ul style="list-style-type: none"> • Sensitization to the concept of a healthy diet 	<p>butterfly, ant, cricket , pear, strawberries, cherries, green beans, leaf, forest, sunny, sky, big, small, sad, hungry, ugly, beautiful, happy, egg-caterpillar- cocoon- butterfly</p>
<p>C1 FACE AND FEELINGS</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to parts of the face • Familiarization with the description of a face, e.g. “Look, I’ve got two cherries for eyes” • Recycling of fruit vocabulary • Familiarization with the description of feelings • Exposure to verbs of senses 	<ul style="list-style-type: none"> • Association of facial expressions with feelings • Expression of personal feelings • Use of senses and feelings to make sense of the environment • Development of observation skills and artistic skills 	<ul style="list-style-type: none"> • 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
<p>C2 THE ROBOT</p>	<ul style="list-style-type: none"> • Recycling of fixed expressions we use to introduce ourselves, the question “What’s this?” and the answer “It’s a...” • Exposure to new vocabulary 	<ul style="list-style-type: none"> • Sensitization to the importance of recycling • Development of creativity (Creating something useful out of something not used) 	<ul style="list-style-type: none"> • Revision: What’s your name? / My name is... / What’s this? It’s a... • Parts of the body: head, arms, hands, legs, feet

	<ul style="list-style-type: none"> related to parts of the body • Response to instructions • Recycling of the verb “can” • Answering questions using “can” (Yes, I can./ No, I can’t) 	<ul style="list-style-type: none"> • Participation in group work for the completion of an activity • Use of senses to make sense of the environment • Development of fine motor skills (cutting, sticking and drawing) 	<ul style="list-style-type: none"> • 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
C3 CLOTHES	<ul style="list-style-type: none"> • Recognition and production of vocabulary related to clothes • Use of colour vocabulary to describe clothes • Familiarization with phrases related to clothing and the weather • Exposure to the meaning of the verb “wear” 	<ul style="list-style-type: none"> • Association of clothing with weather • Entertainment while playing, singing and acting out a dialogue 	<ul style="list-style-type: none"> • 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...
C4 THE BEAR FAMILY	<ul style="list-style-type: none"> • Exposure to vocabulary related to members of the family • Recycling of parts of the face and body • Recycling of the regular plural form of nouns • Development of listening and speaking skills through repetition, use of images and involvement in action songs • Use of the verb “have got” to 	<ul style="list-style-type: none"> • Participation in pair and group work • Development of fine motor skills (drawing, cutting, sticking) • Entertainment while playing 	<ul style="list-style-type: none"> • Family members: daddy, mummy, sister, brother, baby • Regular plural of nouns • Describing using the verb have/ has got • Storytelling

	describe objects (My bear has got...)		
C5 MY FAMILY	<ul style="list-style-type: none"> Recycling of familiar vocabulary (members of the family, clothes) Talking about everyday family activities 	<ul style="list-style-type: none"> Talking about experiences and beloved people Sensitization to the importance of common activities in a family Participation in group work in order to make decisions Adoption of someone else's role 	<ul style="list-style-type: none"> 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
C6 MY HOUSE	<ul style="list-style-type: none"> Exposure to vocabulary related to the external parts of a house and activities one can do in the garden Talking about habits Recycling of familiar phrases using the verb "can" Use of the verb "have got" to produce sentences in new communicative contexts, such as the description of a house 	<ul style="list-style-type: none"> Familiarization with the rules of a game as well as with class rules (turn-taking) Familiarization with cooperation and group work Development of creative expression through craftwork or drawing 	<ul style="list-style-type: none"> 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.
C7 IS THERE A BALL UNDER MY BED?	<ul style="list-style-type: none"> Recycling of familiar vocabulary (colours, numbers, furniture) Participation in a dialogue related to furniture Exposure to the possessive case Familiarization with basic 	<ul style="list-style-type: none"> Familiarization with individual and group work Sensitization to concepts related to the space around us through games Adoption of different roles 	<ul style="list-style-type: none"> 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

	prepositions (in, on, under)		is a ball under/ on/in the table, etc.
C8 JOE'S DREAM	<ul style="list-style-type: none"> • Revision of the rooms of a house and the members of a family • Familiarization with the description of activities we do in each room through the use of different verbs • Answering the question "Where is...?" • Familiarization with the description of the heroes' feelings in a story 	<ul style="list-style-type: none"> • Participation in the narration and dramatization of a story • Identification of the heroes' feelings in a story • Familiarization with the concept of difference • Development of pupils' imagination • Participation in individual & group activities • Familiarization with the rules of the class (e.g. turn-taking) 	<ul style="list-style-type: none"> • Revision: Parts of the house, 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
C9 MY GARDEN IN THE SPRING	<ul style="list-style-type: none"> • Recycling of familiar vocabulary related to the spring • Familiarization with the description of weather changes in the spring • Exposure to new vocabulary (e.g. "go away", "fly a kite" "up in the sky", "in/out of the house") • Use of familiar vocabulary and phrases related to clothes, colours, numbers, adjectives 	<ul style="list-style-type: none"> • Identification of geometric shapes in the immediate environment • Sensitization to the succession of seasons and its consequence on the natural and social environment • Cause and effect associations • Development of pupils' imagination • Development of pupils' creativity 	<ul style="list-style-type: none"> • 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.)

<p>C10</p> <p>GOLDBLOCKS AND THE THREE BEARS</p>	<ul style="list-style-type: none"> Practice on speaking after listening to the narration of a story Identification and production of vocabulary related to the concepts of space, time, similarity, difference, quantity, size, texture, temperature Recycling of vocabulary related to animals, family, food, houses and feelings Production of simple whole phrases while speaking 	<ul style="list-style-type: none"> Participation in the narration and dramatization of a story Participation in a simple drama activity Activation of different modes of expression related to theatre, music, movement 	<ul style="list-style-type: none"> 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
<p>D1</p> <p>THE CIRCASSIAN CIRCLE</p>	<ul style="list-style-type: none"> Recycling of numbers 1-8 Response to instructions Giving instructions to others Familiarization with the description of somebody else's clothes 	<ul style="list-style-type: none"> Exposure to information about the tradition, the music & the dancing patterns of a place Comparison of countries in terms of music and traditional costumes Development of physical skills through dancing Following the rhythm of a piece of music Participation in pair work and cooperation in class 	<ul style="list-style-type: none"> 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

<p>D2</p> <p>LET'S PLAY WITH MY TOYS</p>	<ul style="list-style-type: none"> • Familiarization with the description of toys through the use of adjectives • Recycling of colours, numbers and phrases showing ability • Recycling of familiar words and exposure to new vocabulary related to parts of the animal body 	<ul style="list-style-type: none"> • Entertainment while playing • Development of pupils' imagination • Association of animals with their natural environment (placing toy animals in the natural environment where they would live) 	<ul style="list-style-type: none"> • 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
<p>D3</p> <p>LET'S GO TO THE CIRCUS</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to the circus • Talking about activities happening at the moment of speaking 	<ul style="list-style-type: none"> • Familiarization with the rules of a game as well as the rules of the class (e.g. turn-taking) • Free & creative expression through pantomime • Sensitization to the issue of respect to animals 	<ul style="list-style-type: none"> • Vocabulary: clown, acrobat, dancer / ball, etc Is this clown riding a bike/ dancing/ making tricks/ playing the drums?
<p>D4</p> <p>LITTLE RED RIDING HOOD</p>	<ul style="list-style-type: none"> • Recycling of familiar words (parts of the face and verbs) and exposure to new vocabulary • Familiarization with the description of activities • Use of the verb "have got/has got" to describe people or content • Oral production of whole, simple phrases 	<ul style="list-style-type: none"> • Participation in the narration and dramatization of a story • Participation in a simple drama activity • Exposure to issues of protection and safety • Familiarization with the rules of a game 	<ul style="list-style-type: none"> • 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
D5 THE THREE LITTLE PIGS	<ul style="list-style-type: none"> Recycling of vocabulary (e.g. rooms of the house, clothes, feelings, adjectives, phrases from stories) Exposure to new vocabulary and phrases from the story Familiarization with the description of activities Oral production of simple phrases 	<ul style="list-style-type: none"> Listening to the narration of a story and participating in it Development of creativity (Use of different materials to create things) Exposure to the concepts of shape, size and colour Familiarization with the materials used in the construction of houses Participation in the dramatization of a story 	<ul style="list-style-type: none"> 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, Who's there?, little pig, let me come in, then I'll huff and I'll puff and I'll blow your house down Storytelling
D6 THE THREE BILLY GOATS GRUFF	<ul style="list-style-type: none"> Recycling of familiar vocabulary related to numbers, colours and animals Familiarization with the adjectives used when comparing objects of different sizes Exposure to the meaning of the verbs go, like, eat, cross, jump, come and fall, in phrases with less familiar content Development of listening and 	<ul style="list-style-type: none"> Familiarization with the concept of succession, number and size Sensitization to the paralinguistic features of narration (voice colouring, gestures, body movements, etc) and pictures to make sense of a story Guessing the possible meaning of a new word/phrase from context Familiarization with the structure of a story (a beginning, a main 	<ul style="list-style-type: none"> 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 Storytelling

	<p>speaking skills through drills</p> <ul style="list-style-type: none"> • Use of the verb “have got” to describe an animal/monster • Listening to the narration of a story where the use of prepositions is important 	<p>part and an ending)</p> <ul style="list-style-type: none"> • Listening to the narration of a story and participating in it 	
<p>E1 HALLOWEEN</p>	<ul style="list-style-type: none"> • Exposure to vocabulary and phrases related to the celebration of the Halloween • Production of simple whole phrases (e.g. “You’re a cat”) • Recycling of numbers 1-10 and words in the plural number 	<ul style="list-style-type: none"> • Familiarization with other people’s customs and comparisons across cultures • Free expression through pantomime 	<ul style="list-style-type: none"> • 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.)
<p>E2 CHRISTMAS FUN</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to Christmas • Recycling of familiar questions and answers (“What’s this?/ Is it a(n)...?/ What colour is it?”), vocabulary and structures (“It’s a(n) yellow star.../Yes, it is/ No, it isn’t”) • Talking about preferences • Exposure to new vocabulary about games/toys • Creation of a booklet and 	<ul style="list-style-type: none"> • Familiarization with cross-cultural differences about Christmas celebrations • Identification of similarities and differences in the cultural events of different countries • Entertainment while drawing & sticking decorations on their Christmas tree, miming and playing games • Development of fine motor skills • Entertainment while colouring 	<ul style="list-style-type: none"> • 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

	presentation to the class in English	their own booklet <ul style="list-style-type: none"> • Presentation of their booklet in class • Familiarization of the rules of the class (turn-taking & concentration) 	
E3 CARNIVAL! LET'S DANCE	<ul style="list-style-type: none"> • Recycling of vocabulary related to colours and animals • Familiarization with the description of faces • Adoption of a role and introduction of themselves 	<ul style="list-style-type: none"> • Development of observation skills • Development of intercultural awareness, recognition and respect towards people from different cultural backgrounds • Entertainment while playing a role • Practice of motor skills 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Exposure to vocabulary & phrases related to Easter • Recycling of familiar vocabulary related to feelings, parts of the face & body 	<ul style="list-style-type: none"> • Familiarization with Easter customs • Development of observation skills • Development of movement coordination through an action song • Practice of fine motor skills (cutting, sticking and painting) • Development of creative expression through drawing • Development of concentration • Familiarization with the rules of 	<ul style="list-style-type: none"> • Vocabulary: bunny, basket, Happy Easter, boil/ paint/decorate/hide the eggs Revision: This is a happy/ sad/ angry/ scared face

		the class (e.g. turn-taking)	
E5 HAPPY MOTHER'S DAY	<ul style="list-style-type: none"> Exposure to the wish "Happy Mother's Day" and to phrases like "I love you", "I love Mummy" Recycling of words and phrases related to their everyday life Familiarization with the description of pictures showing activities happening at the moment of speaking 	<ul style="list-style-type: none"> Sensitization to the idea that love can be expressed in every moment of our lives Cultivation of the appreciation of mother's love and expression of their feelings Sensitization to the value of presents and of the fact that even a song, a card, a smile or a hug can be a present 	<ul style="list-style-type: none"> I love you, I 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	<ul style="list-style-type: none"> Participation in conversation about activities happening at the moment of speaking Exposure to new vocabulary related to creatures of the sea & objects of the beach Development of listening skills in English Recycling of vocabulary related to members of a family and phrases related to clothes 	<ul style="list-style-type: none"> Familiarization with the rules of a game Development of creative expression through pantomime, dancing and colouring Practice on movement coordination through an action song Participation in pair & group work Recalling last year's holidays and thinking about this year's summer vacation 	<ul style="list-style-type: none"> 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.