

Little Bugs 1 - Syllabus

Unit	Communicative skills and language functions	Main language children use	Recycled language	Receptive language	Socio-cultural aspects	Link to other area of learning
Unit 1 Hide and seek	Greeting people and saying goodbye Identifying Colin the caterpillar and his friends Listening to and understanding the story Re-telling the story Singing and acting out the story song Saying and acting out the rhyme and chant Counting to five Asking and saying where people are Identifying who you can see Ordering the life of a caterpillar Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>hello, goodbye</i> <i>yes, no</i> <i>Let's play!</i> <i>Hurray!</i> <i>Are you ready?</i> <i>I can see</i> <i>Where's ...?</i> <i>I don't know.</i> <i>Here!</i> <i>caterpillar, snail, bee, ladybird, butterfly</i> <i>little, boy, girl</i> <i>Numbers 1-5</i>	<i>(For children who have already started learning English, some language in the column 'Main language children use' may be recycled rather than new.)</i>	<i>What's your name?</i> <i>How are you?</i> <i>Stand up! Sit down! Turn around!</i> <i>Clap your hands!</i> <i>hide and seek</i> <i>hot, sunny</i> <i>big, egg, asleep</i> <i>friends</i> <i>Close your eyes.</i>	<ul style="list-style-type: none"> - Interest in learning English - Willingness to follow routines - Pleasure in greeting people and saying goodbye - Pleasure in a story about a familiar game in English - Positive attitude towards own ability to participate in class activities - Curiosity in learning about the life of a caterpillar in English - Enjoyment in completing activities in the book - Willingness to review and reflect on own learning 	<i>Natural science:</i> The life of a caterpillar
Unit 2 The magic elf	Identifying toys Asking for and giving toys Listening to and understanding the story Re-telling the story Singing and acting out the songs Saying the colour rap Identifying colours in the classroom Saying your favourite colour Mixing and making new colours Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>Can I have a ... , please?</i> <i>Here you are. Thank you.</i> <i>Jump! Turn around! Close your eyes!</i> <i>Surprise!</i> <i>ball, bike, car, robot, doll, scooter</i> <i>green, yellow, red, brown, purple, blue, orange</i> <i>favourite</i>	<i>hello, goodbye</i> <i>yes, no</i> <i>Let's play.</i> <i>Hurray!</i> <i>Numbers 1-3</i>	<i>Point to ...</i> <i>window, door, board, floor</i> <i>magic elf, toy</i> <i>old, new</i> <i>No problem.</i> <i>Oh, dear.</i> <i>What about you?</i> <i>happy</i> <i>mix</i>	<ul style="list-style-type: none"> - Empathy with the child in the story - Pleasure in using 'please' and 'thank you' to be polite - Recognition of the personal value of things you own - Interest in experimenting with colour in English - Pleasure in expressing personal opinions - Enjoyment in group participation - Care in completing activities in the book - Willingness to review and reflect on learning 	Art and science: Mixing colours to make new colours
Unit 3 Touch your toes!	Identifying parts of the body Saying and acting out a rhyme Listening to and understanding the story Re-telling the story Singing and acting out the story song Asking and saying what you want Counting to ten Singing and acting out a counting song Relating parts of the body to your senses Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>First one to touch your ... Me!</i> <i>nose, eyes, ears, mouth, fingers, toes</i> <i>Do you want ...?</i> <i>chocolate cake</i> <i>monster</i> <i>Numbers 6-10</i>	<i>yes, no</i> <i>Jump!</i> <i>Turn around!</i> <i>Close your eyes!</i> <i>Please, thank you</i> <i>Let's play!</i> <i>Are you ready?</i> <i>Numbers 1-5</i> <i>little</i>	<i>Pick up ...</i> <i>Show, pencil, rubber</i> <i>There's ... on the plate.</i> <i>Not you.</i> <i>And they all ... together!</i> <i>Alfie, the dog, eats the cake.</i> <i>see, smell, eat, listen</i> <i>How many ... has ... got?</i>	<ul style="list-style-type: none"> - Appreciation of humour in the story - Enjoyment in playing the action games in the story - Pleasure in using 'please' and 'thank you' to be polite - Willingness to take turns - Interest in relating parts of the body to our five senses in English - Confidence in own ability to use English in context - Willingness to review and reflect on learning 	<i>Science (human biology):</i> Our five senses
Unit 4 Run, run, run!	Identifying the animals in the story Saying and acting out a chant Listening to and understanding the story Re-telling the story Singing and acting out the story song Making and responding to a request Following instructions Associating pictures and meaning Listening and identifying colours Saying what you can do Saying what animals can do Reviewing and reflecting on learning Recognising and writing over key words	<i>Here's the ...</i> <i>giraffe, elephant, mouse, zebra, parrot, lion</i> <i>stop</i> <i>The ... is coming.</i> <i>Please tell ...</i> <i>Of course.</i> <i>Oh, dear ... can't hear.</i> <i>I can ...</i> <i>fly, run, swim, sing</i>	<i>hello, goodbye</i> <i>yes, no</i> <i>thank you</i> <i>jump, touch my toes</i> <i>red, yellow, green, purple, brown, orange, blue</i>	<i>Is it raining, sunny, cloudy?</i> <i>... is eating leaves from a tall tree.</i> <i>Maybe he can help.</i> <i>That's easy!</i> <i>... flies to the top of the tree.</i> <i>just in time</i> <i>penguin, ostrich, kiwi, duck</i>	<ul style="list-style-type: none"> - Pleasure in an animal story in English - Confidence and enjoyment in mime and drama - Interest in identifying what animals can do in English - Willingness to take turns - Respect for others in the group - Care in completing work in the book - Willingness to review and reflect on learning 	<i>Natural science:</i> Animal actions



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Unit 5 The enormous sandwich	Identifying food Asking and saying food you like Listening to and understanding the story Re-telling the story Singing and acting out the story song Counting to ten Identifying food that grows Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>ham, cheese, tomatoes, eggs, chicken, lettuce</i> <i>I like ...</i> <i>Do you like...?</i> <i>I'm hungry.</i> <i>sandwich, spell</i> <i>apple, banana, orange, pear</i> <i>enormous, delicious, as well</i>	<i>please, thank you</i> <i>I can ...</i> <i>Let's ...</i> <i>eat</i> <i>Numbers 1-10</i>	<i>tired, sad, happy</i> <i>go to ... school for witches</i> <i>All the children put out their hands.</i> <i>The sandwich disappears.</i> <i>brilliant</i>	<ul style="list-style-type: none"> - Pleasure in a story with magic in English - Enjoyment in expressing personal opinions in English - Interest in identifying where food comes from in English - Willingness to listen to and interact with others - Willingness to take turns - Pride in completing the book - Willingness to review and reflect on learning 	<i>Natural science:</i> Food from trees and plants
Unit 6 The three bears	Identifying the three bears Recognising the difference between big, small and tiny Saying and acting out a chant Listening to and understanding the story Re-telling the story Singing and acting out the story song Responding to things that are great or horrible Identifying members of your family Listening and identifying bears that go to sleep in winter Following instructions Associating pictures and meaning Reviewing and reflecting on learning Recognising and writing over key words	<i>daddy, mummy, baby bear</i> <i>bowl, chair, bed</i> <i>soup, house</i> <i>big, small, tiny</i> <i>This / My ... is ...</i> <i>great, horrible</i> <i>Goldilocks, brother, sister, family</i>	<i>hello, goodbye</i> <i>yes, no</i> <i>thank you</i> <i>Hurray!</i> <i>I'm ...</i> <i>It's ...</i> <i>hungry, happy</i> <i>Let's ...</i> <i>look, see, count</i> <i>Numbers 1-3</i>	<i>Everybody listen / look / touch ...</i> <i>... go for a walk</i> <i>... go to sleep</i> <i>... runs away</i> <i>Wake up!</i> <i>Wait!</i> <i>stay, play</i> <i>in winter</i> <i>Colours</i> <i>Parts of the body</i>	<ul style="list-style-type: none"> - Pleasure in a traditional story in English - Enjoyment in mime and drama - Curiosity and interest in learning about bears through English - Awareness of the value of family - Pleasure in expressing feelings in English - Respect for families which are different from your own - Confidence and pleasure in your own ability to participate in English 	<i>Natural science:</i> Bears that go to sleep in winter
Christmas	Listening to and understanding a story Acting out the story Singing and acting out a song Saying <i>Happy Christmas!</i> in a game	<i>Santa, Rudolph</i> <i>present, sleigh</i> <i>reindeer, nose</i> <i>Happy Christmas!</i>	<i>hello</i> <i>Where's ...?</i> <i>here</i> <i>thank you</i> <i>red</i>	<i>old, new</i> <i>sad, antlers</i>	<ul style="list-style-type: none"> - Pleasure in celebrating Christmas in English - Enjoyment in becoming familiar with traditional Christmas characters 	
Easter	Singing and acting out a song Identifying the colours of Easter eggs Counting Easter eggs	<i>Easter bunny</i> <i>Easter egg</i> <i>friend</i> <i>Happy Easter!</i>	<i>red, yellow, blue, orange, purple, green, brown</i> <i>I like ...</i>	<i>How many ...?</i> <i>What colour is ...?</i> <i>This egg is ...</i>	<ul style="list-style-type: none"> - Pleasure in celebrating Easter in English - Enjoyment in singing and acting out a song for Easter 	

