

Syllabus

Unit	Main vocabulary	Main language	Reading
<p>Hello!</p>	<p>Numbers: 1-10</p> <p>Colours: <i>black, blue, brown, green, grey, light blue, orange, pink, purple, red, yellow, white</i></p> <p>School items: <i>brush, glue, marker, notebook, pen, pencil, pencil case, rubber, ruler, school bag, scissors, sharpener</i></p> <p>Classroom furniture: <i>bin, board, clock, cupboard</i></p>	<p><i>Hello, I'm (Hassan).</i></p> <p><i>What's your name? My name's (Natalie).</i></p> <p><i>How old are you? I'm (eight).</i></p> <p><i>What's this in English?</i></p> <p><i>Is it a ...?</i></p> <p><i>Yes, it is. / No, it isn't.</i></p> <p><i>It is ... / They are ...</i></p> <p><i>Are they (blue)?</i></p> <p><i>Yes, they are. / No, they aren't.</i></p>	
<p>UNIT 1</p> <p>Time for sport</p>	<p>Games and sports: <i>play basketball/football/hockey, ride a bike, rollerblade, swim</i></p> <p>Objects related to games and sports: <i>basketball, bike, football, helmet, rollerblades, skateboard</i></p> <p>Other: <i>old, new, nice, horse, diamond</i></p>	<p><i>Can you (help me) / (paint) it?</i></p> <p><i>Yes, I can. / No, I can't.</i></p> <p><i>Come on! Watch out!</i></p> <p><i>Are you OK?</i></p> <p><i>Can (positive, negative, question):</i></p> <p><i>I can (play hockey).</i></p> <p><i>I can't (ride a bike).</i></p> <p><i>Can you (play football)?</i></p> <p><i>Yes, I can. / No, I can't.</i></p> <p><i>I've got a (blue) (helmet).</i></p> <p><i>Have you got a (bike)?</i></p> <p><i>Yes, I have. / No, I haven't.</i></p>	<p>A story about three friends: Joe, Tony and Mandy</p>
<p>UNIT 2</p> <p>Animal watch</p>	<p>Wild animals: <i>elephant, fish, frog, lizard, monkey, parrot, snake, tiger, zebra</i></p> <p>Prepositions of place: <i>behind, in, on, under</i></p> <p>Actions: <i>climb, crawl, fly, hunt, jump, run, swim</i></p> <p>Adjectives (qualifiers): <i>big, long, small (in size)</i></p> <p>Other: <i>tree, house, rock, hide, lion, polar bear, rabbit, owl, grass, snow, magic, map, rock, Let's go! Quick!</i></p>	<p><i>Where's the (elephant)?</i></p> <p><i>It's (behind) the (tree).</i></p> <p><i>Is the (monkey) (on) the (tree)? Yes, it is. / No, it isn't.</i></p> <p><i>(Fish) can't (fly). They can (swim).</i></p>	<p>Animals and their colours</p>
CONSOLIDATION 1	Review of vocabulary and grammar from Units 1 and 2		

Values	Project	CLIL	Everyday English
<p>Greet everyone.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>			
<p>Be a good friend.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	<p>Write about what you can do.</p>	<p>Natural Science: The water cycle</p> <p>Vocabulary: <i>ice, steam, sea, snow, river, clouds, rain liquid, solid, gas, hot, cold, cloudy/clouds, rainy, rain, sunny, sun, windy, wind, mountains, land, condensation, evaporation, precipitation</i></p> <p>Language: <i>When it's ...</i> <i>How can you save water?</i></p>	<p>Making arrangements</p> <p>Locations in town: <i>cinema, club, museum, aquarium, park, shopping centre, sports centre</i></p> <p>Language: <i>What do you do in your free time?</i> <i>I'm going to the (park) on (Monday).</i></p>
<p>Protect animals.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	<p>Make notes about your favourite animal. Then draw and write.</p>		

Syllabus

Unit	Main vocabulary	Main language	Reading
UNIT 3 Lunchtime	Food: <i>bread, cheese, fruit, meat, salad, vegetables, burgers, chips, chocolate / vanilla ice cream, pasta, pizza</i> Other: <i>wet, hungry, bananas</i>	<i>Like (positive, negative, questions): I like (salad). I don't like (meat). Do you like (salad)?</i> <i>Yes, I do. / No, I don't.</i> <i>Can I have a (burger), please?</i> <i>Yes.</i> <i>Here you are.</i> <i>My favourite food is ...</i>	Mrs Stork and Mr Fox
UNIT 4 The clothes box	Clothing (singular): <i>belt, dress, hat, jacket, jumper, T-shirt, skirt, scarf;</i> (plural): <i>boots, jeans, sandals, socks, shoes, trainers</i> Other: <i>clothes box, birthday party, special clothes, pirate, dog, clown, superhero, elf, table, paint tubes, mask</i>	<i>I need ...</i> <i>Guess the colour!</i> <i>Are you sure?</i> <i>He's wearing (a hat).</i> <i>She's wearing (shoes).</i> <i>She isn't wearing (a scarf).</i> <i>I'm wearing (white) (trainers).</i> <i>Are they (blue)?</i> <i>Yes, they are. / No, they aren't.</i>	Harry's birthday party
CONSOLIDATION 2			
Review of vocabulary and grammar from Units 3 and 4			
UNIT 5 Machines	Parts of the body: <i>arms, body, feet, fingers, hands, head, legs, toes</i> Parts of the face: <i>eyes, nose, mouth, ears, hair, neck</i> Other: <i>intelligent, listen to / understand instructions, stand up, sit down, speak, walk, play with a ball, dance to music, express emotions</i>	<i>I love games.</i> <i>Come with me!</i> <i>Who's...?</i> <i>That isn't...</i> <i>You're a smart girl.</i> <i>It's for you!</i> <i>has got (positive, negative and questions): She's got (a nose). She hasn't got (toes). Has he got (two heads)?</i> <i>Yes, he has. / No, he hasn't.</i>	Animal robots
UNIT 6 On the beach	Typical beach activities: <i>go fishing / snorkelling, look for shells / treasure, make a sandcastle, play frisbee</i> Beach objects: <i>bucket, fishing rod, flippers, frisbee, snorkel, spade</i> Other: <i>the weather, the sea, flag, dangerous, calm, the beach</i>	<i>Let's look for more!</i> <i>Want to (positive, negative and questions): I want to (play frisbee). I don't want to (go snorkelling). Do you want to (look for shells)?</i> <i>Yes, I do. / No, I don't.</i> <i>Have you got (a spade)?</i> <i>Yes, I have. / No, I haven't.</i>	At the beach
CONSOLIDATION 3			
Review of vocabulary and grammar from Units 5 and 6			

Values	Project	CLIL	Everyday English
<p>Be polite when requesting something - say please and then thank you.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	My favourite food.	<p>Natural Science: Let's find out about food</p> <p>Vocabulary: <i>beans, butter, cereals, fish, milk, nuts, rice, yoghurt, flour, wheat, milk, cows, pizza, yoghurt, ice cream</i></p> <p>Food categories: <i>carbohydrates, fat, proteins, vitamins</i></p> <p>Language: <i>I eat a lot of (cereals).</i> <i>We can find (carbohydrates) in cereals.</i> <i>Flour comes from wheat.</i> <i>Where does (milk) come from? It comes from (cows).</i></p>	<p>How healthy are you?</p> <p>Vocabulary: <i>biscuits, chocolate bars, eggs, fizzy drinks, pears, sausages, strawberries, sweets, add, chop, cook, fry, pour</i></p> <p>Language: <i>How many (sweets) do you eat? a lot, some, any</i></p>
<p>Help your friends.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	Your friend.	<p>ICT</p> <p>Vocabulary: <i>computer, headphones, keyboard, microphone, mouse, screen</i></p> <p>Language: <i>What do we use a (keyboard) for? We use it to (type words).</i> <i>First ... then ... next ... finally</i></p>	<p>Using technology</p> <p>Vocabulary: <i>blog, digital camera, laptop, mobile phone, printer, tablet, webcam, Wi-Fi</i></p> <p>Language: <i>There is / isn't a photo of (my favourite hobby).</i> <i>There are / aren't photos of (my classmates).</i> <i>Your blog is very (nice)!</i> <i>The photos are (beautiful)!</i></p>
<p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	Your robot.		
<p>Follow rules at the beach.</p> <p>Respect turns.</p> <p>Raise your hand to ask a question.</p> <p>Respect game rules.</p> <p>Participate in games in pairs.</p>	What you have and what you do / don't want to do.		