**TOPICAL CONTENT AND LEARNING OUTCOMES**

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| **Concept** | **Topics** | **Subject learning outcomes for topic** |
| **Literary and non-literary texts** | **Topic 1 Hello**   * school * friends * food items * seasons * animals * numbers 1 – 10 | * Identifies key vocabulary related to school objects and subjects introduced through pictures, songs, poems or short dialogues; * Names the characters introduced in pictures or short stories; * Provides a short summary of the events presented through stories or videos using simple structured sentences; * Labels food items (focusing on fruits and vegetables) presented through pictures, songs, poems, short stories or dialogues; * Identifies the four seasons in pictures, songs, poems, short stories or dialogues; * Identifies a number of animals *(e.g. dog, cat, rabbit, bird, fish, etc.)* in pictures, songs, poems, short stories or dialogues; * Counts, independently, up to 10 items related to school objects, food items and animals presented through pictures. |
| **Topic 2 Who are we?**   * introduction * describing appearances * characters and imaginary friends * numbers 11 – 20 | * Listens to dialogues or watches short videos introducing the characters and their appearances; * Reads simple structured sentences accompanied by pictures related to characters’ appearances *(e.g. This is Tom, he is tall, and he has blue eyes and curly black hair);* * Reads short texts related to the given topics and answers questions using single words or simple structured sentences; * Summarises the main events presented in short stories focusing on introductions among friends using simple structured sentences; * Role-plays a scene describing his/her friends and their appearances *(e.g. short/tall, blue/brown eyes, black hair, etc.)*; * Listen and signs a song introducing numbers 11-20**;** * Looks at images showing objects and counts the items (11-20). |
| **Topic 3 Where I live**   * things in a house / flat * rooms * talk about location * poems * family members and their professions | * Listens to songs or short stories focusing on house descriptions; * Labels the rooms in the house presented through visual cues *(e.g. pictures, videos, etc.);* * Identifies items around the house presented through songs, poems, pictures, short stories or dialogues *(e.g. cooker, fridge, bed, poster, etc.);* * Reads short texts introducing family members and their professions and answers questions using single words or simple structured sentences; * Labels the profession of characters using visual cues *(e.g. doctor, pilot, teacher, artist, etc.);* * Uses guiding questions to summarise the main events presented in stories using simple structured sentences; * Matches furniture items (presented through pictures, songs, or stories) with the corresponding rooms in the house using prepositions *(e.g. on, in, under);* * Reads simple structured poems corresponding to the topics and learns them by heart; * Distinguishes the structure of a poem. |
| **Topic 4 My friend’s birthday**   * presents * wishes * cards * invitations * toys * talking about possession * numbers 21 – 30 | * Identifies the names of the presents introduced in poems, short stories, videos or dialogues *(e.g. book, pen, toy, card, car, plane, etc.);* * Discusses the characters’ wishes presented through stories or short dialogues using simple structured sentences or the mother tongue; * Reads birthday cards and answers simple questions related to the message on the cards; * Reads birthday invitations and answers simple questions related to the message on the invitation identifying time, place, the person receiving and sending the invitation; * Labels characters’ possessions presented through text or other visual cues; * Identifies numbers 21-30 presented through visual cues; * Reads simple structured sentences accompanied by pictures related to toys; * Distinguishes between different toys presented through short stories, dialogues, videos, poems or songs; * Matches toys to the characters presented in short stories or songs; * Asks questions and gives answers related to birthday presents, cards and invitations; * Listens and sings songs introducing numbers up to 30; * Looks at images showing objects and counts the items (up to 30). |
| **Topic 5 It is raining, but it is fun**   * clothes * weather * holidays * day and night * letters vs. emails | * Listens to songs or poems related to clothes and sings the songs or says the poems accordingly; * Listens to songs or poems related to weather and sings the songs or says the poems accordingly; * Identifies the clothes worn in different weather conditions presented through pictures, short stories or videos; * Reads short texts and dialogues, or uses pictures and other visual cues to identify different holidays *(e.g. New Year, Children’s Day, National Day, etc.);* * Identifies weather related vocabulary presented through pictures, songs, poems, short text, dialogues or videos; * Distinguishes between day and night concepts and vocabulary items; * Labels what the characters do during day and night using text or visual cues; * 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 weather; * Mimes and gives commands focusing on clothes *(e.g. put on your gloves; take off your hat)*; * Reads simple structured letters and emails; * Distinguishes between letters and emails. |
| **Topic 6 Monday, Tuesday, Wednesday**   * daily routine * days of the week * numbers 31 – 40 | * Identifies daily routines presented through pictures, poems, songs, short stories, dialogues or videos; * Listens to songs or poems introducing days of the week and sings along or says the poems accordingly; * Names days of the week presented through texts or visual cues; * Reads short texts introducing daily routines and recognises what the characters do *(e.g. get up, eat breakfast, have lunch, go to bed, brush his/her teeth, play, go to school, etc.);* * Answers short questions about daily routines using simple structured sentences or mother tongue; * Recalls days of the week and phrases used for daily routines presented through pictures, songs or short stories; * Role plays a scene depicting days of the week and daily routines; * Listens and sings songs introducing numbers up to 40; * Looks at images showing objects and counts the items (up to 40). |
| **Topic 7 It’s time for lunch!**   * Food items and drinks * telling the time | * Selects the right time shown in images, videos or other media (half, quarter, minutes); * Extends the list of recognised food items and drinks; * Reads simple structured texts accompanied by pictures related to food items, likes and dislikes; * Identifies food items presented through short stories, dialogues, videos, poems or songs; * Distinguishes between food items and drink presented through short sentences accompanied by pictures; * Describes his / her favourite food items and drinks; * Matches the time to daily activities *(e.g. get up at 7.00, go to school at 9.30, etc.);* * Recalls food items and drinks presented through dialogues and short stories; * Counts the items shown in pictures or other forms of media up to 40 naming them accordingly; * Restates the characters’ favourite food items and drinks 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 healthy food items and drinks 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 8 Be like a bee**   * animals * seasons * months * tales * numbers 41 – 50 | * Recalls the names of animals presented through stories, videos, songs or poems; * Extends the list of recognised animals; * Describes animals using the verb phrase *‘have got’* and adjectives *(e.g. the elephant has got a long nose)*; * Labels animals’ homes introduced through short text, videos or songs; * Identifies seasons presented through short texts or videos and recognises cloths worn in each season; * Listens to songs or poems introducing months of the year and sings along or says the poem accordingly; * Recalls the names of the months introduced through songs or poems, and matches them with the correct seasons; * Reads a tale which uses simple vocabulary and identifies its structure and the characters; * Answers questions related to the tales that have been read using simple structured sentences or mother tongue; * Listen and sings a song introducing numbers up to 50**;** * Looks at images showing objects and counts the items (up to 50). |
| **Figurative and non-figurative language** | **Topic 1 Hello**   * school * friends * food items * seasons * animals * numbers 1 – 10 | * Forms simple structured sentences to talk about school objects and his / her favourite subjects; * Introduces himself/herself and his/her friends independently; * Forms simple structured sentences to talk about his/her favourite food items focusing on fruits and vegetables; * Classifies seasons according to ideas that characterise each season; * Illustrates his/her favourite animal and uses simple structured sentences to describe it; * Uses play dough or other recycled materials to make school objects, food items and animals and names them accordingly; * Draws pictures of school objects, food items and seasons and gives a presentation using his/her drawings; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Traces the given vocabulary items and simple structured sentences presented through this topic; * Solves simple math problems using numbers 1-10 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).* |
| **Topic 2 Who are we?**   * introduction * describing appearances * characters and imaginary friends * numbers 11 – 20 | * Introduces himself/herself and his/her friends independently; * Draws a picture of himself/herself and his/her friends and uses the drawing to work in pairs asking and answering questions focusing on appearances; * Uses visual cues to describe other people’s appearances; * Forms simple structured sentences to talk about the characters presented through songs, short stories or videos; * Compares different characters based on appearances using mother tongue or simple structured sentences in English; * Counts and writes the correct number of the given objects (up to 20); * Uses the computer to write his/her own or the given simple structured sentences describing what he/she looks like (and his/her family members); * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Traces the given vocabulary items and simple structured sentences presented through this topic; * Solves simple math problems using numbers up to 20 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).* |
| **Topic 3 Where I live**   * things in a house / flat * rooms * talk about location * poems * family members and their professions | * Forms simple structured sentences to talk about his / her house; * Gives opinions on the importance of different professions using simple structured sentences in English or the mother tongue; * Uses the computer, recycling materials or drawings to represent his/her house and house items and presents it accordingly; * Uses drawings of the house, rooms and house items to collaborate in groups asking and answering simple structured questions related to his/her drawing; * Writes his/her own simple poems or rewrites the given poems; * Distinguishes where different house items are found using prepositions of place; * Talks about his / her family members and their professions using single words, simple structured sentences or mother tongue; * Traces the given vocabulary items and simple structured sentences related to this topic; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic. |
| **Topic 4 My friend’s birthday**   * presents * wishes * cards * invitations * toys * talking about possession * numbers 21 – 30 | * Engages in group work to plan a birthday party and collaboratively writes birthday cards and invitations using the computer, drawings or recycled materials; * Uses clay, drawings or other recycling materials to create different toys and uses his art work to name the toys that he/she possesses and expresses wishes for other toys he/she would like to have; * Distinguishes between birthday cards and invitations by answering simple structured questions; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Traces the given vocabulary items and simple structured sentences presented through this topic; * Solves simple math problems using numbers up to 30 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).* |
| **Topic 5 It is raining, but it is fun**   * clothes * weather * holidays * day and night * letters vs. emails | * Labels weather conditions creating simple structured sentences; * Draws various clothing items and presents them accordingly; * Illustrates different weather conditions and uses simple structured sentences to describe them; * Chooses a specific holiday and engages in group work to depict ideas that characterise it; * Draws a picture representing day and night concepts and presents it accordingly; * Distinguishes between letters and emails by answering simple structured questions; * Engages in group work to write a letter and an email using the computer; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Traces the given vocabulary items and simple structured sentences presented through this topic. |
| **Topic 6 Monday, Tuesday, Wednesday**   * daily routine * days of the week * numbers 31 – 40 | * Creates a drawing or diagram to represent different daily routines and presents it accordingly; * Asks and answers questions related to daily routines and days of the week; * Engages in group work and creates a chart representing the group’s daily activities; * Follows and gives instructions to mime various daily routines; * Uses the computer, or pencil, colours and paper, to plan and create a weekly plan including daily activities and presents it accordingly; * Draws and counts up to 40 items (or numbers) independently; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Traces the given vocabulary items and simple structured sentences presented through this topic; * Solves simple math problems using numbers up to 40 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).* |
| **Topic 7 It’s time for lunch!**   * food items and drinks * telling the time | * Categorises food items and drinks using diagrams or charts; * Asks questions and gives answers to tell the time *(o’clock; half past; quarter and minutes)*; * Uses recycling materials to make a clock and engages in pair or group work to ask and answer questions related to telling the time; * Role-plays a situation in a shop focusing on food items *(e.g. Can I have a bottle of milk, please?)*; * Matches names for food items and drinks with the given pictures *(e.g. salad, tea)*; * Recalls adjectives used to describe food items and drinks in stories, songs or poems *(e.g. red apple; big orange);* * Fills in the gaps labelling the given pictures with words (focusing on food items and drinks); * Uses the computer, or pencil, colours, and paper, to plan and create a weekly menu, focusing on healthy food items and drinks and presents it accordingly; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Traces the given vocabulary items and simple structured sentences presented through this topic. |
| **Topic 8 Be like a bee**   * animals * seasons * months * tales * numbers 41 – 50 | * Labels seasons using drawings or illustration and creating simple structured sentences; * Describes the weather for each season accordingly; * Utilises a drawn picture of animals and their homes to give a short presentation using simple structured sentences; * 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 using simple structured sentences; * Uses simple structured sentences or mother tongue to discuss on the importance of keeping the environment clean; * Creates a chart depicting months of the year and labels the month of his/her birthday and those of his/her family members; * Engages in group work to write a tale collaboratively using simple structured sentences and ideas; * Matches different weather conditions typical for a season; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Traces the given vocabulary items and simple structured sentences presented through this topic; * Solves simple math problems using numbers up to 50 presented through visual cues *(e.g. writing, worksheets, computer assisted worksheets, etc.).* |
| **Critique, theory, history** | **/** | **/** |
| **Language exponents** | **Topic 1 Hello**   * Counting up to 10 * Introducing friends * Vocabulary field: school, food items, seasons, animals | * Forms simple structured sentences using *‘there is/are’ and ‘there isn’t/aren’t* to describe the given images related to school vocabulary, food items (focusing on fruits and vegetables) and animals *(e.g. there are three elephants, there isn’t any milk, etc.);* * Talks about his / her possessions using the verb phrase *‘have got’*; * Uses *‘like/don’t like’* to talk about seasons (e.g. I like summer, I don’t like winter); * Engages in group work, asks questions and gives short answers using the auxiliary verb *‘do’* + *‘like or have’* to talk about school objects and subjects, food items, seasons and animals *(e.g. Do you have a pen? Do you like oranges? Do you have a dog? Do you like lions? etc.)*; * Uses subject pronouns to talk about himself/herself and others; (e*.g. He has got five notebooks. He likes bananas.)*; * Draws pictures related to the vocabulary related to the topic and writes simple structured sentences to describe the pictures *(e.g. I have got three notebooks. / I like apples.);* * Counts up to 10 objects independetly; |
| **Topic 2 Who are we?**   * Subject pronouns * The verb ‘to be’ (all forms) * What’s your name? I’m Ena. * Nice to meet you! * How old are you? I’m ten. * Ten times two is twenty. * Describing objects using colours and adjectives related to size * The verb ‘have got’ * Adjectives related to appearances * Counting up to 20 | * Works in pairs introducing himself/herself and other people around him/her; * Talks about himself/herself, family member and friends using subject pronouns; * Uses all forms of the verb *‘to be’* to ask and answer questions related to the topic’s vocabulary *(e.g. I am tall. My book is red. What is your name? etc.);* * Describes objects using colours and other adjectives; * Looks at different pictures of objects and characters and compares between them using adjectives; * Forms simple structured sentences to describe people’s appearances using the verb *‘to be’ or ‘have got’* andadjectives *(e.g. My dad is tall. He has got big blue eyes.);* * Counts up to 20 objects independently; * Asks and answers questions related to math problems *(e.g. What is three plus fifteen?).* |
| **Topic 3 Where I live**   * Definite and indefinite articles * Possessive adjectives * Prepositions of place to talk about location * There is / there are (all forms) * Demonstrative pronouns: this / that * Verb: ‘to have’ (all forms) * Vocabulary related to things in a house / flat, professions | * Distinguishes between definite and indefinite articles when referring to vocabulary items related to this topic; * Categorises items based on the use of articles *(e.g. a teacher, a doctor, a bed, a window, an engineer, an oven);* * Describes the place where s/he lives using a drawn picture, there is / are and demonstrative pronouns *(e.g. This is my house. There are five rooms. That is a bookshelf., etc.);* * Uses prepositions of place to talk about the location of things in the house and to consolidate the vocabulary introduced within the topics; * Works in pairs and groups asking questions and giving answers related to house furniture, family members, and professions using visual cues such as drawings or pictures. |
| **Topic 4 My friend’s birthday**   * Plurals * Demonstrative pronouns: these / those * Talking about birthdays * Adjectives * Vocabulary related to birthdays, parties and toys * Possessive adjectives * Possessive case * Counting up to 30 | * Categorises items based on their number differentiating between singular and plural ones; * Uses demonstrative pronouns *‘these / those’* to describe pictures and other items; * Asks and answers simple structured sentences to talk about birthdays and age; * Uses a number of adjectives to describe a birthday party; * Constructs simple structured sentences to reinforce vocabulary related to this topic; * Interprets a picture, short story or video highlighting the characters’ possessions *(e.g. Their airplane is big.);* * Employs the possessive case to talk about his/her belongings and those of other people in the classroom or presented pictures and stories; * Counts up to 30 objects independently; |
| **Topic 5 It is raining, but it is fun**   * Describe what others are wearing * Describing weather conditions * Activities one can do on holiday * Things one sees during the day and night * Vocabulary related to weather | * Creates simple structured sentences to describe what others are wearing using visual cues such as pictures, drawings, or videos; * Contrast different weather conditions using simple structured sentences; * Categorises activities one can do on specific holidays and describes them using simple structured sentences; * Distinguishes between different clothes presented through pictures, short stories or songs relating to weather conditions; * Uses a drawn picture to talk about things one can see during the day and night; * Asks and answers questions to identify weather conditions *(e.g. Is it raining? Yes, it is. No, it isn’t.)*; * Writes simple structured sentences to describe the weather and what people are wearing; * Talks about his / her favourite weather using simple structured sentences. |
| **Topic 6 Monday, Tuesday, Wednesday**   * Prepositions of time * Parts of the day * Days of the week * Verbs related to daily routines * Object pronouns * Counting up to 40 | * Differentiates between different preposition of time *(e.g. on Thursdays, at three o’clock, in the afternoon, etc.);* * Asks and answer questions using prepositions of time and verbs related to daily routines *(e.g. At what time do you usually go to bed? At nine o’clock. When do you play sports? On Fridays., etc.);* * Differentiates between different parts of the day using the correct preposition *(e.g. in the morning; at night);* * Matches object and subject pronouns using them correctly; * Summarises a short story presented through text or video focusing on days of the week and daily routines; * Writes a short paragraph (using simple sentences) focusing on daily routines; * Counts up to 40 objects independently; |
| **Topic 7 It’s time for lunch!**   * Telling the time * Short answers of the verb ‘to do’ (all forms) * Favourite food items and drinks * Definite and indefinite articles * some / any * Exposure to countable and uncountable nouns | * Distinguishes between food items presented through pictures, short stories, dialogues, or videos; * Creates a personal menu and uses it to talk about his/her eating habits using vocabulary related to food items, days of the week and time; * Begins differentiating between countable and uncountable nouns; * Reinforces the use of definite and indefinite articles using food items and drinks; * Creates a simple structured paragraph to interpret a picture showing food items and drinks using some/any and indefinite and definite articles *(e.g. a banana, some apple, etc.);* * 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 and drinks; * Compares fruits and vegetables using adjectives; * Writes a short paragraph to describe his/her likes and dislikes; * Forms simple structured sentences to tell the time using expressions *o’clock, half past, quarter, minutes*. |
| **Topic 8 Be like a bee**   * Describing animals and their abilities * Asking and answering questions related to seasons * Talking about birthdays * Counting up to 50 | * Categorizes animals based on their abilities *(e.g. bird, eagle, parrot – fly; rabbit, horse, dog – run; octopus, shark, dolphin – swim);* * Gives commands and mimes animals based on their abilities *(e.g. swim like a fish, run like a tiger, fly like an eagle, etc.);* * Asks and answers simple structured sentences to talk about his/her birthday and those of his/her family members and friends; * Writes a simple structured paragraph to talk about his/her birthday *(e.g. using months of the year, seasons, likes/dislikes, wishes and describing the favourite way of celebrating his/her birthday);* * Counts up to 50 objects independently. |