

## Here's Patch the Puppy 1 Syllabus Guide

### Introductory unit Hello, Patch!

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> <li>To create or re-establish a bond of affection between self and children, and children and Patch the puppy</li> <li>To (re-) accustom children to the routines and procedures of the English class</li> <li>To introduce the Starter and Bye-bye routines that will be used throughout the course</li> <li>To (re-) establish an effective working atmosphere and expectations</li> </ul>	<i>Where are you?</i> <i>Here I am!</i> <i>Hello to you!</i> <i>Jump up high!</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>tickle*</i> <i>jump</i> <i>wave*</i>	<i>What's in the box?</i> <i>Colour* (Patch).</i> <i>That's right!*</i> <i>Yes* / No*</i> <i>Calm down!*</i> <i>Where's* (Patch)?</i>		Children should: <ul style="list-style-type: none"> <li>respond positively to the teacher and to Patch</li> <li>follow the routines and rhythms marked, participating in activities requiring interaction with Patch, the teacher and classmates</li> <li>perform actions for the Starter and Bye-bye routines</li> <li>show curiosity and expectation in the new learning situation</li> </ul>

### Unit 1 Patch and Elephant

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> <li>To enable discrimination between some body vocabulary</li> <li>To develop colour awareness and discrimination of the colour yellow</li> <li>To focus upon and reinforce the concepts of big and small</li> <li>To develop knowledge of physical abilities and the body</li> <li>To expand the routines and instructions with which children are familiar</li> <li>To encourage high participation via mime, movement, gesture, etc.</li> </ul>	<i>elephant</i> <i>I want a big (nose).</i> <i>What (a) big ... !</i> <i>Abacadabra</i> <i>Look at (my big ears)</i> <i>wiggle</i> <i>That's better!*</i>	<i>ears*</i> <i>nose*</i> <i>tummy*</i> <i>toes</i> <i>big / small</i> <i>yellow*</i>	Language used so far plus: <i>Wiggle* (Patch's ears).</i> <i>Stand up! / Sit down!*</i> <i>everybody*</i> <i>What's in the box?</i> <i>Point (to)... !*</i> <i>Look!*</i> <i>Just like me!*</i> <i>Very good!*</i> <i>Here?*</i> <i>Like this!*</i> <i>Draw* (a line / a circle).</i> <i>Who's wearing (yellow)?*</i> <i>Find (something yellow)*</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>jump</i> <i>wave*</i>	Children should: <ul style="list-style-type: none"> <li>start to discriminate between body parts via pointing, gesture, etc.</li> <li>show awareness of the concept of colour and identify the colour yellow</li> <li>recognise the concept of big and small, correctly identifying visuals accordingly</li> <li>realise expressive possibilities of the body for communication and non-verbal communication</li> <li>respond appropriately to classroom language</li> <li>perform actions and mime for chants, rhymes, movement games and songs</li> </ul>

## Unit 2 It's cold!

Unit aims	KEY LANGUAGE			Main evaluation criteria	
	Main receptive language	Focus language	Classroom language		
<ul style="list-style-type: none"> <li>To enable discrimination between clothing and confirmation of where it is worn</li> <li>To develop colour awareness and discrimination of the colour blue</li> <li>To focus upon and reinforce the concepts of hot and cold</li> <li>To encourage autonomy, care of personal belongings and awareness of the practical function of clothes</li> <li>To expand range of games and worksheet-type activities and the resultant demands on concentration</li> <li>To heighten understanding of own and others' bodily sensations</li> </ul>	<p><i>Come on!</i>  <i>Let's play!*</i>  <i>Here!*</i>  <i>rub</i>  <i>That's better!</i>  <i>What's the matter?*</i>  <i>I want my ...</i>  <i>Where's ...?*</i>  <i>It's blue.</i>  <i>Patch's (cold).</i></p>	<p><i>hat*</i>  <i>coat*</i>  <i>boots*</i>  <i>scarf</i>  <i>cold / hot</i>  <i>blue*</i></p>	<p>Language used so far plus:  <i>Put ... on*</i>  <i>Take ... off*</i>  <i>Colour it!*</i></p>	<p><i>Hello*</i>  <i>Bye-bye*</i>  <i>jump</i>  <i>wave*</i>  <i>yellow*</i>  <i>ears*</i>  <i>nose*</i>  <i>tummy*</i>  <i>toes</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>indicate recognition of clothing vocabulary and where garments are worn</li> <li>identify the colour blue</li> <li>perceive the difference between the concepts of hot and cold</li> <li>show awareness of the purpose of clothes and an appropriate level of autonomy with own clothing</li> <li>show confidence in the face of new task types and increased concentration requirements</li> <li>recognise hot and cold bodily states</li> </ul>

## Unit 3 Tidy up!

Unit aims	KEY LANGUAGE			Main evaluation criteria	
	Main receptive language	Focus language	Classroom language		
<ul style="list-style-type: none"> <li>To motivate children to recognise words for toys as an important part of their world</li> <li>To develop colour awareness and discrimination of the colour red</li> <li>To focus upon and reinforce the concepts of quickly and slowly</li> <li>To reinforce the concept of number and numerical values</li> <li>To foster habits of order, responsibility and increasing autonomy</li> <li>To engage the children in a full range of tasks developing visual discrimination, logical reasoning, gross and fine motor skills, drama and expressive communication</li> </ul>	<p><i>Bounce!*</i>  <i>Let's* (play / tidy up!)</i>  <i>Good idea!</i>  <i>Be careful!</i>  <i>1* 2* 3*</i>  <i>everybody*</i>  <i>now</i></p>	<p><i>doll*</i>  <i>teddy</i>  <i>car*</i>  <i>ball*</i>  <i>quickly / slowly</i>  <i>red*</i></p>	<p>Language used so far plus:  <i>Tidy up!*</i>  <i>Who's got ...?*</i>  <i>Give ...</i>  <i>please*</i>  <i>Listen!*</i>  <i>Sit down* (slowly)!</i></p>	<p><i>Hello*</i>  <i>Bye-bye*</i>  <i>jump</i>  <i>wave*</i>  <i>yellow*</i>  <i>blue*</i></p>	<p>Children should:</p> <ul style="list-style-type: none"> <li>use appropriate mime and noises to show recognition of toy vocabulary</li> <li>start to discriminate between blue, yellow and red</li> <li>respond appropriately to show understanding of the concepts of quickly and slowly</li> <li>count from 1 to 3 with awareness of number-object correspondence</li> <li>recognise the need for order and cooperate with tidying up crayons, worksheets, etc.</li> <li>participate with interest and a positive approach in tasks requiring visual acuity, logic, motor control and communication resources</li> </ul>



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### Unit 4 Bedtime

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> <li>To help children name family members</li> <li>To develop colour awareness and discrimination of the colour green</li> <li>To focus upon and reinforce the concepts of in and out</li> <li>To foster interest in numbers and their practical application</li> <li>To link home and school, providing a context with which the children identify</li> <li>To provide opportunity for role-play, slapstick and artistic expression</li> </ul>	<i>Here I am!</i> <i>my (sister)</i> <i>Goodnight!</i> <i>(Daddy's) in bed.</i> <i>(Daddy) falls out</i> <i>Roll over!</i> <i>I love you!</i> <i>Can I come in?</i> <i>All right.</i> <i>1, * 2, * 3, * 4, 5</i> <i>Five in the bed</i>	<i>Mummy*</i> <i>Daddy*</i> <i>brother</i> <i>sister</i> <i>green*</i> <i>in / out</i>	Language used so far plus:  <i>Hands up!*</i> <i>Who wants to play?*</i> <i>Who's in the bed?</i> <i>Count!</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>jump</i> <i>wave*</i> <i>yellow*</i> <i>blue*</i> <i>red*</i> <i>teddy doll*</i>	Children should: <ul style="list-style-type: none"> <li>recognise the family members</li> <li>start to discriminate between blue, yellow, red and green</li> <li>demonstrate, via movement, an understanding of the concepts of in and out as referring to position</li> <li>count from 1 to 5 with awareness of number-object correspondence</li> <li>show involvement and identification with the theme of the family</li> <li>derive pleasure from a humorous situation and participate fully</li> </ul>

### Unit 5 On the farm

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> <li>To help children identify farm animals, developing expressive possibilities in so doing</li> <li>To provide new opportunities and contexts for colour discrimination</li> <li>To focus upon and reinforce the concepts of clean and dirty as physical states</li> <li>To increase knowledge of physical characteristics of some farm animals</li> <li>To expand cognitive range via tasks requiring categorising, linking, counting, sorting, etc.</li> <li>To encourage interest in outside world</li> </ul>	<i>Let's (see).</i> <i>On the farm, there's...</i> <i>(The horse) says ...</i> <i>roll</i> <i>climb</i> <i>run</i> <i>swim</i> <i>What fun!</i>	<i>pig</i> <i>duck</i> <i>horse</i> <i>cat*</i> <i>pink</i> <i>clean / dirty</i>	Language used so far plus:  <i>Line up!*</i> <i>By the door*</i> <i>Stop!*</i> <i>Look at the ...</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>jump</i> <i>wave*</i> <i>yellow*</i> <i>blue*</i> <i>red*</i> <i>green*</i>	Children should: <ul style="list-style-type: none"> <li>use appropriate mime and noises to show recognition of focus vocabulary (farm animals)</li> <li>discriminate between red, yellow, green and blue with growing confidence and recognise the colour pink</li> <li>recognise the concepts of clean and dirty as physical states and consequences of actions</li> <li>show curiosity in and respect for farm animals</li> <li>tackle with willingness and confidence a widening range of cognitive tasks</li> <li>want to discover more about the outside world</li> </ul>

## Unit 6 Patch's birthday

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> <li>To introduce food vocabulary in a motivating context with which the children will identify</li> <li>To consolidate concepts of colour taught so far and recognise the colour brown</li> <li>To give further practice with numbers, counting and calculating objects</li> <li>To develop pleasure and confidence in expressive capacity of self and others via opportunities for imaginative play</li> <li>To raise awareness of the senses of sight, taste and smell</li> <li>To establish politeness as a classroom norm</li> </ul>	<i>(Apples are) my favourite.</i> <i>Your favourite is ...</i> <i>What's the matter?*</i> <i>delicious</i> <i>I'm hungry!</i> <i>Happy birthday!</i> <i>(Not) now!</i> <i>yummy</i> <i>Who is it?</i> <i>1*, 2*, 3*, 4, 5</i>	<i>apples*</i> <i>sausages</i> <i>bananas*</i> <i>cakes</i> <i>brown</i>	Language used so far plus:  <i>Here you are.*</i> <i>please*</i> <i>thank you*</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>jump</i> <i>wave*</i> <i>yellow*</i> <i>blue*</i> <i>red*</i> <i>green*</i> <i>pink*</i> <i>Mummy</i> <i>Daddy</i> <i>brother</i> <i>sister</i> <i>tummy*</i>	Children should: <ul style="list-style-type: none"> <li>be motivated to discriminate between the food items presented</li> <li>recognise the six colours presented with increasing confidence</li> <li>count and perform very simple numerical calculations</li> <li>enter into fantasy play</li> <li>recognise the senses of sight, taste and smell, and enjoy activities developing them</li> <li>accept social norms of politeness and apply them</li> </ul>
<b>Christmas</b>					
<ul style="list-style-type: none"> <li>To revise vocabulary, phrases and classroom language from earlier units in a new context</li> <li>To raise awareness of Anglo-Saxon cultural tradition of decorating a tree and ringing bells at this time of year</li> <li>To contribute to aesthetic development via craft activities (decorations, Christmas card, etc.)</li> <li>To reinforce discrimination between concepts previously taught (blue/yellow and big/small)</li> </ul>	<i>Come on!</i> <i>What a big ...!</i> <i>What's the matter?</i> <i>You try!</i> <i>star</i> <i>jingle</i> <i>I'm too small.</i> <i>I can't.</i>	<i>(Christmas) tree</i> <i>bell</i>	Language used so far plus:  <i>Stretch!</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>big / small</i> <i>yellow*</i> <i>blue*</i> <i>Put ... on*</i>	Children should: <ul style="list-style-type: none"> <li>recognise with more confidence the revised vocabulary and expressions</li> <li>show interest in other children's cultural traditions</li> <li>participate enthusiastically with a wider range of techniques and materials for craft activities and take pride in their own products</li> <li>demonstrate more accurate discrimination of key conceptchildren should:</li> </ul>
<b>Easter</b>					
<ul style="list-style-type: none"> <li>To revise vocabulary, phrases and classroom language from earlier units in new context</li> <li>To familiarise children with a traditional aspect of this time of year in Anglo-Saxon cultures</li> <li>To provide opportunity for aesthetic satisfaction via egg decorating</li> <li>To encourage a positive attitude by provision of activities motivating for the age group</li> </ul>	<i>hunt</i> <i>(by the / in the) basket</i> <i>Can you jump ... ?</i> <i>Where can they be?</i> <i>1*, 2*, 3*, 4, 5</i>	<i>egg</i> <i>rabbit*</i>	Language used so far plus:  <i>Put ... in</i> <i>Take ... out</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>quickly / slowly</i> <i>in / out</i> <i>big / small</i>	Children should: <ul style="list-style-type: none"> <li>recognise with more confidence the revised vocabulary and expressions</li> <li>enjoy hunting for Easter eggs, an activity traditional at this time of year</li> <li>take care and pride in their own craft productions</li> <li>participate with enthusiasm and show a positive attitude towards the target culture</li> </ul>

