



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">• To create or re-establish a bond of affection between self and children, and children and Patch the puppy• To (re-) accustom children to the routines and procedures of the English class• To introduce the Starter and Bye-bye routines that will be used throughout the course• To (re-) establish an effective working atmosphere and expectations	<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>		<p>Children should:</p> <ul style="list-style-type: none">• respond positively to the teacher and to Patch• follow the routines and rhythms marked, participating in activities requiring interaction with Patch, the teacher and classmates• perform actions for the Starter and Bye-bye routines• show curiosity and expectation in the new learning situation

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">• To enable discrimination between some body vocabulary• To develop colour awareness and discrimination of the colour yellow• To focus upon and reinforce the concepts of big and small• To develop knowledge of physical abilities and the body• To expand the routines and instructions with which children are familiar• To encourage high participation via mime, movement, gesture, etc.	<i>elephant</i> <i>I want a big (nose).</i> <i>What (a) big ... !</i> <i>Abracadabra</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>	<p>Children should:</p> <ul style="list-style-type: none">• start to discriminate between body parts via pointing, gesture, etc.• show awareness of the concept of colour and identify the colour yellow• recognise the concept of big and small, correctly identifying visuals accordingly• realise expressive possibilities of the body for communication and non-verbal communication• respond appropriately to classroom language• perform actions and mime for chants, rhymes, movement games and songs

Unit 2 It's cold!

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To enable discrimination between clothing and confirmation of where it is worn To develop colour awareness and discrimination of the colour blue To focus upon and reinforce the concepts of hot and cold To encourage autonomy, care of personal belongings and awareness of the practical function of clothes To expand range of games and worksheet-type activities and the resultant demands on concentration To heighten understanding of own and others' bodily sensations 	<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>	<i>hat*</i> <i>coat*</i> <i>boots*</i> <i>scarf</i> <i>cold / hot</i> <i>blue*</i>	Language used so far plus: <i>Put ... on*</i> <i>Take ... off*</i> <i>Colour it!*</i>	<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>	Children should: <ul style="list-style-type: none"> indicate recognition of clothing vocabulary and where garments are worn identify the colour blue perceive the difference between the concepts of hot and cold show awareness of the purpose of clothes and an appropriate level of autonomy with own clothing show confidence in the face of new task types and increased concentration requirements recognise hot and cold bodily states

Unit 3 Tidy up!

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To motivate children to recognise words for toys as an important part of their world To develop colour awareness and discrimination of the colour red To focus upon and reinforce the concepts of quickly and slowly To reinforce the concept of number and numerical values To foster habits of order, responsibility and increasing autonomy To engage the children in a full range of tasks developing visual discrimination, logical reasoning, gross and fine motor skills, drama and expressive communication 	<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>	<i>doll*</i> <i>teddy</i> <i>car*</i> <i>ball*</i> <i>quickly / slowly</i> <i>red*</i>	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>	<i>Hello*</i> <i>Bye-bye*</i> <i>jump</i> <i>wave*</i> <i>yellow*</i> <i>blue*</i>	Children should: <ul style="list-style-type: none"> use appropriate mime and noises to show recognition of toy vocabulary start to discriminate between blue, yellow and red respond appropriately to show understanding of the concepts of quickly and slowly count from 1 to 3 with awareness of number-object correspondence recognise the need for order and co-operate with tidying up crayons, worksheets, etc. participate with interest and a positive approach in tasks requiring visual acuity, logic, motor control and communication resources



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Unit 4 Bedtime

Unit aims	Main receptive language	Focus language	KEY LANGUAGE		Main evaluation criteria
			Classroom language	Main recycled language	
<ul style="list-style-type: none"> To help children name family members To develop colour awareness and discrimination of the colour green To focus upon and reinforce the concepts of in and out To foster interest in numbers and their practical application To link home and school, providing a context with which the children identify To provide opportunity for role-play, slapstick and artistic expression 	<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</i> <i>doll*</i>	Children should: <ul style="list-style-type: none"> recognise the family members start to discriminate between blue, yellow, red and green demonstrate, via movement, an understanding of the concepts of in and out as referring to position count from 1 to 5 with awareness of number-object correspondence show involvement and identification with the theme of the family derive pleasure from a humorous situation and participate fully

Unit 5 On the farm

Unit aims	Main receptive language	Focus language	KEY LANGUAGE		Main evaluation criteria
			Classroom language	Main recycled language	
<ul style="list-style-type: none"> To help children identify farm animals, developing expressive possibilities in so doing To provide new opportunities and contexts for colour discrimination To focus upon and reinforce the concepts of clean and dirty as physical states To increase knowledge of physical characteristics of some farm animals To expand cognitive range via tasks requiring categorising, linking, counting, sorting, etc. To encourage interest in outside world 	<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"> use appropriate mime and noises to show recognition of focus vocabulary (farm animals) discriminate between red, yellow, green and blue with growing confidence and recognise the colour pink recognise the concepts of clean and dirty as physical states and consequences of actions show curiosity in and respect for farm animals tackle with willingness and confidence a widening range of cognitive tasks want to discover more about the outside world

Unit 6 Patch's birthday

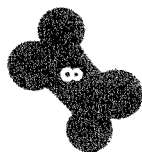
Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To introduce food vocabulary in a motivating context with which the children will identify To consolidate concepts of colour taught so far and recognise the colour brown To give further practice with numbers, counting and calculating objects To develop pleasure and confidence in expressive capacity of self and others via opportunities for imaginative play To raise awareness of the senses of sight, taste and smell To establish politeness as a classroom norm 	<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"> be motivated to discriminate between the food items presented recognise the six colours presented with increasing confidence count and perform very simple numerical calculations enter into fantasy play recognise the senses of sight, taste and smell, and enjoy activities developing them accept social norms of politeness and apply them

Christmas

<ul style="list-style-type: none"> To revise vocabulary, phrases and classroom language from earlier units in a new context To raise awareness of Anglo-Saxon cultural tradition of decorating a tree and ringing bells at this time of year To contribute to aesthetic development via craft activities (decorations, Christmas card, etc.) To reinforce discrimination between concepts previously taught (blue/yellow and big/small) 	<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"> recognise with more confidence the revised vocabulary and expressions show interest in other children's cultural traditions participate enthusiastically with a wider range of techniques and materials for craft activities and take pride in their own products demonstrate more accurate discrimination of key concepts
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Easter

<ul style="list-style-type: none"> To revise vocabulary, phrases and classroom language from earlier units in new context To familiarise children with a traditional aspect of this time of year in Anglo-Saxon cultures To provide opportunity for aesthetic satisfaction via egg decorating To encourage a positive attitude by provision of activities motivating for the age group 	<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"> recognise with more confidence the revised vocabulary and expressions enjoy hunting for Easter eggs, an activity traditional at this time of year take care and pride in their own craft productions participate with enthusiasm and show a positive attitude towards the target culture
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Introductory unit Hello, Patch

Unit aims	Main receptive language	Focus language	KEY LANGUAGE		Main evaluation criteria
			Classroom language	Main recycled language	
<ul style="list-style-type: none"> To re-establish relationship with Patch as a character and prompter of participation To remind children quickly of routines, procedures and activities introduced in the previous level of the course To introduce the Chit chat routine as an extra vehicle for prompting active production from the children To introduce new Starter and Bye-bye songs and a control chant 	<i>Knock, knock!</i> <i>What's in the box?</i> <i>1*, 2*, 3*</i> <i>Open (the box).</i> <i>Dance (on your toes).*</i> <i>Jump (up high).*</i> <i>Touch (your nose).*</i> <i>Wave (bye-bye).*</i> <i>everybody*</i> <i>Stand up / Sit down*</i> <i>Calm down!*</i> <i>Just like me. *</i> <i>Look at me. *</i> <i>Listen to me. *</i>	<i>Hello*</i> <i>Bye-bye*</i> Chit chat routine - <i>How are you?</i> - <i>I'm fine, thank you. *</i>	<i>Colour (Patch). *</i> <i>Cut here.</i> <i>Fold here.</i>		Children should: <ul style="list-style-type: none"> respond with empathy to Patch as a familiar 'bridge' with the learning context show re-gained confidence in familiar routines and lesson stages and react accordingly want to participate in the Chit chat routine and active production of language participate in new songs and chants appropriately

Unit 1 Is this Patch?

Unit aims	Main receptive language	Focus language	KEY LANGUAGE		Main evaluation criteria
			Classroom language	Main recycled language	
<ul style="list-style-type: none"> To teach parts of the face in a memorable context To widen range of concepts between which children discriminate To complete the revision of management routines to be used throughout the level To ease the transition from receptive activities to spoken participation To reinforce children's self image and conventions of graphic representation of faces To foster respect for classmates and their physical characteristics 	<i>Not here!*</i> <i>sniff</i> <i>pull</i> <i>wink</i> <i>stroke</i> <i>wiggle*</i> <i>pop</i> <i>I know!</i> <i>(Patch) has got ...</i> <i>What's the matter?</i> <i>I can't find ...</i>	<i>policeman</i> <i>eyes</i> <i>ears*</i> <i>nose*</i> <i>hair</i> <i>mouth</i> <i>big*/small*</i> <i>long/short</i> <i>blue*</i> <i>yellow*</i> Chit chat routine - <i>What's your name?</i> - <i>(Patch.)</i>	Language used so far plus: <i>Hands up!*</i> <i>Who wants to play?*</i> <i>Draw ... *</i> <i>That's right!*</i> <i>Try again. *</i> <i>What is it?</i> <i>Is this ...?</i> <i>What colour is it?</i> <i>Touch*</i> <i>Point to ... *</i>	<i>Hello*</i> <i>Bye-bye*</i> - <i>How are you?</i> - <i>I'm fine, thank you. *</i>	Children should: <ul style="list-style-type: none"> recognise and indicate parts of the face discriminate between concepts presented in context follow classroom instructions and management routines begin to participate verbally draw faces with identifiable main features appreciate and value difference

Unit 2 What weather!

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To encourage discrimination of vocabulary from semantic fields of clothing and weather To heighten awareness of appropriacy of clothes for different types of weather and foster autonomy in their choice To encourage observation of weather as an environmental change with personal consequences To develop cognitive skills of relating, memorising, sequencing and deducing from visual, aural and tactile clues To raise awareness of language as both social interchange and information exchange To provide opportunities for producing individual and collective craft 	<i>Off / Back we go!</i> <i>I'm putting on ...</i> <i>I want my ...</i> <i>I'm going out (to play*).</i> <i>today</i> <i>everybody</i> <i>By the door</i>	<i>dress</i> <i>jumper</i> <i>coat*</i> <i>boots*</i> <i>hat*</i> <i>red*</i> <i>green*</i>	Language used so far plus: <i>Draw (a line).*</i> <i>Like this.*</i> <i>Is it (cloudy)?</i> <i>It's ...*</i> <i>Are you ready?</i> <i>Copy ...</i> <i>Line up!*</i> <i>Here?*</i> <i>Find ...*</i> <i>Look!*</i> <i>Just like me.*</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>blue*</i> <i>yellow*</i> - <i>How are you?</i> - <i>I'm fine, thank you.</i> - <i>Whats your name?</i> - <i>(Patch.)</i>	Children should: <ul style="list-style-type: none"> successfully discriminate between at least some of the items from the two semantic fields focused upon show understanding of what clothes are needed for different weather conditions and take responsibility for own clothing observe weather changes from aural as well as visual clues with interest accept various types of cognitive challenge and participate fully participate in a simple Chit chat routine via typical social exchanges show themselves capable of both collaborative and individual creative activity
		Chit chat routine - <i>What's the weather like?</i> - <i>(Sunny / Cloudy / Windy / Raining.*)</i>			

Unit 3 Let's go!

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To motivate children's participation via focusing upon familiar toys relevant to their age group To develop visual discrimination and sensitivity to colour To reinforce the concept of number and numerical values To extend the range of tasks children can perform via English To give meaningful practice of typical classroom language interchanges To develop appreciation of the value of friendship over the need for material goods 	<i>I like ...</i> <i>(The ball) goes ...</i> <i>(The teddy) says ...</i> <i>bounce</i> <i>hug</i> <i>fly</i> <i>ride</i> <i>sail</i> <i>park</i> <i>Great!</i> <i>Let's go*/take</i>	<i>ball*</i> <i>kite</i> <i>teddy*</i> <i>boat</i> <i>scooter</i> <i>up / down</i> <i>brown*</i> <i>pink*</i>	Language used so far plus: <i>Who's got ...?*</i> <i>Which one's different?</i> <i>Count!*</i> <i>Where's ...?*</i> <i>Here you are!*</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>blue*</i> <i>yellow*</i> <i>red*</i> <i>green*</i> - <i>What's the weather like?</i> - <i>(Sunny / Cloudy / Windy / Raining.*)</i>	Children should: <ul style="list-style-type: none"> take pleasure in the toys featured, performing appropriate mimes to show recognition of their play possibilities observe attentively colours focused upon so far and discriminate between them count from 1 to 5 and relate quantity of objects to spoken number participate in physical, verbal and conceptual games with understanding and involvement produce short verbal responses when encouraged appreciate moral of story on a very simple level (dangers of consumerism)
		Chit chat routine - <i>How many are there?</i> - <i>(1* / 2* / 3* / 4* / 5*)</i>			

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Unit 4 Patch's house

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To increase confidence and participation in speaking activities To link home and school via the unit topic To teach two new colours and give opportunities for the development of aesthetic sensitivity, discrimination and contrast To give meaningful practice of typical classroom language interchanges To raise awareness of the functions of different areas of their homes and daily activities carried out there To increase memory and concentration span 	<i>garden</i> <i>sleep</i> <i>cook the food</i> <i>have a bath</i> <i>watch TV</i> <i>in*</i> <i>too</i> <i>I'm tired.</i> <i>What's here?</i>	<i>bedroom</i> <i>bathroom</i> <i>kitchen</i> <i>living room</i> <i>stairs</i> <i>noisy / quiet</i> <i>orange</i> <i>purple</i> <i>up* / down*</i>	Language used so far plus: <i>Is that right?</i> <i>Where does it go?</i> <i>Perfect!</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>pink*</i> <i>brown*</i> <i>blue*</i> <i>yellow*</i> <i>red*</i> <i>green*</i> <i>Daddy*</i> <i>Mummy*</i> <i>baby*</i> <i>- How many are there?</i> <i>- (1* / 2* / 3* / 4* / 5*)</i>	Children should: <ul style="list-style-type: none"> start to show understanding verbally as well as non-verbally relate learning context to their own home life observe colours attentively, including purple and orange, and discriminate between them participate in spoken interchanges when prompted show recognition of activities associated with different areas of the home indicate memory of some vocabulary items and concentration capacity in games
		Chit chat routine - <i>What is it?</i> (Answer as appropriate.)			

Unit 5 Patch in the jungle

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To revise focus language from previous units To have fun imitating wild animal sounds and movements To encourage interest in outside environment To give opportunities for artistic expression through dance and movement and stimulate imagination via a fantasy context To strengthen and expand concept of number and its purpose and application to the real world To maximise spoken output via Chit chat routines and other production games 	<i>There's a ...</i> <i>It goes ... *</i> <i>Deep in the jungle</i> <i>What can you hear?</i> <i>What can you see?</i> <i>What can it be?</i> <i>Please don't eat me!</i> <i>... is / are walking in the jungle.</i> <i>Are you scared?</i> <i>Here I am!*</i> <i>I'm hungry.*</i> <i>Run!*</i> <i>Where's the ...?</i> <i>I don't know.</i> <i>How many are there?</i> <i>Let's ask.</i> <i>Come with me.</i> <i>Off we go!</i>	<i>elephant*</i> <i>tiger</i> <i>snake</i> <i>monkey</i> <i>crocodile</i> <i>6, 7, 8, 9, 10</i> <i>jungle</i> <i>flower</i>	Language used so far plus: <i>Put ... on*</i> <i>Take ... off*</i> <i>That's better!*</i> <i>Get your camera.*</i> <i>Quickly, take a photo!*</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>big*</i> <i>blue,* yellow,* red,* green,*</i> <i>pink,* brown,* orange,*</i> <i>purple*</i> <i>bedroom,* bathroom, stairs,</i> <i>kitchen, living room</i> <i>teddy,* ball,* kite, boat,</i> <i>scooter</i> <i>dress, jumper, hat,* coat,*</i> <i>boots,*</i> <i>hair, eyes, ears,* nose,* mouth</i> <i>- What is it?</i> (Answer as appropriate.)	Children should: <ul style="list-style-type: none"> indicate memory of some main vocabulary from previous units demonstrate discrimination between jungle animals through ability to imitate movements and noises show curiosity in the world beyond their immediate experience participate in fantasy play and enjoy opportunities for artistic expression count from 1 to 10 and see the practical application of number to the world volunteer to speak in games and other guided situations
		Chit chat routine - <i>What colour is it?</i> (Answer as appropriate.)			

Unit 6 Pizza for Patch

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To revise colours, numbers and main vocabulary from previous units To complete the repertoire of simple, typical Chit chat routines in which the children can participate To increase awareness of the preparation process for a dish popular with children To prompt children to respond to English verbally as well as non-verbally To bring together the main course characters in a familiar context To give all the children the opportunity to participate at a level suitable for them 	<i>What a mixture!</i> <i>Chop the ...</i> <i>on</i> <i>I like* ...</i> <i>Do you like ...?</i> <i>(Paula) likes ...</i> <i>All right</i> <i>oven</i> <i>Stop!</i> <i>That's enough!</i> <i>Mouth up!</i>	<i>tomato</i> <i>cheese</i> <i>ham</i> <i>sausage*</i> <i>egg</i> <i>pizza</i> Chit chat routine - <i>Do you like ...?</i> - <i>(Yes/No)</i>	Language used so far plus: <i>Bring me the ..., please.</i> <i>Put it on (the pizza).</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>blue, *yellow, *red, *green, *</i> <i>pink, *brown, *orange*</i> <i>purple, *</i> <i>kitchen</i> <i>scooter, teddy, *kite, ball, *</i> <i>boat,</i> <i>snake, monkey, crocodile</i> Numbers 1-10 - <i>What colour is it?</i> (Answer as appropriate.)	Children should: <ul style="list-style-type: none"> show evidence of long-term memory of some items from previous units express personal likes in a genuine information exchange be interested in the preparation stages of a meal give short verbal responses in simple exchanges enjoy the humour of the situation and show empathy with Patch and the main characters have sufficient self-esteem to contribute to class exchanges at a personally appropriate level

Halloween

<ul style="list-style-type: none"> To introduce children to a typical Anglo-Saxon festivity To provide a memorable, motivating context for language practice and consolidation of classroom management techniques and language used so far To provide a cultural experience outside pupils' normal experience To reinforce the concept of number and counting by playing number games where correspondence between objects and spoken number can be easily seen To help children produce attractive craft and display materials 	<i>funny</i> <i>standing in a row</i> <i>Off he goes!</i> <i>He's got (no nose).*</i> <i>Abracadabra*</i> <i>It's all right.</i>	<i>witch</i> <i>pumpkin</i> <i>halloween</i> <i>Boo!*</i>	Language used so far plus: <i>What's missing?</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>eyes*</i> <i>nose*</i> <i>mouth</i> Numbers 1-5 - <i>What's your name?</i> (Answer as appropriate.)	Children should: <ul style="list-style-type: none"> demonstrate curiosity for and respect of others' cultural traditions show increased confidence with all language and procedures used so far react positively and receptively to this more unusual input count from 1 to 5 both forwards and backwards with visual support take care and be proud of own creative work
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Christmas

<ul style="list-style-type: none"> To revise and consolidate vocabulary and classroom language from earlier units and levels in new context To motivate pupils via figure of Father Christmas, typical of Anglo-Saxon cultural tradition To present Christmas as a time for the giving and receiving of presents and family celebration To practise formulae for polite giving and taking as particularly appropriate for the time of year To give chance to draw and make cards, gifts and crafts typical of this time of year 	<i>fat</i> <i>leaving (presents*) ...</i> <i>Off he goes!</i> <i>wears*</i>	<i>Father Christmas*</i> <i>Ho, ho, ho! *</i> <i>Happy Christmas!*</i>	Language used so far plus: <i>Here you are.</i> <i>Thank you.</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>big*</i> <i>boots*</i> <i>hat*</i> <i>nose*</i> <i>red*</i> <i>green*</i> <i>yellow*</i> <i>blue*</i> - <i>What's the weather like?</i> <i>Cloudy / Windy</i> <i>Raining* / Sunny</i>	<ul style="list-style-type: none"> demonstrate growing confidence with language and routines revised react positively to and recognise figure of Father Christmas, respecting others' cultural traditions look forward to Christmas time accept norms of politeness and practise them in English show creativity and pleasure in own productions
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