

# Syllabus overview

| Title             | Theme                                       | Aims   | Target Language   | Story Language  | Main Receptive Language   | Main Recycled Language   | Main Attitudes  | Cross-curricular Content  |
|-------------------|---|--|---|---|---|--|---|---|
| <b>UNIT 1</b>     |   |  |   |   |   |  |   |   |
| Little Elephant   | Making friends<br>Helping each other        | To use simple greetings<br>To learn six animal names<br>To learn six colours<br>To participate actively in a story, retelling it in different forms<br>To sing the story song and understand the meaning   | Greetings: <i>Hello! Goodbye!</i><br>Animals: <i>snail, frog, cat, dog, cow, elephant.</i><br>Actions: <i>pull, help.</i><br>Numbers: <i>1–6.</i><br>Colours: <i>red, yellow, blue, green, orange, brown.</i><br><i>What's your name?</i><br><i>My name is ...</i><br><i>How are you?</i><br><i>Fine, thanks.</i> | <i>Hello Snail, Frog, Cat, Dog, Cow, Mini Magic.</i><br><i>What's the matter?</i><br><i>I/we can't do it.</i><br><i>It's easy.</i><br><i>I can help you.</i><br><i>One, two, three.</i><br><i>Pull, pull, pull.</i><br><i>Sorry!</i>  | <i>Please</i><br><i>What's missing?</i><br><i>Let's count in English.</i><br><i>Let's colour the flower.</i><br><i>Come here.</i><br><i>How many ...?</i><br><i>Let's draw/colour/circle.</i><br><i>Boys and girls</i><br><i>Look! Listen!</i><br><i>We've finished.</i><br><i>Well done!</i><br><i>Crayons, pencils, scissors</i><br><i>Take out your ...</i><br><i>Cut out ...</i><br><i>Knock on the door.</i><br><i>Follow me.</i><br><i>Let's sing a song.</i><br><i>Open your books at page ...</i> |  | Participating actively in stories, songs and games<br>Being interested and willing to use English                         | Good citizenship:<br>helping each other<br>Having a positive attitude towards animals |
| <b>UNIT 2</b>     |   |  |   |   |   |  |   |   |
| Dr Monkey         | Visiting the doctor                         | To use simple greetings<br>To learn actions and parts of the body<br>To retell the main parts of the story using the mini puppet theatre and animal cut outs<br>To participate actively in a story, retelling it in different forms<br>To sing the story song and understand the meaning | Parts of the body:<br><i>tummy, leg, back, foot, head, hand, fingers, trunk.</i><br><i>Touch your ...</i><br>Actions: <i>drink, jump, sit down, stand up, hop, dance</i><br>Numbers: <i>1–10</i>  | <i>Dr Monkey</i><br><i>Come in.</i><br><i>That's better.</i><br><i>What's the matter?</i><br><i>Sit down, please.</i><br><i>Open your mouth.</i><br><i>Very bad</i><br><i>Injections</i>  | <i>How many bumps?</i><br><i>Let's make a mural.</i><br><i>Dr Monkey says touch your ...</i><br><i>What's your favourite colour?</i><br>(See Unit 1)  | <i>Hello/Goodbye</i><br>Numbers <i>1–6</i><br>Animals: <i>snail, frog, cat, dog, cow, elephant</i><br>Receptive language from Unit 1   | Participating actively in stories, songs and games<br>Awareness of parts of the body                                      | Leading a healthy life  |
| <b>UNIT 3</b>     |   |  |   |   |   |  |   |   |
| Happy Birthday    | Thinking about friends<br>Offering presents | To offer presents<br>To relate objects and actions<br>To participate actively in a story, retelling it in different forms<br>To sing the story song and understand the meaning   | Objects: <i>camera, book, pencil, ball, guitar, mobile phone, birthday cake</i><br>Actions: <i>Let's ... play football, sing, read, draw, eat, clap, count, phone, say Goodbye</i><br><i>I've got ...</i>   | <i>Who's that? It's ...</i><br><i>I've got a present for you!</i><br><i>Please, open the door.</i><br><i>Fantastic! What is it?</i><br><i>I don't like injections.</i><br><i>Happy birthday to you!</i><br><i>What is it?</i>   | <i>Today we have a new story.</i><br><i>We also have a beautiful poster.</i><br><i>Let's match.</i><br><i>Let's sing the song again.</i><br><i>What colour is ...?</i><br><i>Thank you.</i><br><i>first, second, then</i><br><i>Let's continue the sequence.</i><br>(See previous units.)   | <i>Hello! Goodbye!</i><br><i>How are you? Fine, thanks!</i><br><i>Sorry!</i><br><i>What's your name?</i><br><i>What's the matter?</i><br>Numbers: <i>1-10</i><br>Animals: <i>snail, frog, cat, dog, cow, Dr Monkey, Mini Magic</i><br><i>Touch your ...</i><br>Colours<br>Receptive language from previous units | Participating actively in stories and games<br>Being interested and willing to use English                                | Good citizenship:<br>living together  |
| <b>UNIT 4</b>     |   |  |   |   |   |  |   |   |
| Lizard the Wizard | Playing together                            | To learn actions related to games, objects and parts of the body<br>To memorise a magic spell<br>To participate actively in a story, retelling it in different forms<br>To sing the story song and understand the meaning  | Parts of the body: <i>arm, ears, eyes, nose, hair, mouth, head</i><br>Actions: <i>I can ... cycle, skip, dance, skate</i><br>Objects: <i>bicycle, skipping rope, radio, rollerskates.</i><br><i>Thank you!</i><br><i>Are you ready?</i>   | <i>Look at the animals.</i><br><i>Lizard the Wizard</i><br><i>Look at me.</i><br><i>Can I play with you?</i><br><i>No you can't.</i><br><i>I touch my ...</i><br><i>Help!</i><br><i>Sorry!</i><br><i>Abracadabra, abracadoo</i><br><i>Freeze! Go!</i><br><i>You can play with us! Let's play!</i> | <i>Turn over the flashcard.</i><br><i>What happens now?</i><br>(See previous units.)  | <i>Hello! Goodbye!</i><br><i>How are you? Fine, thanks!</i><br><i>Please</i><br><i>What's the matter?</i><br>Numbers<br>Animals<br>Colours<br><i>I've got ...</i><br>Receptive language from previous units  | Participating actively in stories and games<br>Learning to co-operate: living, working, playing and doing things together | Peace and intercultural education   |



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|--------------------------|--|---|--|---|---|---|---|---|
| <b>UNIT 5</b>            |  |   |  |   |   |   |   |   |
| Little Elephant is late! | Thinking about school<br>Thinking about our families | To learn the language for school objects and main members of the family<br>To participate actively in a story, retelling it in different forms<br>To sing the story song and understand the meaning | <i>book, chair, cupboard, pen, bag, glasses, bus on, in, under Mummy, Daddy, little sister, baby brother</i>                               | <i>It's late! It's time for! Hurry up! The bus is here! Little Elephant, stop! Have you got your ...! Oh, no! My ... Look! It's under the ...</i> | <i>Show me your ... Let's tidy up. What happens now? Have you got a ...? Put your ... in/on/under the ... Circle the differences. (See previous units.)</i> | <i>Hello! Goodbye! How are you? Fine, thanks! Please. Thank you. My name is ... It's easy. I can help you. What's the matter? I've got ... Numbers: 1–10 Colours Receptive language from previous units</i> | Participating actively in stories and games<br>Learning to co-operate: living, working, playing and doing things together | Being loving towards our family<br>Being tidy               |
| <b>UNIT 6</b>            |  |   |  |   |   |   |   |   |
| At the beach!            | Going to the beach<br>Playing with friends           | To learn expressions and vocabulary related to a holiday on the beach<br>To participate actively in a story, retelling it in different forms<br>To sing the story song and understand the meaning   | <i>Look at ... swim beach, sea, flag, towel, ice cream, sandcastle, kite, sun hat happy, sad What's the matter?</i>                        | <i>Don't worry! Let's ... Little Elephant wants ...</i>   | <i>Let's follow the numbers Let's draw a line between the numbers. Which one comes first? Next?</i>   | Colours<br>Actions<br>Greetings<br>Numbers: 1–10<br>Receptive language from previous units  | Participating actively in stories and games<br>Learning to live together and not to disturb each other                    | Good citizenship: living together<br>Leading a healthy life |
| <b>Christmas</b>         |  |   |  |   |   |   |   |   |
| It's Christmas           | Christmas  | To learn how British and American people celebrate Christmas<br>To make a special card for parents  | <i>Father Christmas Christmas tree Christmas cracker bauble, stocking, present, star Happy Christmas! Merry Christmas! Happy New Year!</i> |   | <i>Look, this is a tree. Today we have a surprise. Let's cut/draw/sing. Where is ...? What is it?</i>   | <i>Pull! Pull! Pull! in, under</i>  | Showing an interest in different ways of celebrating Christmas<br>Taking care when making a special Christmas card        | Intercultural education: Christmas in a different culture   |
| <b>Easter</b>            |  |   |  |   |   |   |   |   |
| Easter                   | Easter   | To learn how British and American people celebrate Easter<br>To make a special Easter mural   | <i>Easter, Easter bunny, Easter eggs chicks, butterflies, flowers</i>  |   | <i>What colour is it? Which Easter egg do you like best? Choose your favourite colours. Point to... Can I play with you?</i>                                | Colours: <i>yellow, red, green, blue, orange, brown</i><br>Numbers: 1–5   | Showing an interest in different ways of celebrating Easter   | Intercultural education: Easter in a different culture      |