**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.
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| **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.
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| **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).
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| **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.
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| **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).
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| **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).
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| **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.).*
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| **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.
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