





Communication Objectives	Structures	Vocabulary	Cross-curricular Connections	21st Century Competencies
Module 1 – Hello there!				
<ul style="list-style-type: none"> to greet someone to introduce oneself / a friend to ask and answer about one's name to ask and answer about one's well-being to ask about one's age to identify the numbers 1-10 to identify plural nouns to identify and talk about objects to identify colours 	<p>What's your name? I'm (Jane). / My name is (Jane).</p> <p>This is my (friend, Tom).</p> <p>How are you? Fine, thank you.</p> <p>How old are you? I'm (eight).</p> <p>Boy-boys (plurals)</p> <p>What's this? It's a (book). It's an (apple).</p>	<p>Greetings: Hello. Hi. Welcome!</p> <p>Nouns: classroom, teacher-s, friend, racoon, boy-boys, girl-girls, orange, umbrella, book, pencil, pen, apple, stars, kids</p> <p>Numbers: 1-10</p> <p>Colours: red, blue, green, yellow, orange, purple</p>	<p>Art (the colours around us)</p> <p>Phonics</p> <p>/f/ fin fat fish</p> <p>/v/ van vase vest</p>	 <p>Value</p> <p>Work as a team.</p>
Module 2 – My family				
<ul style="list-style-type: none"> to identify family members to identify rooms in a house to ask and answer about location to describe people 	<p>Who's that? It's my (mum).</p> <p>Is that your (dad)? Yes, it is. / No, it isn't.</p> <p>Where's the (bag)? In the (kitchen).</p> <p>He's/She's/It's (tall). He/She/It isn't (tall).</p> <p>Is he/she (happy)? Yes, he/she is. / No, he/she isn't.</p>	<p>Family members: dad, mum, sister, brother, baby</p> <p>Rooms of the house: kitchen, bedroom, bathroom, living room</p> <p>Nouns: shoes, bag, house, water, table, window, prince</p> <p>Adjectives: tall, short, funny, great, strong, clean, dirty, wet, happy, long, big</p>	<p>Social Studies (dream house)</p> <p>Phonics</p> <p>/m/ monkey mum mouth</p> <p>/n/ nose nine nurse</p>	 <p>Value</p> <p>Fairy tales all over the world.</p>
Module 3 – That's me!				
<ul style="list-style-type: none"> to identify parts of the face to talk about possession to identify pets/animals to ask and answer about possession to identify plural nouns to identify toys to identify useful items/ gadgets 	<p>I've got (blue eyes). I haven't got (green eyes).</p> <p>Have you got a (cat)? Yes, I have. / No, I haven't.</p> <p>(He) has got a (ball). (He) hasn't got a (robot).</p> <p>Has (he) got a (ball)? Yes, (he) has. / No, (he) hasn't.</p> <p>man-men (plurals - irregular)</p>	<p>Parts of the face/head: eyes, hair</p> <p>Animals: cat-cats, parrot-parrots, monkey-monkeys, mouse-mice, fox-foxes</p> <p>Toys: helicopter, robot, skateboard, ball, balloon, lorry, plane</p> <p>Gadgets: watch, tablet, laptop, phone</p> <p>Nouns: man-men, woman-women</p> <p>Adjectives: blonde, fast</p> <p>Colours: brown, black</p>	<p>English (a poem)</p> <p>Phonics</p> <p>a /æ/ cat fat hat</p> <p>i /i/ fin fish pink</p>	 <p>Value</p> <p>Share your things.</p>
Module 4 – On the farm				
<ul style="list-style-type: none"> to identify actions to talk about ability to ask and answer about ability to identify (farm) animals to give and follow orders 	<p>I can ride a (camel). You can ride a (bike). Can you (run)? Yes, I can. / No, I can't.</p> <p>It can (run). It can't (fly). Stand up!</p>	<p>Actions: ride a camel, ride a horse, ride a bike, paint, climb, smile, take a photo, run, fly, jump, see</p> <p>Animals: cow, goat, chicken, lizard, frog, duck, dog</p> <p>Imperatives: Stand up. Sit down. Turn around. Come here.</p> <p>Habitat: pond</p> <p>Colour: white</p> <p>Adjectives: new, hungry</p>	<p>Science (What's in a pond?)</p> <p>Phonics</p> <p>e /e/ bed leg red</p> <p>o /ɒ/ box fox top</p>	 <p>Value</p> <p>Learn about things you are afraid of.</p>



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Module 5 – All about time!

<ul style="list-style-type: none"> to ask about quantity to revise numbers 1-10 to identify the numbers 11-12 to identify household objects to ask for the time to tell the time on the hour to make suggestions to describe people 	<p>How many (clocks) can you see? (Eleven). What's the time? It's (two) o'clock. Let's (run)! I'm (hungry). You're (tired).</p>	<p>Numbers: eleven, twelve Actions: count, drink, eat Nouns: clock, shop, mat, sky, little hand, big hand Items of clothing: hat Animals: rabbit, turtle Food: carrots Adjectives: beautiful, thirsty, sad, tired Expression: What now?</p>	<p>Social studies (Big Ben)</p>	
			<p>Phonics</p> <p>u /ʌ/ duck under jumper</p>	

Module 6 – My likes

<ul style="list-style-type: none"> to identify and talk about food and drinks to say what one wants to talk about likes and dislikes to identify and describe animals to identify school subjects to ask and answer about what one likes/doesn't like 	<p>I want (milk), please. Here you are. Thank you. You're welcome. I like (zebras). They're (beautiful). I like (music). I don't like (karate). Do you like (maths)? Yes, I do. / No, I don't.</p>	<p>Food and drinks: lemonade, grapes, milk, juice, biscuits Animals: zebra, koala School subjects: maths, English, PE, science Nouns: zoo, karate, stickers, album, music, animals, jeans, trees, plants Parts of the body: tail, head Actions: kick, catch Adjective: cute</p>	<p>Science (raw materials and products)</p>	
			<p>Phonics</p> <p>ch /tʃ/ chimp chair peach</p> <p>sh /ʃ/ sheep fish shirt</p>	

Module 7 – School is great!

<ul style="list-style-type: none"> to talk about things that exist in a classroom to identify classroom objects to identify and talk about places to identify and talk about furniture/things in a room to ask and answer questions about things/people in a place 	<p>What's in the (classroom)? There's a (notebook). There are (two boys). Is there a (radio) in the (classroom)? Yes, there is. / No, there isn't.</p>	<p>Classroom objects: notebook, rubber Places: museum, café, playground, library, garden, school Animal: dinosaur Furniture: desk, chair Food: chocolate, sandwich Nouns: flower, child-children, Internet, boat, TV, radio, painting, river Adjective: messy</p>	<p>Art (a painting)</p>	
			<p>Phonics</p> <p>th /θ/ thin thirteen teeth</p> <p>th /ð/ this that mother</p>	

Module 8 – My clothes

<ul style="list-style-type: none"> to identify clothes to talk about what someone is wearing to ask and answer about what someone is wearing to talk about the weather 	<p>I'm wearing (a cap). Are you wearing (a coat)? Yes, I am. / No, I'm not. (He) is wearing (sunglasses). Is (he) wearing (a jacket)? Yes, (he) is. / No, (he) isn't.</p>	<p>Clothes: T-shirt, cap, dress, skirt, trousers, coat, scarf, sunglasses, shorts, jacket, vest Weather: cold, hot Materials: silk, wool, cotton Parts of the body: leg Adjective: old Noun: princess</p>	<p>Science (clothing materials)</p>	
			<p>Phonics</p> <p>i /aɪ/ white rice kite</p> <p>o /əʊ/ home rose nose</p>	