

Syllabus

Unit	Learning objectives	Key language	Recycled language
Starter Unit: Hello again!	<ul style="list-style-type: none"> •Greeting people and saying goodbye (C1 C5 C8) •Reviewing vocabulary from <i>Macmillan English Quest 1</i> (C1 C7 C8) •Identifying and writing colours (C1 C3 C7) •Identifying and writing numbers (1–20) (C1 C2 C7) •Listening to and saying the rap (C1 C2 C6 C7) •Listening to and singing a song (C1 C6 C7) •Making an envelope for the mini-flashcards (C6 C8) •Listening to and understanding the story (C1 C6 C7) •Retelling the story (C1 C6 C8) •Identifying vocabulary items by listening (C1 C7 C8) •Associating pictures with meaning (C1 C6 C7) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> •<i>red, yellow, green, blue, orange, brown, pink, purple, black, white</i> •Numbers (1–20) •School: <i>pencil, book, crayon</i> •Family: <i>brother, sister</i> •Body: <i>hands, fingers, feet, toes, eyes, ears, nose, mouth</i> •Food: <i>apples, bananas</i> •Animals: <i>rabbit, cat, dog</i> •Activities: <i>play football, basketball, skip</i> <p>Structures</p> <ul style="list-style-type: none"> •<i>How are you? I'm fine, thank you.</i> •<i>What's your name? I'm...</i> •<i>What's this? It's my...</i> 	<ul style="list-style-type: none"> •<i>Hello. Goodbye.</i> •<i>It's (red).</i> <p>(For children who have already started learning English, or completed <i>Macmillan English Quest 1</i>, language in the column Key language may be recycled.)</p>
1 House Zone	<ul style="list-style-type: none"> •Greeting people and saying goodbye (C1 C5) •Identifying the names of rooms in a house (C1 C3 C7 C8) •Identifying different building materials (C1 C3 C7 C8) •Listening to and saying the raps (C1 C6 C7) •Listening to and singing songs with actions (C1 C6 C7) •Making mini-flashcards to play communicative games (C1 C3 C6 C7 C8) •Listening to, understanding and miming the story (C1 C6 C7) •Retelling the story (C1 C6 C7 C8) •Giving an opinion on the story (C1 C8) •Identifying vocabulary items by listening (C1 C7 C8) •Associating pictures with meaning (C1 C6 C7) •Recognising key words (C1 C7 C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> •Main lexical set: <i>kitchen, living room, bedroom, garage, bathroom, hall, garden, study</i> •CLIL vocabulary: <i>brick, stone, wood</i> <p>Structures</p> <ul style="list-style-type: none"> •<i>Where's my...? It's in the...</i> •<i>What's this house made of? It's made of...</i> 	<ul style="list-style-type: none"> •Numbers (1–20) •<i>Hello. Goodbye.</i> •<i>It's red, yellow, green, blue, orange, brown, pink, purple, black, white</i> •<i>Yes, it is./No, it isn't.</i> •<i>book, bag</i>
2 Toy Zone	<ul style="list-style-type: none"> •Identifying the names of toys (C1 C3 C5 C7 C8) •Identifying and classifying forms of transport (C1 C3 C7 C8) •Listening to and saying the raps (C1 C6 C7) •Listening to and singing songs with actions (C1 C6 C7) •Making mini-flashcards to play communicative games (C3 C6 C7 C8) •Asking and answering questions about toys (C1 C3 C6 C7 C8) •Listening to, understanding and miming the story (C1 C6 C7) •Retelling the story (C1 C6 C8) •Giving an opinion on the story (C1 C8) •Identifying vocabulary items by listening (C1 C7 C8) •Associating pictures with meaning (C1 C6 C7) •Recognising key words (C1 C7 C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> •Main lexical set: <i>kite, bike, doll, scooter, board game, car, computer game, karaoke machine</i> •CLIL vocabulary: <i>plane, boat, train, bus</i> <p>Structures</p> <ul style="list-style-type: none"> •<i>What are you doing? I'm playing with my...</i> •<i>How do you travel? I go by (bus).</i> 	<ul style="list-style-type: none"> •<i>Hello. Goodbye.</i> •<i>Thank you.</i> •<i>It's red, yellow, green, blue, orange, brown, pink, purple, black, white</i> •<i>Yes, it is./No, it isn't.</i> •Numbers

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> •Who's this? Where's... •What colour/number is this? •Let's listen to/sing/colour/point to... •Open your books at page (number). •Can you find the...? 		<ul style="list-style-type: none"> •Interest in learning English •Willingness to share •Respect for the importance of being a good friend •Positive attitude towards own ability to participate in class activities •Pleasure in the story •Respect for others in the group •Willingness to follow simple instructions •Willingness to review and reflect on own learning 	
	<ul style="list-style-type: none"> •Who's this? Where's.../ What's... ? •What colour/number is this? •Let's listen to/sing/colour/point to... •Open your books at page (number). •Can you find the...? 	<ul style="list-style-type: none"> •Practising the sound /b/ 	<ul style="list-style-type: none"> •Interest in learning about homes in the UK and around the world •Positive attitude towards own ability to participate in class activities •Pleasure in the story •Respect for others in the group •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Pleasure in creating a title page for their English Dossier 	<ul style="list-style-type: none"> •Science: house materials
	<ul style="list-style-type: none"> •Who's this? Where's.../What's... ? •What colour/number is this? •Let's listen to/sing/colour/point to... •Open your books at page (number). •What toys can you see? •medal, trophy 	<ul style="list-style-type: none"> •Practising the sound /o/ 	<ul style="list-style-type: none"> •Interest in learning about transport in the UK •Positive attitude towards own ability to participate in class activities •Pleasure in the story •Respect for others in the group •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •Social Science: transport

C1 Competence in linguistic communication **C2** Mathematical competence **C3** Competence in knowledge of and interaction with the physical world **C4** Competence in processing information and use of ICT **C5** Competence in social skills and citizenship **C6** Artistic and cultural competence **C7** Learning to learn **C8** Autonomy and personal initiative

Unit	Learning objectives	Key language	Recycled language
Techna Zone 1	<ul style="list-style-type: none"> Identifying the names of rooms in a house (C1 C3 C7 C8) Identifying the names of toys (C1 C3 C5 C7 C8) Identifying and classifying forms of transport (C1 C3 C7 C8) Listening to and understanding the story (C1 C6 C7) Retelling the story (C1 C6 C8) Giving an opinion on the story (C1 C8) Following instructions (C5 C7 C8) Recognising key words (C1 C7 C8) Reviewing and reflecting on learning from Units 1 and 2 (C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> Rooms: <i>garage, hall, living room, kitchen, bedroom, bathroom, study, garden</i> Toys: <i>doll, car, board game, computer game, karaoke machine, kite, bike, scooter</i> <p>Structures</p> <ul style="list-style-type: none"> <i>Where is (Daddy)?</i> <i>What can (Digi) see?</i> 	<ul style="list-style-type: none"> Numbers (1–20), colours <i>Daddy, Grandpa</i> <i>Hello. Goodbye.</i>
3 Jungle Zone	<ul style="list-style-type: none"> Identifying the names of wild animals (C1 C3 C7 C8) Identifying different animal habitats (C1 C3 C7 C8) Listening to and saying the raps (C1 C6 C7) Listening to and singing songs with actions (C1 C6 C7) Asking and answering questions about parts of the body (C1 C5 C6 C7 C8) Making mini-flashcards to play communicative games (C3 C6 C7 C8) Listening to, understanding and miming the story (C1 C6 C7) Retelling the story (C1 C6 C8) Giving an opinion on the story (C1 C8) Identifying vocabulary items by listening and writing (C1 C7 C8) Associating pictures with meaning (C1 C6 C7) Recognising and writing key words (C1 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> Main lexical set: <i>snake, crocodile, elephant, lion, hippo, parrot, monkey, giraffe</i> CLIL vocabulary: <i>grasslands, river, jungle</i> <p>Structures</p> <ul style="list-style-type: none"> <i>It's got...</i> <i>Has it got...? Yes it has./No, it hasn't.</i> <i>Why has it got...?</i> <i>Where does a (lion) live? In the...</i> 	<ul style="list-style-type: none"> <i>Hello. Goodbye.</i> <i>How are you?</i> <i>Thank you.</i> Numbers (1–20), colours
4 Clothes Zone	<ul style="list-style-type: none"> Identifying different clothes (C1 C3 C6 C7 C8) Listening to and saying the raps (C1 C2 C6 C7) Listening to and singing songs with actions (C1 C6 C7) Asking and answering questions about items of clothing (C1 C5 C6 C7 C8) Making mini-flashcards to play communicative games (C3 C6 C7 C8) Listening to, understanding and miming the story (C1 C6 C7) Retelling the story (C1 C6 C8) Giving an opinion on the story (C1 C8) Identifying vocabulary items by listening and writing (C1 C7 C8) Associating pictures with meaning (C1 C6 C7) Recognising and writing key words (C1 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> Main lexical set: <i>hat, trousers, skirt, shoes, T-shirt, jacket, socks, jumper</i> CLIL vocabulary: <i>spots, stripes, plain, a design</i> <p>Structures</p> <ul style="list-style-type: none"> <i>What are you wearing? I'm wearing...</i> <i>What's it like? It's got (spots).</i> <i>What's this design?</i> 	<ul style="list-style-type: none"> <i>Hello. Goodbye.</i> <i>How are you?</i> Numbers (1–20), colours <i>Grandma</i> <i>please, thank you</i> <i>house, garden, living room</i>

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> •Who is she? Where is she from? •Who/What can you see? •Let's listen to/sing/colour/point to... •Open your books at page (number). 		<ul style="list-style-type: none"> •Pleasure in the story •Positive attitude towards own ability to participate in class activities •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> •What's this? What animal is it? •What animals can you see? •Where are they? •Let's listen to/sing/colour/point to... •Open your books at page (number). 	<ul style="list-style-type: none"> •Practising the sound /h/ 	<ul style="list-style-type: none"> •Interest in learning about wild animals' habitats •Interest in learning about wild animals in the UK and their own country •Positive attitude towards own ability to participate in class activities •Pleasure in the story •Respect for others in the group •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •Natural science: animal habitats
	<ul style="list-style-type: none"> •Let's listen to/sing/colour/point to... •Open your books at page (number). •What is it? Can you see... ? •Where are they? •pirate, ballet, kilt 	<ul style="list-style-type: none"> •Practising the sound /t/ 	<ul style="list-style-type: none"> •Interest in learning about the importance of different clothes materials •Interest in learning about clothes in the UK and Spain •Positive attitude towards own ability to participate in class activities •Pleasure in the story •Respect for others in the group •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •Art: clothes design

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Unit	Learning objectives	Key language	Recycled language
Techna Zone 2	<ul style="list-style-type: none"> Identifying the names of wild animals (C1 C3 C7 C8) Identifying different clothes (C1 C3 C6 C7 C8) Listening to and understanding the story (C1 C6 C7) Retelling the story (C1 C6 C8) Giving an opinion on the story (C1 C8) Following instructions (C5 C7 C8) Identifying vocabulary items by listening and writing (C1 C7 C8) Reviewing and reflecting on learning from Units 3 and 4 (C7 C8) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Animals: <i>lion, hippo, giraffe, crocodile, elephant, monkey, parrot, snake</i> Clothes: <i>hat, trousers, skirt, shoes, T-shirt, jacket, socks, jumper</i> <p>Structures:</p> <ul style="list-style-type: none"> <i>The (crocodile) is wearing (socks).</i> 	<ul style="list-style-type: none"> <i>Hello. How are you?</i> <i>Grandpa</i> Colours, numbers (1–20)
5 Places Zone	<ul style="list-style-type: none"> Identifying places to visit (C1 C3 C6 C7 C8) Identifying and classifying food (C1 C3 C6 C7 C8) Listening to and saying the raps (C1 C6 C7) Listening to and singing songs with actions (C1 C6 C7) Asking and answering questions about the different places (C1 C3 C7 C8) Making mini-flashcards to play communicative games (C1 C3 C6 C7 C8) Listening to, understanding and miming the story (C1 C6 C7) Retelling the story (C1 C6 C8) Giving an opinion on the story (C1 C8) Identifying vocabulary items by listening and writing (C1 C7 C8) Associating pictures with meaning (C1 C6 C7) Recognising and writing key words (C1 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> Main lexical set: <i>amusement park, mountains, cinema, shops, swimming pool, park, farm, restaurant</i> CLIL vocabulary: <i>fruit and vegetables, dairy, meat and fish</i> <p>Structures</p> <ul style="list-style-type: none"> <i>Let's go to...</i> <i>Do you want to go to...?</i> 	<ul style="list-style-type: none"> <i>Hello. How are you?</i> Colours, numbers (1–20) <i>Grandpa</i> Days of the week Weather words
6 Beach Zone	<ul style="list-style-type: none"> Identifying different things found on a beach (C1 C3 C7 C8) Identifying the names of different materials (C1 C3 C7 C8) Learning about recycling (C1 C3 C4) Listening to and saying the raps (C1 C6 C7) Listening to and singing songs with actions (C1 C6 C7) Asking and answering questions about recycling (C1 C3 C4 C7 C8) Making mini-flashcards to play communicative games (C3 C6 C7 C8) Listening to, understanding and miming the story (C1 C6 C7) Retelling the story (C1 C6 C8) Giving an opinion on the story (C1 C8) Identifying vocabulary items by listening, matching and writing (C1 C7 C8) Associating pictures with meaning (C1 C6 C7) Recognising and writing key words (C1 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> Main lexical set: <i>sandcastle, shell, starfish, sun, rock, sea, beach, crab</i> CLIL vocabulary: <i>plastic, glass, paper, bin, rubbish</i> <p>Structures</p> <ul style="list-style-type: none"> <i>There's a...</i> <i>Is there a...? Yes, there is./No, there isn't.</i> <i>It's made of (glass).</i> <i>Put it in the (glass) bin.</i> 	<ul style="list-style-type: none"> <i>Hello. How are you?</i> <i>It's (paper).</i> Numbers (1–20)

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> •Let's listen to/sing/colour/point to... •Open your books at page (number). •Who is she? Where is she from? •Who can you see? •Where are they? 		<ul style="list-style-type: none"> •Pleasure in the story •Positive attitude towards own ability to participate in class activities •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> •Let's play... •Where are... ? •What are the different attractions? •What can you see in the (park)? •Let's listen to/sing/colour/point to... •Open your books at page (number). 	<ul style="list-style-type: none"> •Practising the sound /e/ 	<ul style="list-style-type: none"> •Interest in learning about different places to visit •Interest in learning about food groups in the UK •Positive attitude towards own ability to participate in class activities •Pleasure in the story •Respect for others in the group •Willingness to follow simple instructions •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •Science: food groups
	<ul style="list-style-type: none"> •Let's listen to/sing/colour/point to... •Open your books at page (number). •What can you see? •Who's/What's this? •Where are they? •What are they doing? •Are they happy? 	<ul style="list-style-type: none"> •Practising the sound /r/ 	<ul style="list-style-type: none"> •Interest in learning about things found on a beach •Positive attitude towards own ability to participate in class activities •Pleasure in the story •Respect for others in the group •Willingness to follow simple instructions •Interest in learning about beaches in the UK •Interest in learning about recycling •Willingness to review and reflect on own learning •Pleasure in completing their English Dossier 	<ul style="list-style-type: none"> •Social Science: recycling

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Techna Zone 3	<ul style="list-style-type: none"> • Identifying places to visit (C1 C3 C6 C7 C8) • Identifying different things found on a beach (C1 C3 C7 C8) • Listening to and understanding the story (C1 C6 C7) • Retelling the story (C1 C6 C8) • Giving an opinion on the story (C1 C8) • Following instructions (C5 C7 C8) • Identifying vocabulary items by listening, matching and writing (C1 C7 C8) • Reviewing and reflecting on learning from Units 5 and 6 (C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Places: <i>cinema, shops, restaurant, amusement park, farm, mountains, swimming pool, park</i> • Beach: <i>sandcastle, shell, starfish, sun, rock, sea, beach, crab</i> 	<ul style="list-style-type: none"> • Numbers, colours • <i>Hello. How are you?</i>
Halloween	<ul style="list-style-type: none"> • Identifying Halloween vocabulary (C1 C6 C7 C8) • Listening to and singing a chant with actions (C1 C6 C7) • Identifying vocabulary items by listening and writing (C1 C7 C8) • Following instructions to make a Halloween spell cut-out (C5 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • <i>hat, black cat, bat, frog, mouse, witch</i> • <i>mix, spell</i> <p>Structures</p> <ul style="list-style-type: none"> • <i>Happy Halloween!</i> • <i>What's in the witch's hat?</i> 	<ul style="list-style-type: none"> • Numbers, colours • <i>It's a (witch's hat).</i>
Christmas	<ul style="list-style-type: none"> • Identifying Christmas vocabulary (C1 C6 C7 C8) • Listening to and singing a song with actions (C1 C6 C7) • Listening to, understanding and miming the story (C1 C6 C7) • Retelling the story (C1 C6 C8) • Giving an opinion on the story (C1 C8) • Following instructions to make a Christmas stocking cut-out (C5 C7 C8) 	<p>Vocabulary</p> <ul style="list-style-type: none"> • <i>nuts, oranges, stocking, crackers, scarf, present, decorations</i> <p>Structures</p> <ul style="list-style-type: none"> • <i>Let's build a snowman.</i> • <i>It's snowing.</i> • <i>I have an idea.</i> • <i>Happy Christmas!</i> 	<ul style="list-style-type: none"> • <i>Thank you.</i> • <i>tree</i> • <i>What is it?</i> • <i>Mum, Dad</i> • <i>living room</i> • <i>scooter, bike</i> • <i>hat</i> • <i>body, arms, head, eyes, mouth, nose</i> • Colours

	Receptive language	Pronunciation	Socio-cultural aspects	Cross-curricular content
	<ul style="list-style-type: none"> • Can you remember any places? • Who is she? Where is she from? • Who can you see? • Let's listen to/sing/colour/point to... • Open your books at page (number). 		<ul style="list-style-type: none"> • Pleasure in the story • Positive attitude towards own ability to participate in class activities • Willingness to follow simple instructions • Willingness to review and reflect on own learning • Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> • Let's listen to/sing/colour/point to... • Open your books at page (number). 		<ul style="list-style-type: none"> • Pleasure in celebrating Halloween in English • Awareness of the world around you and cultural differences • Willingness to follow simple instructions • Enjoyment in completing activities in the book 	
	<ul style="list-style-type: none"> • Who can you see? • What are they doing? • Where are they? • I like sharing my presents • Let's listen to/sing/colour/point to... • Open your books at page (number). 		<ul style="list-style-type: none"> • Pleasure in celebrating Christmas in English • Awareness of the importance of sharing at Christmas • Awareness of the world around you and cultural differences • Willingness to follow simple instructions • Enjoyment in completing activities in the book 	

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