**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. |
| **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. |
| **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. |
| **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. |
| **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)*. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **Critique, theory, history** | **/** | * **/** |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |