**TOPICAL CONTENT AND LEARNING OUTCOMES**

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| **Concept** | **Topics** | **Subject learning outcomes for topic** |
| **Literary and non-literary texts** | **Topic 1 - Starter**   * Introductions * Family members and their professions * Appearances and character * Abilities * Daily routines | * Reads a short text with a focus on introductions and answers questions related to the text using simple structured sentences; * Role-plays a scene with peers introducing himself/herself and friends; * Identifies the members of a family through a family tree, story or video and names their professions using vocabulary taught in the previous grade; * Names the characters introduced in pictures or short stories and describes their physical appearance; * Listens to or reads short texts describing what characters (people or animals) can do; * Summarises daily routines of characters presented through pictures, stories or videos. |
| **Topic 2 - Around the house**   * Household activities * Requests * Sports * Actions * Numbers 1 – 20 | * Listens or reads short stories discussing household activities and answers follow-up questions using simple structured sentences; * Identifies the requests made around activities in the house in a dialogue presented through text or video; * Summarises the sports played by characters presented in pictures, songs, videos or texts; * Reads a text focusing on action verbs and paraphrases it using simple structured sentences; * Recalls numbers 1-20 presented through visual cues; * Matches numbers to the written forms presented in texts or pictures (up to 20). |
| **Topic 3 - In the city**   * Buildings * Directions * Clothes * Prices * Letters * Numbers 21 – 40 | * Listens to and reads dialogues focusing on buildings in the city; * Identifies buildings in the city presented through text, video or maps; * Summarises a short story focusing on where the characters want to go in the city; * Highlights the prepositions used when giving directions around the city; * Categorises clothes worn in different seasons; * Labels clothes and their prices as presented in texts, pictures, or videos; * Recalls and repeats the letters of the alphabet presented through songs or poems; * Identifies numbers 21 – 40 presented through visual cues; * Matches numbers to the written forms presented in texts or pictures (focusing on numbers 21 – 40). |
| **Topic 4 - I am a pilot**   * Jobs * Daily routine * Free-time activities * News articles * Numbers 41 – 60 | * Recognises jobs characters do in texts or videos; * Summarises the daily routines of characters presented in pictures, text, audio or video; * Labels free-time activities presented in pictures, short stories, audio or videos; * Answers questions using simple structured sentence related to jobs, daily routines and free-time activities; * Reads short news articles appropriate to the learners’ level; * Identifies the characteristics of news articles through guided questions (focusing on titles, structure, information included); * Identifies numbers 41 – 60 presented through visual cues; * Matches numbers to the written forms presented in texts or pictures (focusing on numbers 41 – 60). |
| **Topic 5 - You shouldn’t do that**   * Rules * Advice * Illnesses * Numbers 61 – 80 | * Listens to / watches short animated stories with a focus on what one should or should not do when in public spaces; * Reads a dialogue in which characters give advice; * Identifies various illnesses presented in pictures or short stories and the advice given for each illness; * Answers simple structured questions related to the presented materials through text or other media; * Identifies numbers 61 – 80 presented through visual cues; * Matches numbers to the written forms presented in texts or pictures (focusing on numbers 61 – 80). |
| **Topic 6 - Food**   * Food * Containers & quantity * Exotic fruit * Numbers 81 – 100 | * Identifies various food items presented through pictures or videos; * Labels containers used for specific food items (e.g. bottle, carton, can, packet); * Reads a short text, or looks at the pictures, to identify various words used to talk about quantities; * Listens to songs or watches animated videos focusing on exotic fruit; * Matches vocabulary related to the topic with pictures or other visual cues; * Paraphrases what food items the characters in a story like; * Answers simple structured questions related to the presented materials through text or other media; * Identifies numbers 81 – 100 presented through visual cues; * Matches numbers to the written forms presented in texts or pictures (focusing on numbers 81 – 100). |
| **Topic 7 - Animals and their homes**   * Animals in jungles and deserts * Habitats * Short informative texts | * Reads short texts or watches animated videos with a focus on animals found in jungles and deserts; * Labels animals living in jungles and deserts using visual clues; * Describes what animals look like using adjectives and compares them; * Identifies the characteristics of animals’ habitats by looking at pictures, or other visual input; * Paraphrases the texts focusing on animals and their habitats; * Reads various short informative texts and answers follow-up guided questions; * Discusses the importance of protecting animals’ habitats using simple structured sentences in target language, or mother tongue. |
| **Topic 8 - Fairy tales & famous people**   * Feelings * Famous fairy tales * Famous people: their origin and achievements | * Reads a story, or watches animated videos focusing on feelings; * Paraphrases how the characters in the stories feel; * Reads various famous fairy tales; * Works in pairs or groups to put in order the sequence of a fairy tale; * Watches animated videos, or reads short texts focusing on famous people, their origin and achievements; * Paraphrases the texts focusing on famous people; * Answers simple structured questions related to the presented materials through text or other media. |
| **Figurative and non-figurative language** | **Topic 1 - Starter**   * Introductions * Family members and their professions * Appearances and character * Abilities * Daily routines | * Introduces himself/herself and his/her friends independently; * Uses the computer to create (or draws) a family tree and uses it to present his/her family members and their professions; * 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 form simple structured sentences describing other people’s appearances; * Compares different characters based on appearances using simple structured sentences in English; * Mimics using body gestures what people (or animals) can do; * Writes a short paragraph describing his/her daily routines; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Labels the given vocabulary items and writes simple structured sentences with target vocabulary presented through this topic. |
| **Topic 2 - Around the house**   * Household activities * Requests * Sports * Actions * Numbers 1 – 20 | * Forms simple structured sentences to talk about the characters and their household activities presented through songs, short stories or videos; * Describes his/her house and household activities that he/she does using a drawing, a short-written text or a poster; * Creates a mind-map to reflect chores performed by family members in the house; * Compares what sports characters like doing and reports his/her findings in writing using simple structured sentences; * Discusses the importance of playing sports; * Pronounces and writes correctly the number of the given objects (up to 20); * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Writes short simple structured sentences using the given vocabulary items presented through this topic. |
| **Topic 3 - In the city**   * Buildings * Directions * Clothes * Prices * Letters * Numbers 21 – 40 | * Forms simple structured sentences using prepositions of place to talk about buildings in the city; * Draws a map of buildings in the city and uses it to ask and answer questions in pairs about the location of the buildings; * Writes a short paragraph describing an area in the city; * Asks and answers questions about the prices of the clothes using visual clues; * Pronounces correctly and distinguishes the letters of the alphabet; * Pronounces and writes correctly numbers 21 – 40; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic; * Writes short simple structured sentences using the given vocabulary items presented through this topic. |
| **Topic 4 - I am a pilot**   * Jobs * Daily routine * Free-time activities * News articles * Numbers 41 – 60 | * Works in pairs to role-play different jobs using, as needed, pictures, or other visual cues as prompts; * Draws a picture and uses it to talk about daily routines using simple structured sentences; * Mimes and guesses free-time activities in pairs, groups or as a whole class; * Writes a news article through structured activities; * Pronounces and writes correctly numbers 41 – 60; * Pronounces and spells out correctly the vocabulary items related to this topic; * Writes short simple structured sentences using the given vocabulary items presented through this topic. |
| **Topic 5 - You shouldn’t do that**   * Rules * Advice * Illnesses * Numbers 61 – 80 | * Illustrates different situations indicating rules one should follow in school, home and other surroundings; * Role plays different situations representing illnesses giving advice what one should do in each situation; * Discusses ways of being healthy using simple structured sentences; * Traces the given vocabulary items and writes short sentences presented focusing on this topic; * Pronounces and writes correctly numbers 61 – 80; * Pronounces and spells out correctly the vocabulary items related to this topic. |
| **Topic 6 - Food**   * Food * Containers & quantity * Exotic fruit * Numbers 81 – 100 | * Creates a drawing to represent different food items, quantities and containers and uses it to give an oral presentation through simple structured sentences; * Asks and answers questions related to vocabulary items and quantities; * Categorises food items using diagrams or charts; * Uses the computer, or pencil, colours and paper to plan and create a weekly food plan and presents it; * Works in pairs or groups to identify, label and match various exotic fruit; * Traces the given vocabulary items and writes short sentences focusing on this topic; * Pronounces and writes correctly numbers 81 – 100; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic. |
| **Topic 7 - Animals and their homes**   * Animals in jungles and deserts * Habitats * Short informative texts | * Draws a picture of animals and their homes and gives a 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; * Traces the given vocabulary items and writes simple structured sentences focusing on this topic; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic. |
| **Topic 8 - Fairy tales & famous people**   * Feelings * Famous fairy tales & where their homes * Famous people: their origin and achievements | * Creates a chart, diagram or drawing representing his/her feelings in various situations and presents it; * Presents his/her favourite characters from fairy tales using a drawing; * Creates a fairy tale, using pictures and text, individually or in groups; * Role plays scenes from a famous fairy tale or fairy tales created individually or in groups; * Researches on a famous person and writes a short paragraph about him/her; * Traces the given vocabulary items and writes simple structured sentences focusing on this topic; * Pronounces correctly, distinguishes and spells the vocabulary items related to this topic. |
| **Critique, theory, history** |  |  |
| **Language exponents** | **Topic 1 - Starter**   * Introducing family members and their professions * Describing appearances * Talking about abilities * Describing daily routines * Subject personal pronouns | * Works in pairs introducing himself/herself and other people around him/her; * Talks about himself/herself, family members and friends using subject personal 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.); * Forms simple structured sentences to describe people’s physical appearance; * Uses can/cannot to talk about his/her abilities (e.g. I can write, I can run fast, I cannot ride a bike, etc.); * Talks/writes about personal or other people’s daily routines. |
| **Topic 2 - Around the house**   * The verb ‘have got’ * Present simple of the verb ‘to be’ (all forms) * Possessive pronouns * Present simple (affirmative) * Vocabulary used to talk about chores * Sport-related vocabulary * Prepositions of movement * Action verbs * Counting up to 20 | * Uses the verb phrase ‘have got’ to talk about his/her house; * Asks and answers questions related to the topic’s vocabulary using all forms of the verb ‘to be; * Talks about his/her family members and household activities using possessive pronouns and present simple affirmative; * Categorises equipment pertaining to specific sports; * Writes a short text to highlight what his/her favourite sport is including equipment used and how often the sport is played; * Exemplifies the use of prepositions of movement through illustration and role-playing; * Identifies and acts out action verbs; * Counts up to 20 objects independently. |
| **Topic 3 - In the city**   * Imperative * Use of there is / there are to talk about the city * Prepositions of place and of movement * Plurals * Present simple (affirmative, negative & interrogative) * Giving directions * Vocabulary related to clothes and prices * Talking about cities and places (e.g. It’s the oldest city. He lives in a modern city.) * Question words * Counting up to 40 | * Identifies and uses imperatives to talk about things one should and should not do in the city (e.g. don’t walk in the grass. Always stop before you cross the street. Don’t cross on the red traffic light.) * Describes the buildings in the city using there is / there are through a picture or a map; * Uses prepositions of place to show the location of the buildings (e.g. the cinema is next to the post office.); * Uses questions words to ask questions about buildings in the city (e.g. Where is the post office? What is next to the cinema?); * Recognises and uses correctly the plurals for the vocabulary items (buildings and clothes); * Uses present simple to ask and answer about prices of clothes and places in the city; * Writes short sentences to talk about cities and places; * Counts up to 40 objects independently. |
| **Topic 4 I am a pilot**   * Prepositions of time * Daily routines * Verb ‘want to’ * Adverbs of frequency * Like + gerund (V-ing): I like playing basketball. I like using the computer. * Counting up to 60 | * Employs prepositions of time to describe daily routines; * Asks and answers simple structured sentences to talk about daily routines and free time activities; * Constructs simple structured sentences to reinforce vocabulary related to this topic; * Interprets a picture, short story or video highlighting the characters’ daily routines and/or free time activities; * Talks about future jobs using ‘want to’ * Uses adverbs of frequency to describe daily routines and free-time activities; * Employs the structure ‘like + gerund (V-ing)’ to talk about free-time activities; * Counts up to 60 objects independently. |
| **Topic 5 You shouldn’t do that**   * Modal verbs * Object personal pronouns * Rules in the school and at home * The verb ‘have got’ * Vocabulary related to illnesses * Vocabulary related to being healthy * Counting up to 80 | * Uses modal verbs (should/shouldn’t; must/mustn’t) to talk about rules and give advice; * Creates simple structured sentences to talk about illnesses using ‘have got’; * Identifies and uses object personal pronouns to create simple structured sentences related to illnesses (e.g. Tom’s got a cold. You should take him to the doctor.); * Uses a drawn picture to talk about rules in school and at home; * Draws pictures and writes simple structured sentences to recycle vocabulary related to illnesses; * Ask and answers questions on being healthy using simple structured sentences; * Counts up to 80 objects independently. |
| **Topic 6 Food**   * Quantifiers * Countable and uncountable nouns * containers * There is / there are (affirmative, negative and interrogative) * Present continuous (affirmative) * Object personal pronouns * Counting up to 100 | * Differentiates between various quantifying words used for food items; * Distinguishes between countable and uncountable nouns in relation to food items; * Uses there is and there are to describe food items presented through pictures or realia; * Makes use of present continuous affirmative to describe what characters are doing; * Further reinforces object personal pronouns by reading, filling in and creating simple structured sentences; * Counts up to 100 objects independently. |
| **Topic 7 Animals and their homes**   * Identifying and describing animals * Comparative and superlative form of adjectives * Animal habitats * Present continuous (affirmative, negative and interrogative) | * Categorises animals living in jungle and desert based on their abilities; * Gives commands and mimes animals based on their abilities; * Uses comparative and superlative form of adjectives to describe and compare between different animals; * Writes a simple structured paragraph focusing on animals’ habitats; * Uses present continuous to describe and asks questions about the actions of animals shown in pictures or animated videos. |
| **Topic 8 Fairy tales & famous people**   * Adjectives related to feelings & personal qualities, and appearances * Action and state verbs * Describing the origin of famous people * Talking about great achievements * Past simple (regular verbs) | * Identifies adjectives related to feelings, personal qualities and appearances; * Completes sentences using action and state verbs presented in fairy tales; * Practices past simple (regular); * Writes sentences and short paragraphs to describe the origin and achievements of famous people using past simple (regular verbs); * Asks and answer questions about famous people and their achievements; |