

# Syllabus overview

Title	Theme	Aims	Target language	Story language	Main receptive language	Main recycled language	Main attitudes	Cross-curricular content
<b>UNIT 1</b>								
Big Bear	Housework Making friends Helping each other	To revise greetings, animals, numbers, colours To revise a magic spell To learn and revise parts of the body To learn housework actions To read parts of the body words To participate actively in the story, retelling it in different forms To sing the story song and understand the meaning	<i>Big Bear</i> Parts of the body: <i>feet, body</i> Housework actions: <i>tidy up, make a cake, lay the table, wash up, make the bed</i> <i>big, little</i>	<i>I'm sad!</i> <i>One knock!</i> <i>How strange!</i> <i>Who's that?</i> <i>Come in!</i> <i>Please help me ...!</i> <i>We can't!</i> <i>Don't worry! I can help you!</i> <i>Little Elephant appear!</i> <i>What's your name?</i> <i>I'm your friend!</i> <i>I'm happy!</i> <i>I've got a friend!</i>	<i>Let's say hello to ...</i> <i>What number is this?</i> <i>How many fingers?</i> <i>Two and three make ...?</i> <i>We are going to tell a story.</i> <i>It's a story about ...</i> <i>Bring me your ...</i> <i>Stick ... onto the poster/board.</i> <i>Look at these words.</i> <i>Tell me the actions.</i> <i>You write the number here.</i> <i>What's missing?</i> <i>Choose a flashcard.</i> <i>How many knocks?</i> <i>You stick the stickers here.</i> <i>Listen and write the numbers.</i> Receptive language from Level 1.	Animals: <i>Little Elephant, Snail, Frog, Cat, Dog, Cow, Lizard the Wizard</i> Numbers: 1–10 Colours: <i>red, yellow, green, blue, orange, brown</i> Greetings: <i>Hello/Goodbye, Fine thanks. And you?</i> Parts of the body: <i>head, legs</i> <i>Help me!</i> <i>We can't!</i> <i>I can help you.</i>	Learning to be cooperative at home and at school Learning to share	Non-sexist education Peace and intercultural education
<b>UNIT 2</b>								
Hurry up, Little Elephant!	Everyday actions	To learn everyday actions To learn and revise parts of the face To read parts of the face words To revise <i>big, little</i> To revise <i>I've got</i> To participate actively in the story, retelling it in different forms To sing the story song and understand the meaning	Parts of the face: <i>face, teeth</i> Actions: <i>get up, put on your clothes, wash your face, wash your eyes, wash your ears, wash your nose, wash your mouth, brush your teeth, comb your hair, eat your breakfast</i> <i>bananas</i>	<i>It's late Little Elephant!</i> <i>It's time for school!</i> <i>Come on, Little Sister!</i> <i>Goodbye Mummy!</i> <i>Little Sister! Stop!</i> <i>What are you doing?</i> <i>Hurry up!</i> <i>Delicious!</i> <i>My tummy!</i>	<i>What happens?</i> <i>Today we have a new story.</i> <i>Close your eyes. You are sleeping.</i> <i>Look at ...</i> <i>What are they saying?</i> <i>Let's number the pictures.</i> <i>Sing and point.</i> <i>Look at the line.</i> <i>Draw the ...</i> Receptive language from Unit 1	<i>It's late.</i> <i>It's time for school!</i> <i>Hurry up!</i> <i>Little Sister, Mummy Elephant ears, nose, mouth, hair, eyes</i> <i>My tummy!</i> Numbers: 1–10. <i>big, little</i>	Obedying teachers and parents Learning to be healthy Participating actively in stories and games Being interested in and willing to use English	Health education
<b>UNIT 3</b>								
It's raining!	Thinking about friends and the weather	To learn items of clothing To learn and revise colours To read and write clothes words To talk about the weather To participate actively in the story, retelling it in different forms To sing the story song and understand the meaning	Clothes: <i>jacket, trousers, T-shirt, skirt, shoes, jumper</i> Colours: <i>pink, black, white</i> <i>It's raining/snowing/windy/sunny</i> Actions: <i>Let's make a snowman! Let's fly a kite! Let's jump in a puddle! Let's swim!</i>	<i>Snail, Frog, Cat, Dog, Cow Little Elephant</i> <i>Look at this puddle!</i> <i>Let's jump! Jump! Jump! Splash!</i> <i>Oh, no! My ...!</i> <i>Look at my ...!</i> <i>Its/They're dirty!</i> <i>Oh! Sorry ...!</i> <i>We're dirty!</i> <i>I've got an idea!</i> <i>Good idea!</i>	<i>Who's wearing this?</i> <i>What's he/she wearing in the story?</i> <i>Who is number ...?</i> <i>This is ...</i> <i>Draw a line from ... to ...</i> <i>We are going to learn ...</i> <i>Tell me the name of the clothes.</i> <i>What can you see in the shop window?</i> <i>Here are ...</i> <i>Which ...?</i> <i>What's the weather like?</i> Receptive language from Units 1 and 2.	Animals: <i>Snail, Frog, Cat, Dog, Cow</i> <i>Let's jump/fly a kite/swim!</i> <i>Look at my ...</i> <i>I touch my head, arm ...</i> Numbers	Participating actively in stories and games Being respectful to friends Learning to cooperate with others: living, working, playing and doing things together	Health education Peace and intercultural education
<b>UNIT 4</b>								
The snake	Playing at home	To learn the main rooms in a house To learn some furniture To revise prepositions: <i>in, on, under</i> To read and write room words To differentiate between words beginning with /b/ and /t/ To participate actively in the story, retelling it in different forms To sing the story song and understand the meaning	<i>Snake</i> Rooms: <i>kitchen, living room, bedroom, bathroom</i> Furniture: <i>fridge, TV, bed, bath</i> <i>is/isn't</i>	<i>Help! Little Elephant!</i> <i>What's the matter?</i> <i>It's a snake!</i> <i>Where?</i> <i>Hurry up!</i> <i>The snake isn't in/on/under the ...!</i> <i>Oh! An ice cream! Mmm! Great!</i> <i>What are you doing?</i> <i>The snake isn't here!</i> <i>Hello, Little Elephant! I'm Snake!</i> <i>Can I play with you?</i> <i>Please, Daddy!</i> <i>We are friends!</i> <i>We can play!</i>	<i>What's the first/second/third ...?</i> <i>Where is (the) ...?</i> <i>Look in the ...</i> <i>There isn't a ...</i> <i>Let's write.</i> <i>You write ... here.</i> <i>What sound is the same?</i> <i>These words begin with ...</i> <i>Let's make ... groups.</i> <i>Let's play a game.</i> <i>I spy with my little eye, a thing beginning with ...</i> <i>Is that right?</i> <i>Write the words.</i> Receptive language from Units 1, 2 and 3.	<i>Daddy Elephant</i> <i>Help!</i> <i>What's the matter?</i> <i>It's in, on, under</i> <i>table, chair, cupboard</i> <i>ice cream</i> <i>Can I play with you?</i> <i>Let's play!</i>	Being kind towards animals Showing interest in reading and writing new words Participating actively in stories and games	Good citizenship Living together

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Title	Theme	Aims	Target language	Story language	Main receptive language	Main recycled language	Main attitudes	Cross-curricular content
<b>UNIT 5</b>								
Where's Little Elephant?	Playing at the park	<ul style="list-style-type: none"> <li>To learn park objects</li> <li>To learn actions and movements</li> <li>To read and write park objects</li> <li>To practise words beginning with /s/</li> <li>To learn <i>I want ...</i></li> <li>To learn and revise toys</li> <li>To participate actively in the story, retelling it in different forms</li> <li>To sing the story song and understand the meaning</li> </ul>	<i>I'm on the slide/swing, up, down backwards, forwards tree I want ...</i>	<i>I've got a ball! Let's play football! Pass me the ball! Shoot! Little Elephant! Where are you? Look at me. I'm on the slide and I can slide. Up! Down! Where's Little Elephant? I don't know. Ask Cat/Doctor Monkey/Cow. I've got a skipping rope and I can skip! I'm on the swing and I can swing! Backwards! Forwards! I'm up here! Help me! Look at the tree! Little Elephant is up the tree! Don't worry, Little Elephant! Jump! One, two, three! Oh, no! Thank you! Thank you to all my friends!</i>	<i>What is ... playing with? Check your answers. I've got .../haven't got ... Which animal says ... in the story? Is he/she ... or ...? Can you see a ...? Let's talk about ... What do you want?</i> Receptive language from Units 1, 2, 3 and 4.	<i>Let's play football! Look at me. I've got a ... skipping rope, roller skates, ball, radio, book I can ... skip, skate. Objects: radio, book, bicycle, guitar, kite</i>	<ul style="list-style-type: none"> <li>Learning to cooperate: helping each other and encouraging classmates</li> <li>Showing interest in reading and writing new words</li> <li>Showing interest and taking the initiative in speaking English</li> <li>Participating actively in stories and games</li> </ul>	<ul style="list-style-type: none"> <li>Helping each other</li> <li>Thinking about friends</li> <li>Peace education</li> </ul>
<b>UNIT 6</b>								
Let's go for a picnic!	Going for a picnic Sharing food	<ul style="list-style-type: none"> <li>To learn and revise food</li> <li>To revise numbers</li> <li>To read and write food words</li> <li>To learn three meal times</li> <li>To revise <i>I want ...</i></li> <li>To differentiate between words beginning with /j/, /b/ and /s/</li> <li>To participate actively in the story, retelling it in different forms</li> <li>To sing the story song and understand the meaning</li> </ul>	Picnic food: <i>crisps, sandwiches, cheese, oranges, biscuits chocolate</i> Other food and drink: <i>cereal, fish and chips, pizza, milk, lemonade water</i> <i>I'm hungry! I'm thirsty! It's breakfast/lunch/dinner time</i>	<i>I'm hungry! What have you got? I've got ... Mmm! Delicious. Stop! It's not time to eat! Let's play! I want something to eat! What are you doing? I'm sorry! Don't worry, little animals! I've got a Magic Spell! Food appear! Let's eat!</i>	<i>What happens now? What has ... got in the story? Choose something to drink and something to eat.</i> Receptive language from Units 1, 2, 3, 4 and 5.	<i>I've got ... Let's drink/ eat! I'm hungry! Thank you. I want ... Magic spell</i>	<ul style="list-style-type: none"> <li>Learning to share things and to respect others</li> <li>Showing interest in reading and writing new words</li> <li>Showing interest and taking the initiative in speaking English</li> <li>Participating actively in stories and games</li> </ul>	<ul style="list-style-type: none"> <li>Environmental education</li> <li>Health education: a healthy diet</li> <li>Living together</li> </ul>
<b>Christmas</b>								
Christmas	Christmas	<ul style="list-style-type: none"> <li>To learn how British and American families celebrate Christmas</li> <li>To revise Christmas vocabulary</li> <li>To make a special card</li> <li>To read and write Christmas words</li> </ul>	<i>Rudolf tennis racket skateboard dinosaur train teddy bear</i>		<i>We've got a surprise! Point to the ... Who's got a ...? This is a card for your family. You can copy some of the words from the bottom of the page.</i> Receptive language from Units 1, 2, 3, 4, 5 and 6.	<i>Father Christmas Christmas tree Christmas cracker, bauble, stocking, present, star. Happy Christmas Merry Christmas Happy New Year My family: Daddy, Mummy, baby brother, little sister Christmas card candle</i>	<ul style="list-style-type: none"> <li>Showing an interest in different ways of celebrating Christmas</li> <li>Taking care when making the card</li> </ul>	Intercultural education: Christmas in different cultures
<b>Easter</b>								
Easter	Easter	<ul style="list-style-type: none"> <li>To learn how British and American families celebrate Easter</li> <li>To revise Easter vocabulary</li> <li>To read and write Easter words</li> <li>To make a special Easter mural</li> </ul>	<i>Easter egg race</i> Countryside vocabulary: <i>mountain river, sun, cloud</i>		<i>What are these? They are having an Easter egg race. Let's decorate the Easter egg.</i> Receptive language from Units 1, 2, 3, 4, 5 and 6.	<i>Easter, Easter Bunny, Easter eggs flowers, butterflies, chicks, tree</i>	<ul style="list-style-type: none"> <li>Showing an interest in different ways of celebrating Easter</li> <li>Taking care when making the mural</li> </ul>	Intercultural education: Easter in different cultures