**TOPICAL CONTENT AND LEARNING OUTCOMES**

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| **Concept** | **Topics** | **Subject learning outcomes for topic** |
| **Literary and non- literary texts** | **Topic 1 Hello**  -greetings and introduction  -introducing others | * Listens to short dialogues in which characters introduce and greet each other; * Identifies the characters in a short dialogue; * Introduces himself / herself using simple structured sentences; * Role-plays meeting someone for the first time; * Listens and responds physically to a number of simple   oral instructions related to the classroom such as sit down/stand up/ listen/open/close your books; |
| **Topic 2 My school**  - more colours  - lines and shapes  - classroom objects  - in the school yard  - numbers 1 – 5 | * Listens to dialogues introducing classroom objects; * Listens and sings songs consolidating colours; * Identifies the colours of objects in given pictures, short stories and songs; * Identifies the classroom objects in the given pictures, short stories and songs; * Names lines and shapes in given pictures, short stories and songs; * Follows simple classroom instructions; * Listens and sings a song introducing numbers 1-5; * Identifies the number of the given objects in pictures, dialogues, short stories or video clips; * Matches the given numbers with objects presented through pictures or other media; |
| **Topic 3 My body**   * body parts * movement and actions * clothes | * Listens and sings a song consolidating body parts; * Identifies body parts in a dialogue, video, or story; * Labels the clothes presented through pictures or other media; * Identifies the clothes that the characters are wearing in a picture, video and short story; * Selects the clothing items that corresponds to the correct body part; |
| **Topic 4 My family and home**   * family members * parts of the house * rooms in the house * fruits and vegetables * snacks and drinks * numbers 6 – 10 | * Identifies the family members presented in a short story, dialogue and song; * Distinguishes among family members; * Paraphrases a short story or song related to family members using one-word sentences in English; * Discusses the roles of family members in L1 or using one- word sentences in English; * Labels parts of the house and rooms presented through a song, short story or dialogue; |

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|  |  | * Listens to dialogues and short stories about food and drink; * Recalls food and drink items mentioned in dialogues and short stories; * Names food and drink items presented through pictures or videos; * Identifies the favourite food and drink items of the characters presented through stories or other media; * Sings songs related to food and drink items; * Describes food and drink items using colours; * Illustrates food and drink items as instructed; * Listens to songs introducing numbers 6 – 10; * Selects the correct number that matches the given objects; * Identifies the number of the objects in the given pictures, short stories and songs; |
| **Topic 5 My friends & toys**   * my friends * free time activities * toys * size: big / small * imaginary friends | * Identifies the relationship of characters in a dialogue, short story or video; * Recalls what characters like to do in their free time presented through a dialogue, short story or video; * Paraphrases a short story or dialogue using simple structured sentences and L1; * Distinguishes among various free time activities; * Participates in role-playing a short dialogue focusing on free time activities; * Illustrates a short story or dialogue by drawing the most important elements, characters and events; * Matches the given pictures of free time activities as instructed; * Discusses proper behaviour of friends; * Listens and sings chants and rhymes introducing toys; * Identifies the toys with which the characters are playing in a dialogue or short story; * Distinguishes between big and small; * States the favourite toys of characters; * Listens to a dialogue about imaginary friends; * Distinguishes between main characters and their imaginary friends; |
| **Topic 6 I am a bird and I can fly**   * animals * pets * abilities | * Predicts what animals and pets can or can’t do; * Listens to dialogues and short stories about animals and pets; * Identifies animals and pets in dialogues, short stories, songs and videos; * States what various animals and pets can / can’t do; * Matches animals and pets with their corresponding abilities presented through pictures or other media; |
| **Figurative and non- figurative language** | **Topic 1 Hello**  -greetings and introduction  -introducing others | * Greets the teacher and peers using basic greetings (hello, hi, goodbye); * Introduces himself/herself using simple structured sentences; * Asks about other students’ names; |

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|  |  | * Uses basic expressions of politeness (please, thank you); * Pronounces correctly the basic greeting expressions; |
| **Topic 2 My school**  - more colours  - lines and shapes  - classroom objects  - in the school yard  - numbers 1 – 5 | * Distinguishes the basic colours; * Points to school objects according to the given instructions; * Recognizes the classroom objects; * Describes the colours of school objects using simple structured sentences; * Draws a picture of his / her school objects; * Talks about his / her school objects naming them and describing their colour; * Identifies lines and shapes; * Traces lines and shapes; * Matches lines and shapes in the given pictures; * Draws lines and shapes using different colours as instructed; * Recognizes numbers 1 – 5; * Counts up to 5 the number of objects in pictures and short stories; * Pronounces correctly numbers 1-5; * Solves simple math tasks (adding and subtracting up to 5); |
| **Topic 3 My body**   * body parts * movement and actions * clothes | * Names body parts and clothing items; * Listens and responds physically to a number of simple oral instructions; * Draws a funny character and talks about his / her body parts; * Follows and gives commands related to body parts such as touch your head, brush your teeth, etc.; * Describes what he / she is wearing; * Uses pictures of his / her family members to describe what they are wearing; * Talks about what his / her classmates are wearing describing the colours; |
| **Topic 4 My family and home**   * family members * parts of the house * rooms in the house * fruits and vegetables * snacks and drinks * numbers 6 – 10 | * Draws a picture of his / her family members and presents his/ her drawing; * Talks about family members introducing them accordingly; * Asks and answers about parts of the house; * Describes parts of the house using colours; * Distinguishes among different rooms in a house; * Illustrates and presents his / her room; * Names items related to food and drinks; * Draws his / her favourite food and drink items; * Presents his / her favourite food and drink items; * Matches food and drink items to the pictures as instructed; * Talks about his favourite food and drink items; * Role-plays a situation discussing his / her likes and dislikes; * Distinguishes among numbers 6-10; * Points to the correct number as instructed |

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|  | **Topic 5 My friends & toys**   * my friends * free time activities * toys * size: big / small * imaginary friends   - | * Points to the correct toys as instructed; * Draws the correct number of toys and colours them as instructed; * Talks about favourite toys describing their size and colour; * Asks and answers about favourite toys using simple structured sentences; * Illustrates and presents his / her favourite toy; * Introduces his / her imaginary friend; * Role-plays a simple conversion introducing related to toys and imaginary friends; * Identifies people around him / her; * Names different activities that people do in their free time presented through pictures, short stories, dialogues or videos; * Draws a picture of his / her friends and their favourite free time activities; * Presents his / her drawing using simple structured sentences; * Talks about his / her favourite free time activities; * Introduces his / her friends, their appearances and their favourite free time activities; * Role-plays a short sketch focusing on friends and free time activities; |
| **Topic 6 I am a bird and I can fly**   * animals * pets * abilities | * Names animals and pets presented through pictures, short stories or dialogues; * Draws and presents his / her favourite animal or pet; * States the abilities of different animals and pets; * Discusses in L1 the homes of different animals; * Illustrates through drawing what he / she can or can’t do and talks about his / her abilities; * Role-plays a short sketch focusing on animals / pets and what they can / can’t do; |
| **Critique, theory, history** | **/** | **/** |
| **Language exponents** | **Topic 1 Hello**   * Greeting others * Asking for and giving personal information using complete sentences. *My name is (Sally).* * Introducing others * Counting objects and people. *How many (children) are there? (Three boys). (Two girls).* * Capitalization with proper nouns * Letters and sounds (a,b,c,d) | * Uses simple structures to introduce himself / herself correctly; * Asks about names; * Introduces others; * Gives one-word answers to count objects and people; * Uses capitalization when writing one’s name; * Identifies letters of the alphabet and the corresponding sounds (a,b,c,d); * Pronounces correctly the letters of the alphabet (a,b,c,d); * Begins to differentiate sounds using visual cues; |

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|  | **Topic 2 My school**   * Listing and counting classroom objects * Asking and answering questions related to colours * Identifying shapes and lines * Exposure to articles a / an and the plural form * Counting up to 5 * Letters and sounds (e,f,g,h, i) | * Talks about his / her school objects using simple structured sentences; * Forms simple sentences to talk about his / her favourite colour; * Responds to questions related to colours using one-word structures; * Presents a drawing of his / her school objects describing their colours; * Asks and answers questions to identify school objects; * Presents a drawn picture of various lines and shapes; * Describes the colours of school objects; * Counts the given objects up to 5; * Performs simple math problems; * Identifies letters of the alphabet and the corresponding sounds (e,f,g,h,i); * Pronounces correctly the letters of the alphabet (e,f,g,h,i); * Begins to differentiate sounds using visual cues; |
| **Topic 3 My body**   * Identifying body parts and describing them. *I’ve got (green eyes). I’ve got a small nose.* * Following and giving instructions related to actions. *Touch your (arms).Wash your (face).* * Talking and describing a third person singular. E.g. *This is my funny character. His / her name is (Sally). He*   */ she’s got (two eyes, three noses, five arms…). He / She is wearing (blue jeans, an orange T-shirt…).*   * Vocabulary related to clothes * Letters and sounds (j, k, l, m, n) | * Answers simple questions to identify and name body parts and clothing items; * Forms simple sentences to describe his / her appearance; * Talks about what he / she is wearing using simple structured sentences; * Describes what his / her friends are wearing; * Follows and gives commands related to body parts; * Uses drawings to describe his / her imaginary character; * Identifies letters of the alphabet and the corresponding sounds (j, k, l, m, n); * Pronounces correctly the letters of the alphabet (j, k, l, m, n); * Begins to differentiate sounds using visual cues; * Copies letters beginning to identify and match some letters and sounds; |
| **Topic 4 My family and home**   * Introducing members of the family * Describing the house and its parts. *This is the (roof). It’s (red).* * Asking and describing the location of things. *My (plane) is on the (chair).* * Counting up to 10 * Verb ‘have got’ | * Answers simple questions to identify parts of the house; * Talks about his / her family members using simple structured sentences; * Forms simple structured sentences to describe parts of his   / her house;   * Uses prepositions to talk about the location of objects; * Role-plays a situation describing an imaginary house; * Distinguishes and names different furniture items presented through pictures, stories or dialogues; * Counts the given objects up to 10; * Gives one-word sentences to identify food and drink; * Distinguishes among various food and drink items; |

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|  | - Letters and sounds (o, p, q, r) | * Forms simple structured sentences to talk about the characters favourite food and drink items; * Expresses his / her likes and dislikes related to food and drink items; * Asks and answers questions related to favourite food and drink items; * Describes pictures containing food and drink items; * Identifies letters of the alphabet and the corresponding sounds (o, p, q, r); * Pronounces correctly the letters of the alphabet (o, p, q, r); * Begins to differentiate sounds using visual cues; * Copies letters beginning to identify and match some letters and sounds; |
| **Topic 5 My friends & toys**   * Introducing friends. *Who is this? This is my friend. His / her name is (Toni / Tina).* * Appearances. *She’s got (long brown hair) and (blue eyes).* * Short answers *Yes, I am. / No, I’m not.* * Free time activities * Identifying toys. *What is this? It’s a (teddy bear).* * Adjectives * Letters and sounds (s, t, u, v) | * Asks and answers simple questions to identify toys; * Talks about his / her favourite toys using simple sentence structures; * Describes the size of different objects; * Draws and presents to others a picture of his / her favourite toy describing the size and colour; * Introduces his / her imaginary friend; * Answers short questions related to friends and toys; * Describes his / her friends using simple structured sentences; * Expresses what his / her family members like doing in their free time; * Distinguishes among various free time activities; * Asks and answers simple questions related to free time activities; * Identifies letters of the alphabet and the corresponding sounds (s, t, u, v); * Pronounces correctly the letters of the alphabet (s, t, u, v); * Begins to differentiate sounds using visual cues; * Copies letters beginning to identify and match some letters and sounds; |
| **Topic 6 I am a bird and I can fly**   * Identifying animals and pets * Abilities: *can / can’t* * Describing favourite animals * Adjectives to describe animals * Letters and sounds (w, x, y, z) | * Gives one – word sentences to identify various animals and pets; * Talks about animals and pets’ abilities; * Uses simple structured sentences to describe what he / she can / can’t do; * Forms simple sentences to talk about his / her favourite animal or pet; * Asks and answers questions related to what one can / can’t do; * Uses some adjectives to describe animals and pets; * Lists and counts animals or pets presented through pictures; * Identifies letters of the alphabet and the corresponding sounds (w, x, y, z) * Pronounces correctly the letters of the alphabet (w, x, y, z) * Begins to differentiate sounds using visual cues; |

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|  |  | - Copies letters beginning to identify and match some letters and sounds; |