**Topical content and learning outcomes**

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| **Concept**  | **Topics** | **Subject learning outcomes for topic**  |
| **Literary and non-literary texts** | **Topic 1**  **I love English!*** School objects
* School subjects
* Sports & musical instruments
* Numbers 1 – 5
 | * Listens to songs or poems introducing school objects *(e.g. chair, table, bag, pen, etc.)*;
* Listens to short dialogues in which characters talk about school objects and subjects, their favourite sports and musical instruments;
* Identifies main characters and key vocabulary items introduced through songs, poems or short dialogues;
* Reads simple structured sentences related to the given topics and answers questions using single words or simple structured sentences;
* Role-plays a scene showing what school objects one has got *(e.g. I’ve got a pencil, a book and a notebook in my bag)*;
* Listens and sings a song introducing numbers 1-5;
* Looks at images showing school objects and counts the items naming them accordingly (from 1 – 5);
* Role-plays a scene describing favourite school subjects, sports and musical instruments.
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| **Topic 2** **People & Places*** Family members
* House and furniture
* Places in the city
* The countryside
* Transport
* Numbers 6 – 10
 | * Listens to dialogues or watches short videos introducing family members;
* Matches furniture items (presented through pictures, songs, or stories) with the corresponding rooms in the house;
* Identifies places in the city and the countryside in the given pictures, short stories or songs *(e.g. museum, cinema, theatre, etc.)*;
* Summarizes the main events presented in short stories using mother tongue or simple words in English;
* Reads short texts related to the given topics and answers questions using single words or simple structured sentences;
* Names transport items in the given pictures;
* Role-plays a scene describing his/her house;
* Listen and signs a song introducing numbers 6-10**;**
* Looks at images showing objects (furniture items, transport, etc.) and counts the items (1-10) naming them accordingly.
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| **Topic 3** **My friends** * Age
* Describing appearances
* Telling the time: o’clock / half past
* Free time activities
 | * Listens to songs or short stories focusing on the theme of birthdays;
* Identifies the characters and their age presented in the songs, short stories or videos;
* Reads simple structured sentences accompanied by pictures related to characters’ appearances;
* Summarizes the main events presented in stories using mother tongue or simple words in English;
* Reads short texts related to the topic and answers questions using single words or simple structured sentences;
* States the activities that the characters are participating in presented through short texts, pictures, videos or other forms of representation;
* Selects the right time shown in images, videos or other media;
* Labels the free time activities presented through images or other media;
* Begins practising spelling vocabulary items.
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| **Topic 4** **Do you like ice cream?** * Fruits
* Vegetables
* Sweets
* Drinks
* Likes and dislikes
* Numbers 11 – 15
 | * Identifies fruits presented through short stories, dialogues, videos, poems or songs;
* Distinguishes between fruits and vegetables presented through short sentences accompanied by pictures;
* Describes his / her favourite food items (focusing on fruits, vegetables, sweets);
* Recalls food items presented through dialogues and short stories;
* Counts the items shown in pictures or other forms of media up to 15 naming them accordingly;
* Reads simple structured sentences accompanied by pictures related to food, likes and dislikes;
* Restates the characters’ likes and dislikes presented through short stories, dialogues, or other forms of media;
* Reads short texts related to the topic and answers questions using single words or simple structured sentences;
* Discusses the role of fruits and vegetables in mother tongue or using simple structured sentences in English;
* Asks questions and gives answers related to food items focusing on likes and dislikes.
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| **Topic 5** **The seasons** * Seasons
* Weather
* Clothes
* Numbers 16 – 20
 | * Listens to songs or poems related to seasons – sings the songs or says the poems accordingly;
* Describes what the characters in the given story are doing in each season;
* Compares and contrasts between seasons using single words or simple structured sentences in English or mother tongue;
* Identifies the clothes worn in each season;
* Looks at images showing vocabulary items related to the unit and counts the items up to 20 naming them accordingly;
* Reads short texts related to the topic and answers questions using single words or simple structured sentences;
* Role-plays a scene describing his/her favourite season,
* Mimes and gives commands focusing on clothes *(e.g. put on your gloves; take off your hat)*.
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| **Topic 6****Animals and their homes** * Animals
* Actions and abilities
* More colours
* Senses and feelings
 | * Recalls the names of animals presented through stories, videos, songs or poems;
* Extends the list of recognized animals;
* Describes animals using the verb phrase *‘have got’* and adjectives *(e.g. the dog has got a short tail)*;
* Defines what animals do *(e.g. The bird can fly. The cat can jump. The fish can’t run., etc.)*;
* Labels animals’ homes accordingly;
* Categorizes primary and secondary colours;
* Reads a short story or watches short videos and identifies how the characters are feeling;
* Distinguishes between different senses;
* Expresses how s/he feels using adjectives.
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| **Figurative and non-figurative language** | **Topic 1****I Love English!*** School objects
* School subjects
* Sports & musical instruments
* Numbers 1 – 5
* Alphabet: a, b, c, d, e
 | * Introduces himself/herself using simple structured sentences;
* Forms simple structured sentences to talk about school objects and his / her favourite subjects;
* Uses subject pronouns to talk about sports s/he plays and favourite musical instruments s/he plays or likes;
* Uses numbers 1 – 5 independently to count the given items;
* Traces the given vocabulary items presented through this unit;
* Forms simple structured questions and sentences to describe school objects *(e.g. What is this? This is a red book.)*;
* Uses play dough or other recycled materials to make school objects and names them accordingly;
* Draws a picture of musical instruments and gives a presentation naming the instruments accordingly;
* Pronounces correctly the vocabulary items related to this unit;
* Distinguishes and spells correctly letters a,b,c,d,e.
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| **Topic 2****People & Places*** Family members
* House and furniture
* Places in the city
* The countryside
* Transport
* Numbers 6 – 10
* Alphabet: f, g, h, i, j
 | * Draws a picture of his / her house and uses the drawing to work in pairs asking and answering questions;
* Talks about his / her family members and their roles using single words, simple structured sentences or mother tongue;
* Uses simple structured sentences to describe the countryside and compare it to the city;
* Recognizes various places in the city *(e.g. museum, cinema, theatre, etc.)*;
* Identifies transport vehicles;
* Distinguishes traffic signs and talks about the importance of respecting them using single words, simple structured sentences or the mother tongue;
* Compares different types of vehicles using mother tongue or simple structured sentences in English emphasizing the impact of each vehicle on the environment;
* Counts and writes the correct number of the given objects (up to 10);
* Traces the given vocabulary items presented through this unit;
* Uses the computer to write his/her own or the given simple structured sentences describing his/her family and his/her house;
* Pronounces correctly the vocabulary items related to this unit;
* Distinguishes and spells correctly letters f, g, h, i, j.
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| **Topic 3****My friends** * Age
* Describing appearances
* Telling the time: o’clock / half past
* Free time activities
* Alphabet: k, l, m, n, o
 | * Forms simple structured sentences to talk about his / her age and appearance;
* Uses visual cues to describe other people’s appearances;
* Asks questions and gives answers to tell the time *(o’clock & half past)*;
* Uses recycling materials to make a clock and engages in pair or group work to ask and answer questions related to telling the time;
* Follows and gives instructions to mime various free time activities;
* Uses the computer, or colours, pencil and paper, to plan and create a weekly plan including free time activities and presents it accordingly;
* Traces the given vocabulary items related to this unit;
* Gives opinions on the importance of respecting others using simple structured sentences or mother tongue;
* Works in groups to plan a birthday party, taking into account the schedule, materials needed, activities and alike;
* Uses the computer or recycling materials to create a birthday invitation and presents it accordingly;
* Pronounces correctly the vocabulary items related to this unit;
* Distinguishes and spells correctly letters k, l, m, n, o;
* Begins to spell vocabulary items.
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| **Topic 4** **Do you like ice cream?** * Fruits
* Vegetables
* Sweets
* Drinks
* Likes and dislikes
* Numbers 11 – 15
* Alphabet: p, q, r, s, t, u
 | * Categorizes fruits and vegetables using diagrams or charts;
* Role-plays a situation in a shop focusing on food items *(e.g. Can I have an apple, please?)*;
* Matches names for drinks with the given pictures *(e.g. milk, orange juice)*;
* Traces the given vocabulary items presented through this unit;
* Recalls adjectives used to describe fruits and vegetables in stories, songs or poems *(e.g. red apple; big orange)*
* Distinguishes between numbers 11 – 15;
* Fills in the gaps labelling the given pictures with words (focusing on fruits, vegetables, drinks);
* Discusses the importance of healthy eating in mother tongue or using simple words and simple structured sentences in English;
* Uses the computer, or colours, pencils and paper, to plan and create a weekly menu and presents it accordingly;
* Pronounces correctly the vocabulary items related to this unit;
* Distinguishes and spells correctly letters p, q, r, s, t, u;
* Spells a greater number of key vocabulary items.
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| **Topic 5** **The seasons** * Seasons
* Weather
* Clothes
* Numbers 16 – 20
* Alphabet: v, w, x, y, z
 | * Labels seasons creating simple structured sentences;
* Describes the weather for each season accordingly;
* Draws various clothing items worn in a particular season and presents them accordingly;
* Counts up to 20 items independently;
* Illustrates the activities carried out by character during each season;
* Draws a picture representing the nature and his / her appearance during each season;
* Traces the given vocabulary items presented through this unit;
* Writes simple structured sentences to describe seasons and weather;
* Pronounces correctly the vocabulary items related to this unit;
* Distinguishes and spells correctly letters v, w, x, y, z
* Practices spelling vocabulary items.
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| **Topic 6****Animals and their homes** * Animals
* Actions and abilities
* More colours
* Senses and feelings
* Letters of the alphabet (a-z)
 | * Utilizes a drawn picture of animals and their homes to give a short presentation;
* Writes simple structured sentences to talk about animals’ abilities;
* Works in pairs or groups describing and guessing animals;
* Gives opinions on the importance of protecting animals;
* States how the people in pictures, or other form of media, are feeling using a number of adjectives;
* Interprets the role of the senses using mother tongue or simple structured sentences in English;
* Traces the given vocabulary items presented through this unit;
* Pronounces correctly the vocabulary items related to this unit;
* Distinguishes and spells the alphabet letters correctly;
* Spells various vocabulary items introduced throughout the units.
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| **Critique, theory, history** | **/** | * **/**
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| **Language exponents**  | **Topic 1** **I love English!*** Demonstrative pronouns
* There is/are (all forms)
* Asking and answering questions to identify objects. *(e.g. What is that? It’s a clock.)*
* The verb phrase *‘have got'*
* Talking about favourite subjects, activities, and sports
* Subject pronouns
* Prepositions of place
* Vocabulary field – school related objects and subjects
* Counting up to 5
 | * Uses demonstrative pronouns to talk about school objects;
* Forms simple structured sentences using *‘there is/are’* to describe the given images related to school vocabulary;
* Talks about his / her possessions using the verb phrase *‘have got’*;
* Asks questions and gives answers related to favourite school subjects, activities, sports and musical instruments;
* Uses subject pronouns to talk about himself/herself and others; (e*.g. He has got five colours.)*;
* Draws a picture describing his / her school objects and writes simple structured sentences to describe the picture *(e.g. I have got three notebooks. / I like football.);*
* Counts up to 5 objects independently.
 |
| **Topic 2** **People & Places*** Describing where one lives and who s/he lives with
* Asking and answering about the location of people and objects
* Exposure to definite and indefinite articles
* Asking and answering questions to identify vocabulary related to the topic
* Introducing other people and where they live
* Identifying places and objects on a map
* Vocabulary field – family members & home, things in the city and countryside
* Prepositions of place
* Counting up to 10
 | * Lists family members;
* Describes the place where s/he lives mentioning the people s/he lives with;
* Uses prepositions of place to talk about the location of objects and people (focusing on school objects, furniture items and family members);
* Begins to distinguish between the definite and indefinite articles when identifying school objects and furniture items;
* Works in pairs and groups asking questions and giving answers related to house furniture, family members, places and objects in the city and countryside;
* Counts up to 10 objects independently.
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| **Topic 3****My friends** * Asking and answering questions related to age and birthdays
* Possessive adjectives
* Telling the time: *o’clock / half past*
* Prepositions of place
* The verb *‘can’*
* Action verbs
* Vocabulary field – free time activities (e.g. *We play tennis together. I read books.)*
 | * Uses possessive adjectives to describe appearances;
* Asks questions and gives answers using simple structured sentences to talk about age;
* Forms simple structured sentences to tell the time using expressions *o’clock* and *half past*;
* Uses prepositions of place to consolidate the vocabulary introduced through the topics;
* Makes use of the verb *‘can’* to describe free time activities performed by himself / herself, his/her friends or characters shown in images or other form of media;
* Talks about free time activities using action verbs;
* Writes simple structured sentences to describe his / her daily activities.
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| **Topic 4****Do you like ice cream?** * Likes and dislikes
* Short responses: *Yes, I do. No, I don’t.*
* Asking for food *(e.g.* *Can I have some tomatoes, please?)*
* Adjectives
* Vocabulary field – food items
* Counting up to 15
 | * Distinguishes between food items presented through pictures, short stories, dialogues, or videos;
* Draws a picture and uses it to talk about likes and dislikes (focusing on food items and drinks);
* Uses short forms to answer questions related to likes and dislikes;
* Forms simple structured sentences to ask for food items;
* Compares fruits and vegetables using adjectives;
* Writes simple structured sentences to describe his/her likes and dislikes;
* Counts up to 15 objects independently.
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| **Topic 5****The seasons** * Identifying seasons
* Describing weather
* Commands *(e.g.* *Take off your shoes, put on your coat.)*
* Comparing things one can do in each season
* Vocabulary field – clothes
* Counting up to 20
 | * Creates simple structured sentences to give commands;
* Distinguishes between different clothes presented through pictures, short stories or songs;
* Uses a drawn picture to talk about the activities one can do during each season;
* Asks and answers questions to identify seasons *(e.g. Is it hot? Can I swim? – It’s summer)*;
* Writes simple structured sentences to describe seasons and the weather;
* Talks about his / her favourite season using simple structured sentences;
* Counts up to 20 objects independently.
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| **Topic 6****Animals and their homes** * Describing animals and their abilities
* Conjunctions: and & but
* The verb phrase *‘have got’* (all forms)
* Vocabulary field – animals and their homes
* Identifying the five senses
* All forms of the verb *‘to be’*
* State verbs
 | * Uses the conjunctions *and & but* to compare and contrast between animals *(e.g. A dog can run, and a bird can fly)*;
* Describes how s/he or others feel using the verb *‘to be’*;
* Matches the senses and their functions;
* Forms simple structured sentences using state verbs;
* Uses the vocabulary items related to animals and their homes to form simple structured sentences;
* Writes a short paragraph (using simple sentences) focusing on animals and other topics covered throughout the units.
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