

Little Bugs 2 – 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 Lucy's new pencil case	Greeting people and saying goodbye Identifying Lucy the ladybird and friends Identifying classroom objects Listening to and understanding the story Re-telling the story Acting out songs and chants Saying what you've got in your pencil case Asking and responding to requests to borrow things Following instructions Counting the legs of bugs in order to identify insects Following a minibook of the story Reading and writing key words	<i>pencil case, pencil, crayons, rubber, pencil sharpener, scissors, glue</i> <i>I've got a ...</i> <i>Fantastic, brilliant</i> <i>Can I borrow your ...?</i> <i>..., sorry!</i> <i>Here's your ...!</i> <i>How are you?</i>	<i>hello, goodbye</i> <i>Yes, of course, no, fine</i> <i>Please / Thank you.</i> <i>I've got a ...</i> <i>Here you are. Come on.</i> <i>Great. Very good!</i> <i>caterpillar, snail, bee, ladybird, butterfly</i> <i>Numbers 1-10</i> <i>I can ...</i> <i>walk, jump, run, dance, stand</i>	<i>It's time for school.</i> <i>teacher, new</i> <i>What's your name?</i> <i>Swim / Fly</i> <i>friends, bugs, legs, wings, insect</i> <i>centipede, spider, worm</i> <i>How many?</i>	<ul style="list-style-type: none"> - Pleasure in greetings and goodbyes - Interest in learning English - Willingness to follow routines - Pleasure in doing a story related to school in English - Enjoyment in participating in class activities - Curiosity in learning about insects and other bugs through English - Willingness to review and reflect on own learning 	<i>Natural science:</i> Insects and other bugs
Unit 2 Let's play, Tanya!	Identifying free time activities Saying what you want to do Listening to and understanding the story Re-telling the story Acting out songs and chants Identifying colours Making and responding to suggestions Following instructions Identifying activities from sounds Identifying activities which are good exercise Acting out a role play Reading and writing key words	<i>I want to ..., Me too!</i> <i>play football / cards / a board game / a computer game</i> <i>watch TV, listen to music</i> <i>Great idea! Not now!</i> <i>pink, black, white</i> <i>Click. Press enter.</i> <i>screen, mouse</i>	<i>Let's ..., come on</i> <i>hello, goodbye, yes, no</i> <i>Please, thank you</i> <i>red, yellow, blue, green, orange, purple, brown</i> <i>play, sing, dance, run, walk, swim</i> <i>bike, fun, everyone</i>	<i>Later ..., So ...</i> <i>Your score is ten.</i> <i>Game over. Exit now.</i> <i>It's time to go home!</i> <i>Alright. / Just for a minute.</i> <i>What colour is it?</i> <i>Touch, Open, Close</i> <i>book, window, door, eyes</i>	<ul style="list-style-type: none"> - Empathy with the characters in the story - Pleasure in talking about free time activities in English - Confidence in expressing personal opinions - Respect for the opinions of others - Interest in identifying activities which are good exercise in English - Interest in computers and technology - Willingness to review and reflect on own learning 	<i>Health and fitness:</i> Exercise
Unit 3 The moon is in the river	Identifying farm animals Listening to and understanding the story Re-telling the story Acting out songs and chants Counting to twenty Asking and saying where you're going Asking and saying if someone can come with you Identifying the size of the moon Following a minibook of the story Following instructions Reading and writing key words	<i>Where are you going? I'm going to ...</i> <i>Can I come with you, ...?</i> <i>sheep, duck, cow, horse, hen, cat</i> <i>farm, boat, river, row</i> <i>get, there's a ...</i> <i>moon, star</i> <i>Poor ...!</i> Numbers 11-20	<i>hello, goodbye</i> <i>yes, no</i> <i>Of course. Oh dear.</i> <i>Let's ...</i> <i>Are you ready?</i> <i>Stand up, walk</i> <i>big, small</i> Numbers 1-10	<i>rescue, sky, earth</i> <i>All the animals get into the boat / fall in the river</i> <i>hot, cold, sunny, cloudy, raining</i> <i>coat, hat, jumper, gloves</i>	<ul style="list-style-type: none"> - Pleasure in a story about farm animals in English - Appreciation of humour in the story - Curiosity and interest in learning about the moon in English - Enjoyment in movement and drama - Willingness to take turns - Care in completing activities in the book - Willingness to review and reflect on own learning 	<i>Science:</i> The moon
Unit 4 The old house	Identifying rooms in a house Suggesting where to go Asking and saying where people are Listening to and understanding the story Re-telling the story Acting out songs and chants Identifying members of the family Identifying pets and their food Following instructions Acting out a role play Reading and writing key words	<i>Is ... in the ...?</i> <i>old house, bedroom, bathroom, kitchen, living room, garden, garage</i> <i>... scared!</i> <i>This is my ...</i> <i>grandma, grandpa</i> <i>hamster, rabbit, turtle, guinea pig</i>	<i>Let's ...</i> <i>Where's ...?</i> <i>I'm ...</i> <i>I don't know.</i> <i>Come on. Help!</i> <i>go, love, yes, no</i> <i>ears, eyes, monster</i> <i>Mum, Dad, brother, sister, cat, dog</i> <i>sad, happy</i>	<i>Who's in ...?</i> <i>has got ...</i> <i>maybe</i> <i>windy, raining, lost, teeth</i> <i>meat, vegetables</i> <i>classroom, playground, dining room</i> <i>play, eat, work</i>	<ul style="list-style-type: none"> - Enjoyment in the humour and scary nature of the story - Pleasure in talking about homes and families in English - Awareness of the value of families - Respect for differences between families - Interest in learning about animals we keep as pets and their food in English - Willingness to review and reflect on own learning 	<i>Natural science:</i> Pets and what they eat



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Unit 5 Crocodile tears	Identifying parts of the body Asking and saying what the matter is Asking people to come here Listening to and understanding the story Re-telling the story Acting out songs and chants Listening to and identifying ages Following instructions Following a minibook of the story Reading and writing key words	<i>What's the matter? head, tooth, back, neck, tummy ... ache legs, arms crocodile, monkey, frog clever, smile</i>	<i>I've got ... I'm ... Here's This is my ... Help. Oh dear: Come here, please eye, ear, mouth, fingers, toes delicious, hungry turtle, mouse run, swim happy, sad, big, small Numbers 1-10</i>	<i>breakfast, tickle ... goes near / ... goes 'snap' All the animals appear baby, child, teenager, adult, grow centimetres, thumb Days of the week</i>	<ul style="list-style-type: none"> - Pleasure in the humour of the story - Curiosity in the human body - Awareness of the way we grow and change - Enjoyment in measuring and recording size - Willingness to take turns - Interest in reading and writing in English - Willingness to review and reflect on own learning 	<i>Human biology: The way we grow and change</i>
Unit 6 The princess and the frog	Identifying meals and food Asking and saying what's for different meals Asking and saying if you can have some (food) Listening to and understanding the story Re-telling the story Acting out the songs and chants Ordering the life of a frog Identifying numbers and colours Following instructions Acting out a role play Reading and writing key words	<i>What's for breakfast / lunch / dinner? toast, cereal, pizza, ice cream, bread, soup best friend, beautiful, croak princess, palace, pond I don't like ... You're ...</i>	<i>What's the matter? Can I have ...? I'm ... / I like ... / I want ... Here's ... Yes. No. ... please, thank you ball, frog, egg jump, swim, eat big, little Numbers 1-20 Colours</i>	<i>... is playing ..., is having falls in suddenly appears ... you must be ... tadpole, tail</i>	<ul style="list-style-type: none"> - Pleasure in a traditional story in English - Enjoyment in mime and drama - Curiosity in learning about the life of a frog in English - Awareness of the importance of keeping promises - Recognition of the value of friends - Pleasure in participating in English - Confidence in own ability to learn - Willingness to review and reflect on own learning 	<i>Natural science: The life of a frog</i>
Halloween	Identifying items associated with Halloween Listening to and understanding a story chant Acting out the story chant Singing a Halloween song	<i>Halloween, witch, house, hat, bat, cat In a ..., lives, has got a ..., with a ...</i>	<i>I'm a ... big, small Happy ... Here!</i>	<i>Where's the ...? disguise, party</i>	<ul style="list-style-type: none"> - Pleasure in celebrating Halloween in English - Enjoyment in acting out a Halloween chant 	
Christmas	Identifying decorations to go on a Christmas tree Singing and acting out a Christmas song Listening and decorating a Christmas tree Identifying pictures on a Christmas calendar	<i>tree, lovely, branches ball, card, bell, star</i>	<i>Christmas, present Numbers 1-10</i>	<i>Put the ... on the ... The Christmas tree's got ...</i>	<ul style="list-style-type: none"> - Pleasure in celebrating Christmas in English - Enjoyment in decorating a Christmas tree - Interest in making a Christmas calendar 	

* Recycled language also includes language recycled from *Little Bugs 1*.

