**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;
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| **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;
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| **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;
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| **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);
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| **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;
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| **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;
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| **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;
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| **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;
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| **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;
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| **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;
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| **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; |