**Topical content and learning outcomes**

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| **Concept** | **Topics** | **Subject learning outcomes for topic** |
| **Literary and** | **Topic 1** | - Listens and repeats the target language for basic |
| **non-literary** | **Hello** | greetings (hello, goodbye, hi); |
| **texts** | -greetings and | - Listens to short dialogues in which characters |
|  | introduction | introduce and greet each other; |
|  |  |  | - Listens and sings a greeting song; |
|  |  |  | - Recognizes the greeting words used in dialogues, |
|  |  |  | short clips and songs; |
|  | **Topic 2** | - Listens and sings songs introducing the primary |
|  | **My school** | colours; |
|  | - | primary colours | - Names the colours of the given objects; |
|  | - | my classroom | - Listens and repeats the words related to classroom |
|  | - | playing together | objects; |
|  |  |  | - Listens and sings chants and rhymes introducing |
|  |  |  | classroom objects; |
|  |  |  | - Names the classroom objects which characters |
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|  |  |  | present in a dialogue, short story or clip; |
|  |  | - Listens or watches dialogues, short stories or movie |
|  |  |  | clips in which characters are playing together; |
|  |  | - Discusses with peers and the teacher the games that |
|  |  |  | he / she plays with friends; |
|  | **Topic 3** | - | Listens and repeats the words related to face and |
|  | **Me and others** |  | body; |
|  | - my face & body | - | Chants and sings songs related to body parts; |
|  | - my family | - | Labels the body parts presented in dialogues, |
|  | - my friends |  | pictures, short stories or clips; |
|  | - numbers 1 – 5 | - | Listens and watches dialogues, short clips and stories |
|  |  |  | in which characters present their family members and |
|  |  |  | friends; |
|  |  | - Listens and sings a song introducing family |
|  |  |  | members; |
|  |  | - Identifies family members through pictures or in |
|  |  |  | dialogues, short stories and clips; |
|  |  | - Mimes and guesses who the family members are; |
|  |  | - Listens and sings songs introducing numbers 1-5; |
|  |  | - | Identifies numbers 1-5; |
|  |  | - Counts items up to 5; |
|  |  | - Listens and responds physically to a number of |
|  |  |  | simple oral instructions related to the classroom such |
|  |  |  | as sit down/stand up/ listen; |
|  | **Topic 4** | - | Listens and repeats the vocabulary words related to |
|  | **Me and my games** |  | toys; |
|  | - toys & games | - | Listens and sings a song introducing actions; |
|  | - actions | - | Predicts with what toys the characters will be playing |
|  | - free time activities |  | before listening or watching a dialogue, short story or |
|  |  |  | video clip; |
|  |  | - Mimes and guesses the actions (e.g. running, |
|  |  |  | walking, dancing, etc.); |
|  |  | - Discusses the free time activities that he / she likes |
|  |  |  | doing with family and friends; |
|  | **Topic 5** | - | Listens to short dialogues introducing pets and |
|  | **My pet** |  | animals; |
|  | - pets & animals | - | Identifies pets and animals presented in pictures, |
|  | - abilities |  | dialogues, short stories or clips; |
|  | - numbers 6 – 10 | - | Listens and sings a song introducing abilities and |
|  |  |  | things that one can do; |
|  |  | - Listens and sings chants and songs introducing |
|  |  |  | numbers 6 – 10; |
|  |  | - Counts up to 10; |
|  |  | - Distinguishes what each animal can do in a short |
|  |  |  | dialogue, pictures or story; |
|  | **Topic 6** | - | Listens to and sings a song introducing fruits and |

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|  | **I love bananas!** | vegetables; |
|  | - fruits and vegetables | - Points to pictures of food and drink items while |
|  | - food and drinks | listening to a dialogue or short story; |
|  |  |  | - Names food and drink items presented through an |
|  |  |  | illustrated shopping list; |
|  |  |  | - Identifies what the characters’ favourite food items |
|  |  |  | are when shown in pictures, dialogues or short |
|  |  |  | stories; |
| **Figurative and** | **Topic 1** | - Pronounces independently basic greetings; |
| **non-figurative** | **Hello** | - Greets and responds to the teacher’s and peers’ |
| **language** | -greetings and | greetings; |
|  | introduction | - Introduces himself / herself in short statements using |
|  |  |  | a drawn outline of his / her face; |
|  |  |  | - Acts out a dialogue asking and answering about |
|  |  |  | names; |
|  | **Topic 2** | - Pronounces independently the names of the primary |
|  | **My school** | colours; |
|  | - | primary colours | - Asks and answers questions related to the primary |
|  | - | my classroom | colours; |
|  | - | playing together | - Names classroom objects and points to them as |
|  |  |  | instructed; |
|  |  |  | - Lists his / her classroom objects; |
|  |  |  | - Names sports when shown in pictures or other media; |
|  |  |  | - Draws classroom objects and names them orally; |
|  |  |  | - Draws and colours his / her favourite sport or |
|  |  |  | activity; |
|  |  |  | - Mimes and guesses actions used in playing games |
|  |  |  | and sports; |
|  | **Topic 3** | - Pronounces words related to body parts |
|  | **Me and others** | independently when shown in pictures or other |
|  | - my face & body | media; |
|  | - my family | - Points to body parts as instructed; |
|  | - my friends | - Draws the outline of the body shape and colours it; |
|  | - numbers 1 – 5 | - Cuts and sticks body parts on an outline of a body; |
|  |  |  | - Names independently family members shown in |
|  |  |  | pictures or other media; |
|  |  |  | - Draws his / her family members; |
|  |  |  | - Presents his / her drawing naming independently the |
|  |  |  | family members; |
|  |  |  | - Draws a picture of his / her friend and him / herself |
|  |  |  | doing their favourite activities together; |
|  |  |  | - Introduces his / her friend using short sentences; |
|  |  |  | - Matches the given objects with the correct number; |
|  | **Topic 4** | - Recognizes and pronounces independently words |
|  | **Me and my games** | related to toys and games; |
|  | - toys & games | - Points to toys presented through pictures, dialogues, |
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|  | - actions | short stories or videos as instructed; |
|  | - free time activities | - Distinguishes among various actions miming and |
|  |  |  | naming them accordingly; |
|  |  |  | - Draws and colours different toys and games naming |
|  |  |  | them orally; |
|  |  |  | - Lists his / her favourite toys orally; |
|  | **Topic 5** | - Pronounces independently the names of pets and |
|  | **My pet** | animals; |
|  | - pets & animals | - Names his / her favourite pets and animals; |
|  | - abilities | - Creates a collage of a pets and animals together with |
|  | - numbers 6 – 10 | peers; |
|  |  |  | - Matches pets and animals with their abilities (horse – |
|  |  |  | run, jump…) |
|  |  |  | - Matches the given objects with the correct number; |
|  | **Topic 6** | - Names food and drink items when shown in pictures |
|  | **I love bananas!** | or other media; |
|  | - fruits and vegetables | - States what his / her favourite food and drink items |
|  | - food and drinks | are orally; |
|  |  |  | - Cuts, colours, names and classifies food and drink |
|  |  |  | items as instructed (such as fruits, drinks, |
|  |  |  | vegetables…) |
|  |  |  | - Draws, colours and presents his / her favourite food |
|  |  |  | and drink items; |
| **Critique,** | **/** |  | **/** |
| **theory, history** |  |  |  |
| **Language** | **Topic 1** | - Uses basic greetings to greet the teacher and peers; |
| **exponents** | **Hello** | - Identifies the teacher and peers using short |
|  | - | Greeting others | statements; |
|  | - | Asking for and | - Answers simple questions related to identifying |
|  |  | giving personal | him/herself and others; |
|  |  | information using |  |
|  |  | one-word |  |
|  |  | structures (name, |  |
|  |  | age) |  |
|  | **Topic 2** | - Identifies classroom objects using one-word |
|  | **My school** | structures; |
|  | - | Identifying school | - Points to classroom objects as instructed; |
|  |  | objects | - Describes the colour of classroom objects; |
|  | - | Counting school | - Expresses his / her favourite sports; |
|  |  | objects | - Distinguishes among the primary colours; |
|  | - | Describing objects |  |
|  |  | using colours |  |
|  | - | Give answers |  |
|  |  | related to favourite |  |
|  |  | sports using one- |  |
|  |  | word sentences. |  |
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|  | *What sport do you* |  |
|  | *like? Tennis.* |  |
| **Topic 3** | - Answers questions related to body parts using one- |
| **Me and others** | word structures; |
| - | Ask and answer | - Counts body parts and other objects using numbers 1- |
|  | questions related | 5; |
|  | to body parts | - Points to and names his / her body parts; |
| - | Identifying family | - Answers questions related to identifying family |
|  | members | members; |
| - | Introducing others | - Lists his / her family members using single words; |
| - | Exposure to | - Introduces his / her friend; |
|  | numbers 1-5 |  |
| **Topic 4** | - Identifies toys naming them accordingly when shown |
| **Me and my games** | in pictures; |
| - | Asking and | - Distinguishes among different sports; |
|  | answering | - Lists his / her favourite sports; |
|  | questions to | - Mimes and guesses the free time activities; |
|  | identify toys | - Draws and colours the toys as instructed; |
| - | Talking about |  |
|  | favourite sports |  |
|  | * Answering
 |  |
|  | questions about |  |
|  | abilities using one- |  |
|  | word structures. |  |
|  | *What can you do?* |  |
|  | *Run, swim…* |  |
| - | Free time activities |  |
| **Topic 5** | - Distinguishes among pets and animals shown in |
| **My pet** | pictures or short stories; |
| - | Identifying pets | - Answers simple questions related to animals’ |
| - | Adjectives: big / | abilities; |
|  | small | - Draws, colours and presents his / her favourite pet |
| - | Abilities *can /* | and animal; |
|  | *can’t* | - Mimes and guesses various pets and animals; |
| - | Exposure to | - Counts the given objects up to 10; |
|  | numbers 6 – 10 |  |
| **Topic 6** | - Answers simple questions to identify food and drink |
| **I love bananas**! | items; |
| - | Identifying fruits, | - Uses one word sentences to talk about food and drink |
|  | vegetables, food | he / she likes / doesn’t like; |
|  | and drink | - Draws various food and drink items as instructed |
| - | Describing fruits | colouring them accordingly; |
|  | and vegetables | - Creates a shopping list with peers using illustrations; |
|  | using colour |  |

* Likes and dislikes