

1 Lucy's new pencil case



Learning objectives

- Greeting people and saying goodbye (C1, C5)
- Identifying Lucy the ladybird and the bugs (C1, C3, C5)
- Identifying classroom objects (C1, C3, C7)
- Listening to and understanding the story (C1, C6, C7)
- Re-telling the story (C1, C6, C7)
- Singing and acting out songs and chants (C1, C6, C7)
- Saying what you've got in your pencil case (C1, C7)
- Asking and responding to requests to borrow things (C1, C5)
- Following instructions (C5, C7)
- Counting the legs of bugs in order to identify insects (C2, C3)
- Following a minibook of the story (C6, C8)
- Reading and writing key words (C1, C7, C8)

Main language children use

Vocabulary:

- Pencil case, pencil, crayons, rubber, scissors, glue, pencil sharpener
- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- Jump, run, swim, fly, stop, dance, stand, walk
- Fantastic, brilliant

Structures:

- Can I borrow your (rubber)?
- Here you are.
- No, sorry. / Yes, of course.
- Here's your (pencil)!
- I've got a (pencil case).

Recycled language

- Ladybird, bee, snail, butterfly, caterpillar, ant
- Hello / goodbye
- How are you?
- I'm fine.
- Please / thank you
- Here you are. / Come on.
- Great. / Very good!
- Numbers 1–10
- I can ...

Receptive language

- It's time for school.
- Teacher, new
- What's your name?
- Friends, bug, legs, wings, insect
- Centipede, spider, worm
- How many?

Pronunciation

Annie's rap: /p/ Purple pencils in my pencil case!

Socio-cultural aspects

- Pleasure in greeting people and saying goodbye (C1, C5, C6)
- Interest in learning English (C1, C7, C8)
- Responding to action words, e.g. walk, jump (C1, C8)
- Willingness to follow routines (C5, C7)
- Pleasure in a story related to school in English (C6)
- Enjoyment in participating in class activities (C5, C7, C8)
- Curiosity in learning about insects and other bugs through English (C3, C8)
- Willingness to review and reflect on own learning (C7, C8)

Cross-curricular content

Natural Science: Insects and other bugs (C3)

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

2 Let's play, Tanya!



Learning objectives

- Identifying free time activities (C1, C6, C8)
- Saying what you want to do (C1, C8)
- Listening to and understanding the story (C1, C6, C7)
- Re-telling the story (C1, C6, C7)
- Singing and acting out songs and chants (C1, C6, C7)
- Identifying colours (C1, C6)
- Making and responding to suggestions (C1, C6, C8)
- Following instructions (C5, C7)
- Reading and writing key words (C1, C7, C8)
- Identifying activities which are good exercise (C5, C8)
- Acting out a role play (C1, C6, C8)
- Identifying activities from sounds (C3, C6, C8)
- Responding to instructions (C1, C7, C8)

Main language children use

Vocabulary:

- Play football / cards / a board game / a computer game, watch TV, listen to music
- Pink, black, white
- Screen, mouse
- Exercise

Structures:

- I want to (watch TV) / Me too!
- Yes, great idea! / No, not now!
- Open the /Close the door, window, book, your eyes
- Come on everyone!
- Click on Press enter.
- This is fantastic!

Recycled language

- Let's ...
- Hello, goodbye
- Yes, no
- Please, thank you
- Days of the week
- Red, yellow, blue, green, orange, purple, brown
- Play, sing, dance, run, walk, swim

- Ride a bike
- It's fun
- Days of the week
- Numbers 1–5

Receptive language

- Later ... / So ...
- Your score is ten.
- Game over. Exit now.
- It's time to go home!
- Alright. / Just for a minute.
- What colour is it?

Pronunciation

Annie's rap: /V/ and /b/ A very big bee on TV. A very big bee looking at me!

Socio-cultural aspects

- Empathy with the characters in the story (C5, C6)
- Pleasure in talking about free time activities in English (C1, C6, C7)
- Confidence in expressing personal opinions (C1, C5, C6)
- Respect for the opinions of others (C5, C6)
- Interest in identifying activities which are good exercise in English (C5, C6, C8)
- Interest in computers and technology (C4)
- Willingness to review and reflect on own learning (C7, C8)

Cross-curricular content

- P.E.: Exercise

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

Review Units 1 and 2: Rainy day

My world, your world: Rainy day games

Learning objectives

- Identifying Lucy the ladybird and the bugs (C1, C3, C5)
- Identifying classroom objects (C1, C3, C7)
- Identifying free time activities (C1, C6, C8)
- Asking and responding to requests to borrow things (C1, C5)
- Making and responding to suggestions (C1, C6, C8)
- Listening to and understanding the story (C1, C6, C7)
- Learning about rainy day games in the UK (C5, C6)
- Associating pictures with meaning (C1, C6, C7)
- Reviewing and reflecting on learning (C7, C8)
- Reading and writing key words (C1, C7, C8)

Main language children use

Vocabulary:

- Pencil case, pencil, crayons, rubber, pencil sharpener, scissors, glue
- Play football / cards / a board game / a computer game, watch TV, listen to music
- Fantastic

Structures:

- Can I borrow your ... ?
- Let's play ...
- I want to ...
- Not now.

Recycled language

- Pencil case, pencil, crayons, rubber, pencil sharpener, scissors, glue
- Play football / cards / a board game / a computer game, watch TV, listen to music
- Caterpillar, snail, bee, ladybird, butterfly, ant
- Welcome back!
- Where's ... ?
- I don't know
- No, thank you.
- It's raining
- Days of the week

Receptive language

- Rainy day games
- Ludo
- Snakes and Ladders
- Dominoes
- Play cards

Socio-cultural aspects

- Interest in learning English (C7, C8)
- Pleasure in a story about rainy day games (C6, C7)
- Positive attitude towards own ability to participate in class activities (C5, C7, C8)
- Curiosity in learning about games in other countries (C5, C6)
- Enjoyment in completing activities in the book (C7, C8)
- Willingness to review and reflect on own learning (C7, C8)

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

3 The moon is in the river



Learning objectives

- Identifying farm animals (C1, C3, C8)
- Listening to and understanding the story (C1, C6, C7)
- Re-telling the story (C1, C6, C7)
- Singing and acting out songs and chants (C1, C6, C7)
- Counting to twenty (C2)
- Asking and saying where you're going (C1, C8)
- Asking and saying if someone can come with you (C1, C8)
- Understanding how the earth and moon move (C3)
- Identifying things in the sky (C3)
- Following a minibook of the story (C6, C8)
- Following instructions (C5, C7)
- Reading and writing key words (C1, C7, C8)

Main language children use

Vocabulary:

- Sheep, duck, cow, hen, horse, cat
- Farm, boat, river, row
- Get
- There's a ...
- Moon, stars, earth, planet, rocket, sun
- Numbers 11–20

Structures:

- It's cold (hot/sunny/cloudy/raining) today.
- Where are you going? I'm going to (get a boat).
- Can I come with you? Yes, of course.
- On the farm
- ... by the river
- Poor (cow)!

Recycled language

- Hello, goodbye, yes, no
- Oh dear
- Let's ...
- Are you ready?
- Stand up, walk
- Big, small
- Numbers 1–10
- Days of the week
- There's a ...
- I can see ...

Receptive language

- Rescue, sky, earth
- All the animals get into the boat / fall in the river
- Coat, hat

Pronunciation

Annie's rap: /i / Three green sheep all asleep!

Socio-cultural aspects

- Pleasure in a story about farm animals (C3, C6, C7)
- Appreciation of humour in the story (C1, C5, C6)
- Curiosity and interest in learning about things in the sky in English (C3)
- Enjoyment in movement and drama (C6, C7)
- Willingness to take turns (C5)
- Care in completing activities in the book (C7, C8)
- Willingness to review and reflect on own learning (C7, C8)

Cross curricular content

- Science: Things in the sky

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

4 The old house



Learning objectives

- Identifying rooms in a house (C1, C3, C8)
- Suggesting where to go (C1, C8)
- Asking and saying where people are (C1, C8)
- Listening to and understanding the story (C1, C6, C7)
- Re-telling the story (C1, C6, C7)
- Singing and acting out songs and chants (C1, C6, C7)
- Identifying places and activities (C1, C3, C8)
- Identifying members of the family (C1, C5, C6)
- Identifying pets and their food (C1, C3, C8)
- Following instructions (C5, C7)
- Acting out a role play (C1, C6, C8)
- Reading and writing key words (C1, C7, C8)

Main language children use

Vocabulary:

- The old house, bedroom, bathroom, kitchen, living room, garden, garage
- Family, grandma, grandpa
- Hamster, rabbit, turtle, guinea pig
- Fish, meat, fruit, vegetables

Structures:

- I'm scared!
- Is (Felix) in the (kitchen)?
- This is my (mum).
- Good idea.
- I love you!

Recycled language

- Let's go to...
- Where's ...?
- I'm ...
- I don't know. Come on,
- Go, love
- Yes, no
- Ears, eyes, teeth
- Mum, dad, brother, sister, black cat, dog
- Sad, happy
- Days of the week
- Numbers 1–3

Receptive language

- School, playground, dining room, classroom
- Who's in ...?
- What big ...
- Maybe
- Windy, raining, lost
- Play, eat, work
- Help!
- Pet

Pronunciation

Annie's rap: /t / Chocolate and chicken in the kitchen!

Socio-cultural aspects

- Enjoyment in the humour and scary nature of the story (C1, C6)
- Pleasure in talking about homes and families in English (C1, C5, C6)
- Awareness of the value of families (C5, C6)
- Respect for differences between families (C5, C6)
- Interest in learning about animals we keep as pets and their food in English (C3, C5)
- Willingness to review and reflect on own learning (C7, C8)

Cross-curricular content

- Natural Science: Pets and what they eat

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

Review: Units 3 and 4: The shadow monster

My world, your world: Pets

Learning objectives

- Identifying Lucy the ladybird and the bugs (C1, C3, C5)
- Identifying members of the family (C1, C5, C6)
- Identifying farm animals (C1, C3, C8)
- Identifying rooms in a house (C1, C3, C8)
- Listening to and understanding the story (C1, C6, C7)
- Associating pictures with meaning (C1, C6, C7)
- Reviewing and reflecting on learning (C7, C8)
- Talking about and comparing pets in the UK (C1, C3, C6)
- Reading and writing key words (C1, C7, C8)

Main language children use

Vocabulary:

- Lucy the ladybird
- Mum, dad, brother, sister, grandma, grandpa
- The old house, living room, bathroom, bedroom, kitchen, garage, garden
- Sheep, cow, duck, horse, cat, hen, rabbit, dog
- Pets
- Monster

Structures:

- There's a ... in the ...
- It's bedtime
- What's that?

Recycled language

- Sheep, cat, horse, duck, hen, cow, rabbit, dog
- Stars, moon, earth
- The old house, kitchen, living room, bedroom, bathroom, garage, garden
- Lucy the ladybird
- I'm scared
- Surprise
- Days of the week
- Goodnight

Receptive language

- ... in the park
- ... at home
- ... in the garden
- What's your perfect pet?

Socio-cultural aspects

- Appreciation of humour in the story (C1, C5, C6)
- Appreciation of helping others shown in the story (C5)
- Curiosity in learning about pets in another country (C3, C6)
- Confidence in own ability to use English in context (C1, C7, C8)
- Interest in identifying what animals can do in English (C3)
- Willingness to take turns (C5)
- Respect for others in the group (C5, C6)
- Willingness to review and reflect on own learning (C7, C8)

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

5 Crocodile tears



Learning objectives

- Identifying parts of the body (C1, C3)
- Asking and saying what the matter is (C5, C8)
- Asking people to come here (C1, C8)
- Listening to and understanding the story (C1, C6, C7)
- Re-telling the story (C1, C6, C7)
- Singing and acting out songs and chants (C1, C6, C7)
- Listening to and identifying ages (C1, C5)
- Following instructions (C5, C7)
- Following a minibook of the story (C6, C8)
- Reading and writing key words (C1, C7, C8)

Main language children use

Vocabulary:

- Head, tooth, back, neck, tummy, ear ...ache
- Legs, arms
- Crocodile, monkey, frog, mouse
- Clever, smile
- Numbers 15, 20
- Baby, child, teenager, adult

Structures:

- What's the matter?
- I've got a (headache).
- Come here, please.
- I'm a (clever crocodile).
- How old are you? I'm ...

Recycled language

- I've got a(n) ... / I'm ...
- Here's ... / This is my ...
- Help me. / Oh dear.
- Come here, please!
- Eyes, mouth, fingers, toes, nose
- Delicious, hungry
- Breakfast
- Run, swim
- Happy, sad, big, small
- Numbers 1–10
- Days of the week
- Turtle

Receptive language

- Tickle
- Goes near / ... goes 'snap'
- ... all the animals appear.
- Centimetres, thumb
- Measure, grow
- Keep moving

Pronunciation

Annie's rap: /t/ Ted the turtle likes cake. Ted the turtle's got tummy ache!

Socio-cultural aspects

- Appreciation of humour in the story (C1, C5, C6)
- Curiosity in the human body (C3)
- Awareness of the way we grow and change (C3, C5)
- Enjoyment in measuring and recording size (C2, C8)
- Willingness to take turns (C5)
- Interest in reading and writing in English (C7, C8)
- Willingness to review and reflect on own learning (C7, C8)

Cross-curricular content

- Social Science: The way we grow and change

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

6 The princess and the frog



Learning objectives

- Identifying meals and food (C5, C6)
- Asking and saying what's for different meals (C1, C8)
- Asking and saying if you can have some (food) (C1, C7, C8)
- Listening to and understanding the story (C1, C6, C7)
- Re-telling the story (C1, C6, C7)
- Singing and acting out songs and chants (C1, C6, C7)
- Ordering the life of a frog (C3)
- Identifying numbers and colours (C1, C2, C3)
- Following instructions (C5, C7)
- Acting out a role play (C1, C6, C8)
- Reading and writing key words (C1, C7, C8)

Main language children use

Vocabulary:

- Toast, cereal, pizza, ice cream, bread, soup
- Beautiful, croak
- Princess, prince, palace, pond
- Egg, tadpole

Structures:

- What's for breakfast / lunch / dinner?
- I like ... / I don't like (the frog).
- You're my best friend!

Recycled language

- What's the matter?
- Can I have some, please?
- I'm ... / I like ... / I want ...
- Here's ...
- Yes, no, / please, thank you
- Ball, frog, egg
- Jump, swim, eat
- Big, little
- Colours
- Numbers 1–20
- Bugs
- Animals
- Days of the week

Receptive language

- Dive, croak, falls in
- Remember!
- ... suddenly appears
- ... you must be ...
- Tail

Pronunciation

Annie's rap: /S/ Snail eats soup and cereal!

Socio-cultural aspects

- Pleasure in a traditional story (C6, C7)
- Curiosity in learning about the life of a frog (C3)
- Awareness of the importance of keeping promises (C5, C6)
- Recognition of the value of friends (C5, C6)
- Pleasure in participating in English (C1, C7, C8)
- Confidence in own ability to learn (C1, C8)
- Willingness to review and reflect on own learning (C7, C8)

Cross-curricular learning

- Natural Science: The life of a frog

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

Review: Units 5 and 6: Tummy trouble

My world, your world: Breakfast, lunch and dinner

Learning objectives

- Identifying parts of the body (C1, C3)
- Identifying meals and food (C5, C6)
- Asking and saying what the matter is (C5, C8)
- Asking and saying what's for different meals (C5, C8)
- Listening to and understanding the story (C1, C6, C7)
- Following instructions (C5, C7)
- Associating pictures with meaning (C1, C6, C7)
- Reviewing and reflecting on learning (C7, C8)
- Reading and writing key words (C1, C7, C8)

Main language children use

Vocabulary:

- Ladybird, caterpillar, snail, ant
- Breakfast, lunch, dinner
- Toast, cereal, ice cream, pizza, soup, bread
- Head, tummy, tooth, ear, neck, back
- Princess, prince, frog, crocodile

Structures:

- I've got ...ache
- What's the matter? He's got a ...ache
- What's for breakfast / lunch / dinner?
- I don't like ... / I like ...

Recycled language

- Ladybird, caterpillar, snail, ant
- Toast, cereal, ice cream, pizza, soup, bread
- Tummy, head, ear, neck, tooth, back
- I've got ...ache
- Princess, prince, frog, crocodile
- I'm hungry.
- I like ... / I don't like ...
- I want ...
- Delicious
- Happy, sad
- Can I have ...?
- Kitchen
- School
- Fantastic

Receptive language

- Welcome back!
- Eggs
- ... with their family
- Can you remember ...
- Lunchbox

Socio-cultural aspects

- Pleasure in a story about the bugs and meals (C6, C7)
- Pleasure in the humour of the story (C1, C5, C6)
- Awareness of the way food affects health (C3)
- Respect for differences in the food people eat for breakfast, lunch and dinner (C5, C6)
- Enjoyment in expressing personal opinions in English (C1, C5)
- Willingness to listen to and interact with others (C1, C5, C8)
- Willingness to take turns (C5)
- Confidence and pleasure in own ability to participate in English (C1, C8)
- Pleasure in expressing feelings in English (C1, C5)
- Willingness to review and reflect on own learning (C7, C8)

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

Halloween



Learning objectives

- Identifying items associated with Halloween (C3, C6)
- Saying and understanding the story chant (C1, C6, C7)
- Acting out the story chant (C1, C6, C7)
- Singing a Halloween dance (C1, C6, C7)

Main language children use

Vocabulary:

- Happy Halloween
- Witch, house, hat, bat, cat
- Lives

Structures:

- In a ...
- has got a ...
- with a ...

Recycled language

- I'm a ...
- Big, small
- Here!

Receptive language

- Are you ready?
- Abracadabra!
- Disguise, party

Socio-cultural aspects

- Pleasure in celebrating Halloween in English (C6)
- Enjoyment in acting out a chant (C6, C8)

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

Christmas



Learning objectives

- Identifying decorations to go on a Christmas tree (C3, C6)
- Singing and acting out a Christmas song (C1, C6, C7)
- Identifying pictures on a Christmas calendar (C6, C7)

Main language children use

Vocabulary:

- Tree, branches
- Ball, card, bell, star
- Calendar

Structures:

- How lovely...

Recycled language

- Christmas, present
- Numbers 1–10

Receptive language

- Put the ... on the ...
- The Christmas tree's got ...
- Look and compare

Socio-cultural aspects

- Pleasure in celebrating Christmas in English (C6)
- Enjoyment in decorating a Christmas tree (C6)
- Interest in making a Christmas calendar (C6, C7, C8)

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.

Easter



Learning objectives

- Identifying items associated with Easter (C3, C6)
- Singing an Easter song (C1, C6, C7)
- Following instructions (C5, C7)

Main language children use

Vocabulary:

- Easter egg / bunny / chick

Structures:

- Where's the ...
- It's in the ...

Recycled language

- Happy Easter!
- Bathroom, bedroom, living room, kitchen, garden, garage
- Numbers 1–4

Receptive language

- It's Easter time
- Let's have some fun
- Let's find the eggs

Socio-cultural aspects

- Pleasure in celebrating Easter in English (C6)
- Enjoyment in becoming familiar with traditional Easter characters (C6, C7)

Basic competencies key

- C1: Competency in linguistic communication.
- C2: Competency in mathematics.
- C3: Competency in knowledge of and interaction with the physical world.
- C4: Competency in the use of new technologies.
- C5: Competency in social awareness and citizenship.
- C6: Competency in artistic and cultural awareness.
- C7: Competency in learning to learn.
- C8: Competency in autonomous learning and personal initiative.