

B CLASS SYLLABUS

Topic	Linguistic Objectives	Pedagogical Objectives	Language Focus	ABC
A1 HELLO, AGAIN!	<ul style="list-style-type: none"> Recycling of greetings in English Familiarization with ways of introducing themselves in English and responding to introductions 	<ul style="list-style-type: none"> Participation in individual, pair and group work by following a specific procedure Familiarization with the rules of a game Imitation and repetition Adoption of different kinds of roles 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Response to instructions in a craftwork activity Recycling of familiar lexical items related to colours and animals Familiarization with the graphic representation of their names in English Familiarization with the letters Cc, Zz and Ll 	<ul style="list-style-type: none"> Development of interpersonal relationships Development of cooperation skills Familiarization with the use of everyday school items Practice of artistic skills in craftwork activities Participation in group work 	<ul style="list-style-type: none"> Cut/Draw/Glue/Stick Colours, Animals Names Who are you...? I'm Petros/Maria. Yes, it is./No, it isn't. 	Cc Zz Ll

<p>A3</p> <p>NAME A NAME</p>	<ul style="list-style-type: none"> • Familiarization with the written form of English words and the graphic representation of their name • Recognition of other people's names • Association of the oral with the written representation of a word • Familiarization with the letter Nn 	<ul style="list-style-type: none"> • Participation in action-oriented activities related to their names • Familiarization with their classmates' names • Development of closer ties/relationships in class • Focusing attention in order to associate an oral stimulus with its written representation • Association of concepts (combinatorial thinking) • Entertainment through games in class 	<ul style="list-style-type: none"> • /p/ for Petros, /m/ for Mary • If your name is on the plate, pick it up • Hop on, hop off. 	<p>Nn</p>
<p>A4</p> <p>HOW ARE YOU FEELING TODAY?</p>	<ul style="list-style-type: none"> • Familiarization with the pronunciation and intonation of certain English words and phrases • Greeting and asking about their interlocutor's feelings • Expression of positive or negative feelings (see language focus) 	<ul style="list-style-type: none"> • Expression of feelings through participation in songs and action-oriented activities • Imitation, repetition and acting 	<ul style="list-style-type: none"> • 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. 	

<p>A5</p> <p>HOW OLD ARE YOU?</p>	<ul style="list-style-type: none"> • Recycling of numbers from 1 to 10 • Talking about age through a song • Comparison of things • Talking about other people's age 	<ul style="list-style-type: none"> • Participation in action-oriented activities and reaction to visual prompts • Association of the new knowledge at school with their personal experiences • Exchange of information about each other's age • Participation in songs and drama activities 	<ul style="list-style-type: none"> • Numbers 1-10 • How old are you? • I'm..... • How old is s/he? • S/He's..... • I'm older than you 	
<p>A6</p> <p>I'M SPECIAL, YOU'RE SPECIAL!</p>	<ul style="list-style-type: none"> • Recycling of lexical items and phrases used to greet somebody, talk about age and preferences • Recycling of lexical items related to food, which are similar or identical in Greek • Recognition of the written representation of words (e.g. greetings) • Revision of the plural number of nouns (regular forms) 	<ul style="list-style-type: none"> • Development of fine motor skills • Creation of a class booklet • Exposure to the concept of individuality in a group 	<ul style="list-style-type: none"> • Good morning/ Hello/ Hi I'm (Maria) • I'm seven years old • I like ...bananas, carrots, hamburgers, biscuits 	
<p>B1</p> <p>ME, MY FAMILY AND MY FRIENDS</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to the family • Introducing themselves and their family • Familiarization with the letter Bb 	<ul style="list-style-type: none"> • Bringing their personal experience in the classroom • Cooperation with their classmates in order to make joint decisions • Following a certain procedure and 	<ul style="list-style-type: none"> • Members of the family: This is me. My name's ..., This is my mother/mum/ father/dad etc., His/ 	<p>Bb</p>

		<p>then changing roles</p> <ul style="list-style-type: none"> • Practice of artistic skills • Development of creativity • Presentation of their work in class 	<p>Her name's...</p> <ul style="list-style-type: none"> • 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 	
<p>B2</p> <p>SCHOOL OBJECTS</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to school objects in English • Familiarization with the plural number of school objects • Participation in a dialogue related to school objects (see language focus) • Recycling of colours • Exposure to adjectives related to size and texture • Getting used to classroom language • Familiarization with the letter Pp 	<ul style="list-style-type: none"> • Following the rules of a game • Participation in individual, pair, group work and work in class as a whole by following a specific procedure • Active involvement in the learning atmosphere of the class • Development of self confidence and independence 	<ul style="list-style-type: none"> • 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 etc. • Plural number: books, notebooks, pencils • This is a ruler. What colour is it? It's green. • Is it big/ small? Is it 	Pp

			soft/ hard? Yes, it is/No, it isn't. • Classroom language: That's right! Repeat! Guess! Show me!	
B3 MY FAVOURITE TOYS	<ul style="list-style-type: none"> • Exposure to vocabulary related to toys • Participation in a dialogue about their favourite toys • Familiarization with the letters Kk and Yy 	<ul style="list-style-type: none"> • Association of new knowledge in class with personal experience out of class • Data collection using a simple table • Familiarization with the concept of quantity through exposure to the concepts of sets and subsets of objects • Participation in individual, group work and work in class as a whole in order to complete a task 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Description of the rooms of the house • Familiarization with the letter Rr 	<ul style="list-style-type: none"> • Familiarization with the concept of space • Participation in group work in order to achieve a common goal • Selection of certain information/pictures in magazines on the basis of pre-defined criteria • Presentation of work in class 	<ul style="list-style-type: none"> • Rooms of a house: living room, bedroom, bathroom, kitchen, garage, garden • There's a... /There are.../There isn't a... 	Rr

		<ul style="list-style-type: none"> Decoding of information in a simple table of pictures and numbers and presentation in class 		
B5 MY ROOM	<ul style="list-style-type: none"> Exposure to ways of describing the place of furniture/objects in their bedroom Participation in a dialogue (asking and answering questions) about the place of objects around them Familiarization with the written representation of the English language Association of the sound produced when a letter of the English alphabet is pronounced with its written representation Practice of listening skills 	<ul style="list-style-type: none"> Familiarization with the concept of space Experience a first contact with art through exposure to a famous painter's work of art Association of images with the written representation of words Focusing attention on an aural stimulus and association with a visual stimulus/picture Practice of artistic skills and use of imagination to create original craftwork 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Recycling of familiar and exposure to new lexical items related to parts of the face and the body Use of familiar colour vocabulary Familiarization with action verbs Response to instructions related to movement of the body Familiarization with the letter Hh 	<ul style="list-style-type: none"> Active participation in the learning process through mime, movement and repetition Practice of artistic skills to create a puppet using different materials Coordination of movement/actions with a song and quick response to instructions given 	<ul style="list-style-type: none"> 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. He's got a red nose. Colour the head 	Hh

		<ul style="list-style-type: none"> • Familiarization with the rules of a game • Participation in group work • Presentation of work in class 	<p>pink/ Colour the feet brown /Touch your eyes/ears/nose</p> <ul style="list-style-type: none"> • 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 	
<p>B7</p> <p>SIMON SAYS....SING THE HOKEY POKEY</p>	<ul style="list-style-type: none"> • Response to instructions given • Familiarization with ways of giving instructions • Exposure to action verbs • Recycling of familiar vocabulary related to parts of the body 	<ul style="list-style-type: none"> • Active participation in the learning process through mime, movement and repetition • Entertainment through singing a song and playing a game from another country • Coordination of movement/actions with a song and quick response to instructions given • Familiarization with the rules of a game 	<ul style="list-style-type: none"> • Revision: Action verbs, parts of the body • Motion verbs: put, clap, sit down, bow, turn around, shake... 	

<p>B8</p> <p>PET SHOW</p>	<ul style="list-style-type: none"> • Recycling of colours and parts of the body • Exposure to vocabulary related to parts of the animal body • Participation in a dialogue about animal characteristics (describing animals) • Recycling of animal vocabulary and exposure to new words • Familiarization with adjectives related to size and appearance 	<ul style="list-style-type: none"> • Expression of feelings about their beloved pets • Familiarization with the different characteristics of pets • Presentation of their pet in class 	<ul style="list-style-type: none"> • 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)..... 	
<p>B9</p> <p>CAN A MONKEY FLY...?</p>	<ul style="list-style-type: none"> • Familiarization with ways of talking about their abilities • Participation in a dialogue about their own as well as their interlocutor's abilities • Recycling of familiar and exposure to new vocabulary related to animals, action and motion verbs • Familiarization with the letters 	<ul style="list-style-type: none"> • Participation in group work • Development of imagination • Sensitization to the existence of variety and difference in the animal kingdom 	<ul style="list-style-type: none"> • I/she/he/it can jump/fly/run/walk/c limb • Can he/ she/ it jump? • Yes, I/ she/he/it can jump or No, I/she/he/it/ can't jump 	<p>Mm</p> <p>Tt</p>

	Mm, Tt		<ul style="list-style-type: none"> • Revision: animals, motion verbs • Have/ has got... 	
B10 SHOW ME YOUR MONSTER	<ul style="list-style-type: none"> • Familiarization with ways of talking about parts of the body • Use of adjectives to describe people • Familiarization with the written form of the English language (recognising words holistically) • Practice of listening and speaking skills 	<ul style="list-style-type: none"> • Association of pictures with their description • Focusing attention on an aural stimulus and association with a visual stimulus/picture • Use of imagination to make creative drawings • Spotting features in order to describe their classmates' appearance 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use of instructions given in order to make a comic • Recycling of colours, numbers and structures • Familiarization with the structure of a story (beginning-main part-ending) 	<ul style="list-style-type: none"> • Cooperation to achieve a common goal (creation of a story) • Use of imagination to predict the ending of a story • Involvement in a decision-making process (deciding on the title, the plot and the ending of a story) • Presentation of ideas in class • Participation in the dramatization of a song 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> Counting from 0 to 20 and back Participation in a dialogue using the plural number of nouns to give answers about quantity Familiarization with simple mathematical operations (e.g. 2 plus 4 is 6 or 14 minus 3 is 11) 	<ul style="list-style-type: none"> Practice of maths skills Identification of small subsets within a set of objects Practice of observation and memory skills Practice of artistic skills 	<ul style="list-style-type: none"> Numbers 0-20 How many...can you see? Three red butterflies, twelve white eggs... 	
B13 LET'S EAT HEALTHY FOOD	<ul style="list-style-type: none"> Exposure to vocabulary related to different categories of food Recycling of colours and phrases about what is healthy or not Participation in a dialogue about eating habits Familiarization with the letters Aa, Ff, Ww 	<ul style="list-style-type: none"> Sensitization to the importance of a balanced diet Involvement in cooperation to achieve a certain goal, e.g. to create a poster Participation in individual and group work Considering healthy eating habits 	<ul style="list-style-type: none"> Food: fruit, vegetables, meat, fish, cereals, chicken, sweets, bread, cornflakes, milk, cheese, butter, water Bread and cereals group, meat and 	Aa Ff Ww

			fish group, vegetables and fruits group, milk group, oil and sweets group <ul style="list-style-type: none"> • 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 	
B14 WE LOVE WINTER ...	<ul style="list-style-type: none"> • Exposure to vocabulary related to the seasons, winter weather, winter clothes and activities • Familiarization with the description of activities in progress • Description of a snowman • Recycling of vocabulary related to colours and numbers • Familiarization with the letter Uu 	<ul style="list-style-type: none"> • Identification of the characteristics of each season and the activities associated with it • Expression of preferences • Participation in craftwork • Dramatization of a song • Participation in group work to complete an activity 	<ul style="list-style-type: none"> • 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 	Uu

			<ul style="list-style-type: none"> • Revision: colours, numbers 	
C1 DAYS OF THE WEEK & WEEKLY ACTIVITIES	<ul style="list-style-type: none"> • Familiarization with the days of the week • Description of weekly activities • Description of other people's activities 	<ul style="list-style-type: none"> • Entertainment through songs about the days of the week and activities related to them • Practice of motor coordination skills to act out a song • Familiarization with tracing letters (pre-writing activities) 	<ul style="list-style-type: none"> • The days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday • Tap 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. 	

<p>C2</p> <p>MY DAILY ROUTINE</p>	<ul style="list-style-type: none"> • Exposure to words & phrases related to their daily routine • Asking and answering questions about the time • Practice listening and speaking skills • Familiarization with the letter Oo 	<ul style="list-style-type: none"> • Familiarization with the concept of the daily routine and the concept of time (the succession of events) • Focusing attention on an aural stimulus in order to put some activities in the correct order • Association of the time with different parts of the day (morning, afternoon) 	<ul style="list-style-type: none"> • Food: breakfast, lunch, dinner • in the morning, in the afternoon, in the evening, at night • What's the time? It's 7 o'clock 	<p>Oo</p>
<p>C3</p> <p>WHAT DO YOU DO? ARE YOU A DOCTOR OR A TAILOR?</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to jobs • Participation in a dialogue about activities happening at the moment of speaking • Asking and answering questions to describe a person • Familiarization with the description of feelings 	<ul style="list-style-type: none"> • Sensitization to the value of different jobs • Entertainment through a funny incident • Experience of playing games in groups • Talking about their family 	<ul style="list-style-type: none"> • 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 	
<p>C4</p> <p>LET'S TRAVEL</p>	<ul style="list-style-type: none"> • Exposure to vocabulary and structures related to travelling and means of transport • Recycling of vocabulary related to colours 	<ul style="list-style-type: none"> • Exposure to information about various places in Greece • Sensitization to the importance of means of transport to move around in town 	<ul style="list-style-type: none"> • How can I/you get there? You/I can go by bus, by train, by airplane • Parts of a bus: 	<p>Vv</p>

	<ul style="list-style-type: none"> • Exposure to new vocabulary related to the parts of a bus • Familiarization with the pronunciation and intonation of English words and phrases • Familiarization with the letter Vv 	<ul style="list-style-type: none"> • Participation in the dramatization of songs • Familiarization with the concept of a set and subset of objects through games • Use of artistic skills and hand skills to create original objects • Sensitization to the concept of multiculturalism through songs and music in English-speaking countries 	<p>wheels, horn, wipers, doors, motor</p> <ul style="list-style-type: none"> • round and round, all through the town, up and down, open and shut 	
<p>C5 ROUND THE WORLD IN...ONE DAY</p>	<ul style="list-style-type: none"> • Recycling of familiar vocabulary related to means of transport • Exposure to new vocabulary related to means of transport • Familiarization with the description of actions happening at the moment of speaking • Exposure to the names of different countries 	<ul style="list-style-type: none"> • Use of imagination to “travel” on a means of transport • Identification of the sounds of different means of transport in an English song • Sensitization to the existence of many countries around the world besides their own 	<ul style="list-style-type: none"> • 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 	

<p>C6</p> <p>WHAT ARE YOU DOING, MR WOLF?</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to clothing • Participation in a dialogue about actions happening at the moment of speaking • Recycling of vocabulary related to colours • Familiarization with the letter Ss 	<ul style="list-style-type: none"> • Use of body language to communicate a message • Focusing attention on certain movements to decode certain messages • Entertainment through the use of games in the educational process • Use of mime and repetition 	<ul style="list-style-type: none"> • Clothes: trousers, jacket, hat, dress, shoes, shirt, T-shirt, socks • What are you/ am I doing? I'm...-ing/ you're...-ing... • Revision: colours 	<p>Ss</p>
<p>C7</p> <p>WHAT ARE YOU DOING? I'M PLAYING IN THE PLAYGROUND</p>	<ul style="list-style-type: none"> • Recycling of phrases describing activities • Exposure to new vocabulary related to the playground and sports • Familiarization with the description of another person's actions 	<ul style="list-style-type: none"> • Entertainment as part of the learning process • Sensitization to the importance of sports in everyday life 	<ul style="list-style-type: none"> • 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 	

<p>C8</p> <p>WEATHERING...</p> <p>HEIGHTS</p>	<ul style="list-style-type: none"> • Exposure to new vocabulary related to the weather • Recycling of vocabulary related to seasons and months • Recycling of vocabulary related to members of the family 	<ul style="list-style-type: none"> • Familiarization with the idea of weather changes and different weather conditions (e.g. heat, rain, cold, etc) • Expression through movement of the body 	<ul style="list-style-type: none"> • 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, etc? 	
<p>C9</p> <p>HAPPY BIRTHDAY</p>	<ul style="list-style-type: none"> • Use of familiar vocabulary (the 12 months and the 4 seasons) • Participation in a dialogue about age and birthday • Exposure to adjectives related to seasons and the weather • Singing the "Happy Birthday" song • Recycling of the numbers • Familiarization with the letter Qq 	<ul style="list-style-type: none"> • Entertainment through sharing moments with classmates • Recognition of the month of their birthday as well as their classmates' birthday months • Sensitization to the distinguishing features of the seasons of the year and association of months/weather conditions with certain seasons • Familiarization with the order of the months of the year 	<ul style="list-style-type: none"> • Seasons and months • How old are you/ is Petros/ Maria etc? I'm/ He's/She'syears 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 	<p>Qq</p>

<p>D1</p> <p>GOOD MORNING,</p> <p>GOOD NIGHT,</p> <p>GOOD BYE</p>	<ul style="list-style-type: none"> • Practice of listening and reading skills • Recycling of greetings “Good morning”, “Good bye”, “Good night” • Familiarization with the written form of the English language • Exposure to the phrase “It’s ... o clock” 	<ul style="list-style-type: none"> • Linking pictures with a short written text • Association of parts of the day with certain activities • Entertainment through the narration of a story • Use of key words or context to guess meaning 	<ul style="list-style-type: none"> • Good morning, Good bye, Good night • It’s o’ clock 	
<p>D2</p> <p>WHY ARE YOU HAPPY?</p>	<ul style="list-style-type: none"> • Recycling of adjectives showing feelings • Familiarization with the question: Why? and the answer: “Because...” • Familiarization with the written form of the English language • Practice of reading skills • Participation in the narration of a story 	<ul style="list-style-type: none"> • Focusing attention on an aural stimulus and association with a written text • Association of concepts (combinatorial thinking) • Entertainment through the narration of a story • Expression of feelings through singing a song and movement • Adoption of roles to act out the dialogue they’ve just been exposed to 	<ul style="list-style-type: none"> • happy, tired, hungry, sad, sick, thirsty, angry, sleepy • Why? Because... 	
<p>D3</p> <p>THE SELFISH GREEDY HIPPO</p>	<ul style="list-style-type: none"> • Recycling of familiar vocabulary • Exposure to new vocabulary • Practice of listening skills • Practice of speaking skills • Familiarization with the letter Jj 	<ul style="list-style-type: none"> • Development of empathy through participation in role play • Entertainment as part of the learning process • Sensitization to the consequences 	<ul style="list-style-type: none"> • hippo, run, angry, sad, fish pie, Let’s ..., eat • greedy, selfish, lake, stuck, pull out, soap, 	<p>Jj</p>

		<p>of greediness and selfish behaviour</p> <ul style="list-style-type: none"> Practice of fine motor skills 	<p>tummy ache, bubbles</p>	
<p>D4</p> <p>THE STORY OF THE RAINBOW</p>	<ul style="list-style-type: none"> Revision of the colours Exposure to new vocabulary related to elements of nature Recycling of structures to describe objects, preferences Familiarization with the letter li 	<ul style="list-style-type: none"> Entertainment through participation in the narration of the story of the rainbow Familiarization with the concepts of difference & interdependence through cooperation in the dramatization of a story Exposure to the concepts of cohesion and coherence in a story Dramatization of a story Tracing letters (pre-writing activities) 	<ul style="list-style-type: none"> 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. 	<p>li</p>
<p>D5</p> <p>THE PINOCCHIO STORY</p>	<ul style="list-style-type: none"> Recycling of vocabulary related to parts of the body (of humans and animals) Exposure to new vocabulary Association of pictures with words 	<ul style="list-style-type: none"> Following the narration of a story Familiarization with the concepts of cohesion and coherence in a story Identification of the moral of the story ("Dreams come true when you believe in them") 	<ul style="list-style-type: none"> Parts of the human and animal body carpenter, fairy, morning, evening, school, donkey, cage, raft, magic wand, sea, ocean 	

<p>D6</p> <p>CRUMPY DOG GOES TO A BIRTHDAY PARTY</p>	<ul style="list-style-type: none"> • Familiarization with the description of people’s character through the use of adjectives • Recycling of vocabulary related to clothes, colours, food and action verbs • Active participation in the narration of a story (with some support provided by the teacher) • Familiarization with the letter Dd 	<ul style="list-style-type: none"> • Focusing attention on what they hear • Following an unknown text and starting to develop strategies for understanding spoken discourse • Development of critical thinking skills • Participation in the narration of a story, in song-based activities and in games • Practice of motor coordination skills in song-based activities 	<ul style="list-style-type: none"> • Adjectives: grumpy, meek, stripey, tiny, fat, formal, casual, comfortable, sweet • Recycling of lexical items: clothes, colours, food, action verbs • Recycling of structures: wh-questions, Yes/No questions, prepositions of place 	<p>Dd</p>
<p>D7</p> <p>THE SELFISH GIANT</p>	<ul style="list-style-type: none"> • Exposure to new lexical items and phrases • Recycling of vocabulary related to seasons, months and other familiar structures • Following the plot of a story • Describing a picture • Association of words to pictures • Familiarization with the letter Gg 	<ul style="list-style-type: none"> • Familiarization with the different types of changes that occur in nature during each season of the year • Sensitization to the power of love and the importance of sharing things with other people • Following the narration of a story and singing a song 	<ul style="list-style-type: none"> • 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, 	<p>Gg</p>

			months, Present Continuous/there's/are	
D8 SAILORS AND MERMAIDS	<ul style="list-style-type: none"> • Exposure to new phrases and lexical items related to the sea world • Recycling of vocabulary related to colours, parts of the body, clothes and craftwork instructions • Listening to a story and then colouring story-based pictures • Association between words (phonemic representation) and pictures • Singing a navy song 	<ul style="list-style-type: none"> • Development of cooperation skills while playing • Engagement in physical exercise • Participation in craftwork activities and games related to the sea world and sea animals 	<ul style="list-style-type: none"> • 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 	

			<p>isn't</p> <ul style="list-style-type: none"> • What colour is the mermaid's hair? What colour is the sailor's boat? It is 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 	
--	--	--	--	--

<p>D9</p> <p>THE LUCKY ENVELOPE</p>	<ul style="list-style-type: none"> • Exposure to new vocabulary • Expression of preferences • Use of verbs in the appropriate form to describe pictures and events that are happening at the moment of speaking • Following spoken discourse in a video 	<ul style="list-style-type: none"> • Entertainment through the consideration of summer holidays/summer activities • Sensitization to the idea of having a good time in a variety of different places through the cultivation of creativity and feelings of happiness • Cooperation with each other in order to complete a project 	<ul style="list-style-type: none"> • 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. 	
<p>E1</p> <p>THE HALLOWEEN BAT</p>	<ul style="list-style-type: none"> • Exposure to new lexical items related to 'Halloween' • Participation in a dialogue about the physical characteristics of bats • Following instructions in English to create something • Familiarization with the intonation of English phrases through song-based activities 	<ul style="list-style-type: none"> • Comparison of their customs and traditions with those of different cultural groups • Identification of items and categorization of pictures based on memory and reason • Development of artistic skills to carry out a craftwork activity • Following instructions • Use of repetition, imitation and action-oriented activities • Practice of motor coordination skills to act out a song as a group 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Recycling of already familiar structures and lexical items related to toys • Familiarization with the description of Christmas presents • Expression of their preference for a Christmas present • Recycling of numbers, colours and the verb to 'be' • Following and giving instructions • Singing Christmas songs • Following the narration of a simple story • Familiarization with the letter Xx 	<ul style="list-style-type: none"> • Expression of wishes • Following instructions to find their orientation • Familiarization with the concept of space • Identification of differences and similarities • Entertainment and experience of Christmas joy 	<ul style="list-style-type: none"> • Christmas-related vocabulary • Toys: My favourite toy is a ball, doll, train, plane, 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	<ul style="list-style-type: none"> • Exposure to new vocabulary related to the Gingerbread Man story, geometrical shapes and objects • Familiarization with phrases within a story 	<ul style="list-style-type: none"> • Familiarization with traditions of different cultures • Following the plot of a story • Repetition and dramatization • Narration of the different events of the story in the correct 	<ul style="list-style-type: none"> • Shapes: Circle, triangle, etc. • Run, run, as fast as you can, you can't catch me, I'm the gingerbread man! 	

	<ul style="list-style-type: none"> Recycling of already familiar words and structures (e.g. animals, colours, different parts of the face) Familiarization with phrases through rhymes Response to instructions 	chronological order	<p>Stop! I want to eat you! Jump on my tail!</p> <ul style="list-style-type: none"> 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 	
<p>E4</p> <p>HAPPY CARNIVAL</p>	<ul style="list-style-type: none"> Exposure to vocabulary related to specific shapes Recycling of adjectives used to describe feelings and features of people's faces Recycling of phrases and words related to craftwork instructions 	<ul style="list-style-type: none"> Familiarization with Carnival customs and traditions and comparison with the Halloween customs and traditions Development of artistic skills to create their own constructions Association of feelings with facial expression and tone of voice Following the rules of a game Cooperation in order to play a game 	<ul style="list-style-type: none"> 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 	

			<ul style="list-style-type: none"> • Have you got a round face/a red nose/black eyes/a big mouth? Yes, I have /No, I haven't 	
<p>E5</p> <p>SPRING IS HERE!</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to nature and spring time activities • Recycling of vocabulary related to colours, numbers, seasons, months and already familiar structures • Familiarization with the description of a picture • Following instructions in order to carry out a craftwork activity 	<ul style="list-style-type: none"> • Sensitization to changes that occur in nature and in their social environment during spring • Drawing • Associations between visual and auditory prompts • Practice of motor coordination skills, development of imagination and artistic skills • Familiarization with the concept of space • Entertainment through participation in song-based and craftwork activities 	<ul style="list-style-type: none"> • River, lake, field, flowers, trees, picking flowers/fishing in the river • What's he doing? He's fishing /There's/are.../S/he's got red hair 	
<p>E6</p> <p>EASTER EGG HUNT</p>	<ul style="list-style-type: none"> • Exposure to vocabulary related to Easter • Recycling of vocabulary related to colours, clothes, places, etc. • Recycling of familiar and exposure to new prepositions of place • Narration of a simple story 	<ul style="list-style-type: none"> • Familiarization with Easter customs • Following the content of a story based on visual stimuli • Focusing attention on what they hear • Cooperation to achieve a goal 	<ul style="list-style-type: none"> • Easter words and phrases: Easter bunny, an Easter egg, a basket, Happy Easter • Revision: colours, clothes, places 	Ee

	<ul style="list-style-type: none"> • Singing a song for the Easter bunny • Familiarization with the letter Ee 	<ul style="list-style-type: none"> • Development of artistic skills to make a craft • Development of observation skills 	<ul style="list-style-type: none"> • Prepositions of place: near/ in/ on/ behind/ in front of 	
E7 MOTHER'S DAY	<ul style="list-style-type: none"> • Exposure to vocabulary and structures related to their everyday life with their mother • Familiarization with the language of wishes one can see on cards for Mother's Day 	<ul style="list-style-type: none"> • Consideration of their mother's role in their everyday life • Sensitization to the notion of multiculturalism and intercultural differences in the daily lives of mothers around the world • Active participation in the learning process through songs and movement • Development of artistic skills to create original crafts 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Recycling of familiar lexical items and phrases (greetings, adjectives showing feelings, colours, numbers, parts of the body and means of transport) • Singing familiar songs • Familiarization with their role in a play 	<ul style="list-style-type: none"> • Acting out different roles in a play • Cooperation to achieve a goal • Showing their new knowledge in English • Development of self-esteem • Participation in a play • Enjoying the outcome of the role-play 	<ul style="list-style-type: none"> • Revision of words, phrases, songs 	