

Syllabus

Unit	Learning objectives	Key language	Recycled language
Starter: Hello!	<ul style="list-style-type: none"> •Greeting people and saying goodbye (C1, C5) •Introducing course characters (C1, C3, C5) •Identifying colours (C1, C3, C7) •Identifying numbers 1–10 (C1, C2, C7) •Asking someone’s name and age (C1, C2, C5) •Listening to and saying the rap (C1, C2, C6, C7) •Listening to and singing a song (C1, C6, C7) •Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) •Listening to and understanding the story (C1, C6) •Retelling the story (C1, C6, C7, C8) •Giving an opinion on the story (C1, C8) •Listening to and acting out a short dialogue (C1, C5, C7, C8) •Associating pictures with meaning (C1, C6, C7) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> •Hello •Goodbye •red, yellow, green, blue, orange, brown, pink •Numbers 1–10 <p>Structures:</p> <ul style="list-style-type: none"> •What’s your name? I’m... •How old are you? I’m... 	<ul style="list-style-type: none"> •(For children who have already started learning English, some language in the column Key language may be recycled.)
1 School Zone	<ul style="list-style-type: none"> •Greeting people and saying goodbye (C1, C5) •Introducing course characters (C1, C3, C5) •Identifying classroom objects (C1, C3, C7) •Listening to and saying the raps (C1, C6, C7) •Listening to and singing songs with actions (C1, C6, C7) •Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) •Listening to and understanding the story (C1, C6) •Retelling the story (C1, C6, C7, C8) •Giving an opinion on the story (C1, C8) •Listening to and acting out a role play (C1, C5, C7, C8) •Associating pictures with meaning (C1, C6, C7) •Recognising words (C1, C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> •pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener •Stand up! Sit down! Be quiet, please! Put your hand up! Put away your things! <p>Structures:</p> <ul style="list-style-type: none"> •How are you? I’m fine, thank you. •Can I have a..., please? Here you are. Thank you! 	<ul style="list-style-type: none"> •Numbers 1–10 •Colours •Hello. I’m... •Goodbye •What is it/this? It’s... •Is it...? Yes, it is./No, it isn’t.
2 Family Zone	<ul style="list-style-type: none"> •Identifying family members (C1, C3, C5, C7) •Listening to and saying the raps (C1, C6, C7) •Listening to and singing songs with actions (C1, C6, C7) •Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) •Asking and answering questions about their family (C1, C5, C6, C7, C8) •Listening to and understanding the story (C1, C6) •Retelling the story (C1, C6, C7, C8) •Giving an opinion on the story (C1, C8) •Listening to and acting out a role play (C1, C5, C7, C8) •Associating pictures with meaning (C1, C6, C7) •Recognising words (C1, C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> •grandpa, grandma, mummy, daddy, brother, sister, baby, family •make my bed, tidy up, clean the floor, lay the table <p>Structures:</p> <ul style="list-style-type: none"> •Who’s this? It’s my... •This is my... •Can you help me...? Yes, I can./No, I can’t. 	<ul style="list-style-type: none"> •Numbers 1–10 •Colours •Hello, goodbye •What is it/this? It’s... •Is it a...? Yes, it is./No, it isn’t.

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • <i>brother, sister, mummy, daddy</i> • <i>Is it...? Who's this?</i> • <i>What colour/number is it?</i> • <i>Can you...? Look at...</i> • <i>Let's listen/sing/colour/point to count/repeat etc.</i> • <i>Cut out.</i> • <i>Find page (number). Open your books at page (number).</i> 		<ul style="list-style-type: none"> • Interest in learning English • Willingness to share • Interest in learning about birthdays • Positive attitude towards own ability to participate in class activities • Pleasure in the story introducing Digi • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning 	
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/point to/match, etc.</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What colour/number is it?</i> • <i>How are you? I'm ok. I'm fine. I'm tired. I'm not so good.</i> 	<ul style="list-style-type: none"> • Practising the /p/ sound 	<ul style="list-style-type: none"> • Interest in learning English • Interest in learning about school in the UK • Awareness of good classroom behaviour • Willingness to share • Positive attitude towards own ability to participate in class activities • Pleasure in the story about classroom objects • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> • Social science: Classroom behaviour
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/point to/match, etc.</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What colour/number is it?</i> • <i>How are you? I'm ok. I'm fine. I'm tired. I'm not so good.</i> 	<ul style="list-style-type: none"> • Practising the /g/ sound 	<ul style="list-style-type: none"> • Interest in learning about families in the UK • Awareness of the importance of helping your family at home • Willingness to share • Positive attitude towards own ability to participate in class activities • Pleasure in the story about Benny's family • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> • Social science: Helping at home

C1 Competence in linguistic communication C2 Mathematical competence C3 Competence in knowledge of and interaction with the physical world C4 Competence in processing information and use of ICT C5 Competence in social skills and citizenship C6 Artistic and cultural competence C7 Learning to learn C8 Autonomy and personal initiative

Unit	Learning objectives	Key language	Recycled language
Digi Zone 1	<ul style="list-style-type: none"> Identifying classroom objects (C1, C3, C7) Identifying family members (C1, C3, C5, C7) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Following instructions (C5, C7, C8) Reviewing and reflecting on learning (C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> pencil, school bag, rubber, ruler, pencil case, book, crayon, sharpener grandpa, grandma, mummy, daddy, brother, sister, baby, family <p>Structures:</p> <ul style="list-style-type: none"> How are you? I'm fine, thank you. 	<ul style="list-style-type: none"> Numbers 1–10 Colours Hello. I'm... . Goodbye. What is it/this? It's... Who's this? It's my... This is my... What number/colour is it?
3 Body Zone	<ul style="list-style-type: none"> Identifying different parts of the body (C1, C3, C7) Listening to and saying the raps (C1, C6, C7) Listening to and singing songs with actions (C1, C6, C7) Asking and answering questions about parts of the body (C1, C3, C7, C8) Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Listening to and acting out a role play (C1, C5, C7, C8) Relating parts of the body to your senses (C3, C7) Associating pictures with meaning (C1, C6, C7) Recognising key words (C1, C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> eyes, ears, mouth, nose, hands, fingers, feet, toes (the five senses) see, listen, taste, smell, touch <p>Structures:</p> <ul style="list-style-type: none"> I've got/You've got... Have you got... ? Yes, I have./No, I haven't. 	<ul style="list-style-type: none"> Numbers 1–10 Colours Hello. I'm... . Goodbye. What is it/this? It's... Is it a...? Yes, it is./No, it isn't. Can I have... , please? Here you are. Thank you.
4 Food Zone	<ul style="list-style-type: none"> Identifying different items of food (C1, C3, C6, C7) Listening to and saying the raps (C1, C6, C7) Listening to and singing songs with actions (C1, C6, C7) Asking and answering questions about items of food (C1, C5, C6, C7, C8) Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Identifying numbers 11–20 (C1, C2, C7) Listening to and acting out a role play (C1, C5, C7, C8) Classifying food items to create five-a-day (C3, C5, C6, C7) Associating pictures with meaning (C1, C6, C7) Recognising key words (C1, C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> apples, bananas, strawberries, fish, chips, carrots, broccoli, cake (five-a-day) orange juice, spinach, peas, melon, tomatoes <p>Structures:</p> <ul style="list-style-type: none"> Do you like... ? Yes, I do./No, I don't. I like... Five-a-day is good for me. 	<ul style="list-style-type: none"> Numbers 1–10 Colours, family Hello, I'm... . Goodbye. What is it/this? It's... Is it a...? Yes, it is./No, it isn't. Can I have... , please? Here you are. Thank you

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/ point to/match, etc.</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What number/colour is it?</i> • <i>Who's missing?</i> 		<ul style="list-style-type: none"> • Pleasure in the story about Digi's family • Positive attitude towards own ability to participate in class activities • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/ point to/match, etc.</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What number/colour is it?</i> • <i>sunny, raining, cloudy, snowing</i> 	<ul style="list-style-type: none"> • Practising the /i/ sound 	<ul style="list-style-type: none"> • Interest in learning about parts of the body • Willingness to share • Interest in the five senses • Interest in learning about UK culture • Positive attitude towards own ability to participate in class activities • Pleasure in a traditional story • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> • Science: The five senses
	<ul style="list-style-type: none"> • <i>Let's listen/sing/number/play/say/ point to/match, etc</i> • <i>Find page (number). Open your books at page (number).</i> • <i>What number/colour is it?</i> 	<ul style="list-style-type: none"> • Practising the /c/ sound 	<ul style="list-style-type: none"> • Interest in learning about the importance of a balanced diet • Interest in learning about 'five-a-day' in the UK • Positive attitude towards own ability to participate in class activities • Pleasure in a story about food • Respect for others in the group • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> • Science: Food

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Digi Zone 2	<ul style="list-style-type: none"> Identifying different parts of the body (C1, C3, C7) Identifying different items of food (C1, C3, C5, C7) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Following instructions (C5, C7, C8) Reviewing and reflecting on learning (C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> eyes, ears, mouth, nose, hands, fingers, feet, toes apples, bananas, strawberries, fish, chips, carrots, broccoli, cake <p>Structures:</p> <ul style="list-style-type: none"> Have you got... ? Yes, I have./No, I haven't. I've got... . Do you like... ? Yes, I do./No, I don't. I like... 	<ul style="list-style-type: none"> Numbers 1–10 Colours Hello, I'm... . Goodbye. What is it/this? It's... What number/colour is it? Can I have a... , please? Yes, here you are. Thank you. Is it a... ? Yes, it is./No, it isn't.
5 Animal Zone	<ul style="list-style-type: none"> Identifying different animals (C1, C3, C7) Listening to and saying the raps (C1, C6, C7) Listening to and singing songs with actions (C1, C6, C7) Asking and answering questions about animals (C1, C3, C7, C8) Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Listening to and acting out a role play (C1, C5, C7, C8) Associating pictures with meaning (C1, C6, C7) Recognising key words (C1, C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> rabbit, peacock, cat, dog, snail, duck, tortoise, owl feathers, fur, shell, parrot, crab, squirrel <p>Structures:</p> <ul style="list-style-type: none"> Where's... ? There! It's in.../under.../on... 	<ul style="list-style-type: none"> Numbers 1–20 Colours Hello, I'm... . Goodbye. It's... Is it? Yes, it is./No, it isn't. What is it/this? It's... I've got... Thank you.
6 Fun Zone	<ul style="list-style-type: none"> Identifying different activities (C1, C3, C5, C6, C7) Listening to and saying the raps (C1, C6, C7) Listening to and singing songs with actions (C1, C6, C7) Asking and answering questions about activities (C1, C3, C7, C8) Making mini-flashcards to play communicative games (C1, C3, C6, C7, C8) Listening to and understanding the story (C1, C6) Retelling the story (C1, C6, C7, C8) Giving an opinion on the story (C1, C8) Listening to and acting out a role play (C1, C5, C7, C8) Associating pictures with meaning (C1, C6, C7) Recognising key words (C1, C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> play football, play basketball, skip, run, dance, fly a kite, sing, paint read a book, play a computer game, swim, play tennis <p>Structures:</p> <ul style="list-style-type: none"> Can you... ? Yes, I can./No, I can't. I can... It's (good) exercise. It's relaxing. 	<ul style="list-style-type: none"> Numbers 1–20 Colours, family Hello, I'm... Goodbye. Is it... ? Yes, it is./No, it isn't. What is it/this? It's... Have you got? I've got...

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). •What's missing? 		<ul style="list-style-type: none"> •Pleasure in the story about a picnic •Positive attitude towards own ability to participate in class activities •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). •What number/colour is it? 	<ul style="list-style-type: none"> •Practising the /a/ sound 	<ul style="list-style-type: none"> •Interest in learning about different animals •Awareness of the characteristics of different animals •Interest in learning about animals in the UK •Positive attitude towards own ability to participate in class activities •Pleasure in a story about animals •Respect for others in the group •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •Natural Science: Animals
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). •What's this activity? 	<ul style="list-style-type: none"> •Practising the /s/ sound 	<ul style="list-style-type: none"> •Interest in learning about different types of activities •Positive attitude towards own ability to participate in class activities •Pleasure in a story about indoor activities •Respect for others in the group •Willingness to follow simple instructions •Interest in learning about activities in the UK •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •PE.: Activities

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Digi Zone 3	<ul style="list-style-type: none"> • Identifying different animals (C1, C3, C7) • Identifying different activities (C1, C3, C5, C6, C7) • Listening to and understanding the story (C1, C6) • Retelling the story (C1, C6, C7, C8) • Giving an opinion on the story (C1, C8) • Following instructions (C5, C7, C8) • Reviewing and reflecting on learning (C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • <i>rabbit, peacock, cat, dog, snail, duck, tortoise, owl</i> • <i>play football, play basketball, skip, run, dance, fly a kite, sing, paint</i> <p>Structures:</p> <ul style="list-style-type: none"> • <i>Can you... ? Yes, I can./No, I can't.</i> • <i>I can...</i> 	<ul style="list-style-type: none"> • Numbers 1–20 • Colours, family • <i>Hello. I'm... Goodbye.</i> • <i>Look...</i>
Christmas	<ul style="list-style-type: none"> • Listening to and singing a song with actions (C1, C6, C7) • Listening to and understanding the story (C1, C6) • Retelling the story (C1, C6, C7, C8) • Giving an opinion on the story (C1, C8) • Following instructions (C5, C7, C8) • Reviewing and reflecting on learning (C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • <i>Happy Christmas, Santa Claus, reindeer, present, star, tree, stocking, sleigh</i> <p>Structures:</p> <ul style="list-style-type: none"> • <i>It's my present.</i> • <i>Is it a... ? Yes, it is./No, it isn't.</i> • <i>Here you are. Thank you.</i> 	<ul style="list-style-type: none"> • Numbers • Colours • <i>Hello. I'm... Goodbye.</i> • <i>big, small</i>
Easter	<ul style="list-style-type: none"> • Listening to and singing a song with actions (C1, C6, C7) • Listening to and understanding the story (C1, C6) • Retelling the story (C1, C6, C7, C8) • Giving an opinion on the story (C1, C8) • Following instructions (C5, C7, C8) • Reviewing and reflecting on learning (C7, C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • <i>Happy Easter, Easter Bunny, egg, chick, basket</i> <p>Structures:</p> <ul style="list-style-type: none"> • <i>I've got an egg/a purple egg.</i> 	<ul style="list-style-type: none"> • Numbers • Colours • <i>Hello. I'm... Goodbye.</i> • <i>What number/colour is it?</i> • <i>Can I have... ?</i> • <i>Yes, here you are.</i>

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). •What's missing? 		<ul style="list-style-type: none"> •Pleasure in the story about the funfair •Positive attitude towards own ability to participate in class activities •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). 		<ul style="list-style-type: none"> •Pleasure in celebrating Christmas in English •Enjoyment in becoming familiar with traditional Christmas characters •Awareness of the importance of giving at Christmas •Awareness of the world around you and cultural differences 	
	<ul style="list-style-type: none"> •Let's listen/sing/number/play/say/ point to/match, etc. •Find page (number). Open your books at page (number). 		<ul style="list-style-type: none"> •Pleasure in celebrating Easter in English •Awareness of the world around you and cultural differences •Enjoyment in singing and acting out a song for Easter 	