

Here's Patch the Puppy 2 Syllabus Guide!

Introductory unit Hello, Patch

Unit aims	Main receptive language	Focus language	KEY LANGUAGE		Main evaluation criteria
			Classroom language	Main recycled language	
<ul style="list-style-type: none"> To re-establish relationship with Patch as a character and prompter of participation To remind children quickly of routines, procedures and activities introduced in the previous level of the course To introduce the Chit chat routine as an extra vehicle for prompting active production from the children To introduce new Starter and Bye-bye songs and a control chant 	<i>Knock, knock!</i> <i>What's in the box?</i> <i>1*, 2*, 3*</i> <i>Open (the box).</i> <i>Dance (on your toes).*</i> <i>Jump (up high).*</i> <i>Touch (your nose).*</i> <i>Wave (bye-bye).*</i> <i>everybody*</i> <i>Stand up / Sit down*</i> <i>Calm down!*</i> <i>Just like me.*</i> <i>Look at me.*</i> <i>Listen to me.*</i>	<i>Hello*</i> <i>Bye-bye*</i> Chit chat routine - <i>How are you?</i> - <i>I'm fine, thank you.*</i>	<i>Colour (Patch).*</i> <i>Cut here.</i> <i>Fold here.</i>		Children should: <ul style="list-style-type: none"> respond with empathy to Patch as a familiar 'bridge' with the learning context show re-gained confidence in familiar routines and lesson stages and react accordingly want to participate in the Chit chat routine and active production of language participate in new songs and chants appropriately

Unit 1 Is this Patch?

Unit aims	Main receptive language	Focus language	KEY LANGUAGE		Main evaluation criteria
			Classroom language	Main recycled language	
<ul style="list-style-type: none"> To teach parts of the face in a memorable context To widen range of concepts between which children discriminate To complete the revision of management routines to be used throughout the level To ease the transition from receptive activities to spoken participation To reinforce children's self image and conventions of graphic representation of faces To foster respect for classmates and their physical characteristics 	<i>Not here!*</i> <i>sniff</i> <i>pull</i> <i>wink</i> <i>stroke</i> <i>wiggle*</i> <i>pop</i> <i>I know!</i> <i>(Patch) has got ...</i> <i>What's the matter?</i> <i>I can't find ...</i>	<i>policeman</i> <i>eyes</i> <i>ears*</i> <i>nose*.</i> <i>hair</i> <i>mouth</i> <i>big*/small*</i> <i>long / short</i> <i>blue*</i> <i>yellow*</i> Chit chat routine - <i>What's your name?</i> - <i>(Patch.)</i>	Language used so far plus: <i>Hands up!*</i> <i>Who wants to play?*</i> <i>Draw ...*</i> <i>That's right!*</i> <i>Try again.*</i> <i>What is it?</i> <i>Is this ...?</i> <i>What colour is it?</i> <i>Touch*</i> <i>Point to ...*</i>	<i>Hello*</i> <i>Bye-bye*</i> - <i>How are you?</i> - <i>I'm fine, thank you.*</i>	Children should: <ul style="list-style-type: none"> recognise and indicate parts of the face discriminate between concepts presented in context follow classroom instructions and management routines begin to participate verbally draw faces with identifiable main features appreciate and value difference

Unit 2 What weather!

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To encourage discrimination of vocabulary from semantic fields of clothing and weather To heighten awareness of appropriacy of clothes for different types of weather and foster autonomy in their choice To encourage observation of weather as an environmental change with personal consequences To develop cognitive skills of relating, memorising, sequencing and deducing from visual, aural and tactile clues To raise awareness of language as both social interchange and information exchange To provide opportunities for producing individual and collective craft 	<i>Off/ Back we go!</i> <i>I'm putting on ...</i> <i>I want my ...</i> <i>I'm going out (to play)*.</i> <i>today</i> <i>everybody</i> <i>By the door</i>	<i>dress</i> <i>jumper</i> <i>coat*</i> <i>boots*</i> <i>hat*</i> <i>red*</i> <i>green*</i>	Language used so far plus: <i>Draw (a line).*</i> <i>Like this.*</i> <i>Is it (cloudy)?</i> <i>It's ...*</i> <i>Are you ready?</i> <i>Copy ...</i> <i>Line up!*</i> <i>Here?*</i> <i>Find ...*</i> <i>Look!*</i> <i>Just like me.*</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>blue*</i> <i>yellow*</i> - <i>How are you?</i> - <i>I'm fine, thank you.</i> - <i>Whats your name?</i> - <i>(Patch.)</i>	Children should: <ul style="list-style-type: none"> successfully discriminate between at least some of the items from the two semantic fields focused upon show understanding of what clothes are needed for different weather conditions and take responsibility for own clothing observe weather changes from aural as well as visual clues with interest accept various types of cognitive challenge and participate fully participate in a simple Chit chat routine via typical social exchanges show themselves capable of both collaborative and individual creative activity
		Chit chat routine - <i>What's the weather like?</i> - <i>(Sunny/ Cloudy/ Windy/ Raining.*)</i>			

Unit 3 Let's go!

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To motivate children's participation via focusing upon familiar toys relevant to their age group To develop visual discrimination and sensitivity to colour To reinforce the concept of number and numerical values To extend the range of tasks children can perform via English To give meaningful practice of typical classroom language interchanges To develop appreciation of the value of friendship over the need for material goods 	<i>I like ...</i> <i>(The ball) goes ...</i> <i>(The teddy) says ...</i> <i>bounce</i> <i>hug</i> <i>fly</i> <i>ride</i> <i>sail</i> <i>park</i> <i>Great!</i> <i>Let's go*/take</i>	<i>ball*</i> <i>kite</i> <i>teddy*</i> <i>boat</i> <i>scooter</i> <i>up/ down</i> <i>brown*</i> <i>pink*</i>	Language used so far plus: <i>Who's got ...?*</i> <i>Which one's different?</i> <i>Count!*</i> <i>Where's ...?*</i> <i>Here you are!*</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>blue*</i> <i>yellow*</i> <i>red*</i> <i>green*</i> - <i>What's the weather like?</i> - <i>(Sunny/ Cloudy/ Windy/ Raining.*)</i>	Children should: <ul style="list-style-type: none"> take pleasure in the toys featured, performing appropriate mimes to show recognition of their play possibilities observe attentively colours focused upon so far and discriminate between them count from 1 to 5 and relate quantity of objects to spoken number participate in physical, verbal and conceptual games with understanding and involvement produce short verbal responses when encouraged appreciate moral of story on a very simple level (dangers of consumerism)
		Chit chat routine - <i>How many are there?</i> - <i>(1*/ 2*/ 3*/ 4*/ 5*)</i>			

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Unit 4 Patch's house

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To increase confidence and participation in speaking activities To link home and school via the unit topic To teach two new colours and give opportunities for the development of aesthetic sensitivity, discrimination and contrast To give meaningful practice of typical classroom language interchanges To raise awareness of the functions of different areas of their homes and daily activities carried out there To increase memory and concentration span 	<i>garden</i> <i>sleep</i> <i>cook the food</i> <i>have a bath</i> <i>watch TV</i> <i>in*</i> <i>too</i> <i>I'm tired.</i> <i>What's here?</i>	<i>bedroom</i> <i>bathroom</i> <i>kitchen</i> <i>living room</i> <i>stairs</i> <i>noisy quiet</i> <i>orange</i> <i>purple</i> <i>up* down*</i>	Language used so far plus: <i>Is that right?</i> <i>Where does it go?</i> <i>Perfect!</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>pink*</i> <i>brown*</i> <i>blue*</i> <i>yellow*</i> <i>red*</i> <i>green*</i> <i>Daddy*</i> <i>Mummy*</i> <i>baby*</i> - <i>How many are there?</i> - <i>(1* 2* 3* 4* 5*)</i>	Children should: <ul style="list-style-type: none"> start to show understanding verbally as well as non-verbally relate learning context to their own home life observe colours attentively, including purple and orange, and discriminate between them participate in spoken interchanges when prompted show recognition of activities associated with different areas of the home indicate memory of some vocabulary items and concentration capacity in games
		Chit chat routine - <i>What is it?</i> (Answer as appropriate.)			

Unit 5 Patch in the jungle

Unit aims	KEY LANGUAGE				Main evaluation criteria
	Main receptive language	Focus language	Classroom language	Main recycled language	
<ul style="list-style-type: none"> To revise focus language from previous units To have fun imitating wild animal sounds and movements To encourage interest in outside environment To give opportunities for artistic expression through dance and movement and stimulate imagination via a fantasy context To strengthen and expand concept of number and its purpose and application to the real world To maximise spoken output via Chit chat routines and other production games 	<i>There's a ...</i> <i>It goes ...*</i> <i>Deep in the jungle</i> <i>What can you hear?</i> <i>What can you see?</i> <i>What can it be?</i> <i>Please don't eat me!</i> <i>... is are walking in the jungle.</i> <i>Are you scared?</i> <i>Here I am!*</i> <i>I'm hungry.*</i> <i>Run!*</i> <i>Where's the ...?</i> <i>I don't know.</i> <i>How many are there?</i> <i>Let's ask.</i> <i>Come with me.</i> <i>Off we go!</i>	<i>elephant*</i> <i>tiger</i> <i>snake</i> <i>monkey</i> <i>crocodile</i> 6, 7, 8, 9, 10 <i>jungle</i> <i>flower</i>	Language used so far plus: <i>Put ... on*</i> <i>Take ... off*</i> <i>That's better!*</i> <i>Get your camera.*</i> <i>Quickly, take a photo!*</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>big*</i> <i>blue,* yellow,* red,* green,*</i> <i>pink,* brown,* orange,*</i> <i>purple*</i> <i>bedroom,* bathroom, stairs,</i> <i>kitchen, living room</i> <i>teddy,* ball,* kite, boat,</i> <i>scooter</i> <i>dress, jumper, hat,* coat,*</i> <i>boots,*</i> <i>hair, eyes, ears,* nose,* mouth</i> - <i>What is it?</i> (Answer as appropriate.)	Children should: <ul style="list-style-type: none"> indicate memory of some main vocabulary from previous units demonstrate discrimination between jungle animals through ability to imitate movements and noises show curiosity in the world beyond their immediate experience participate in fantasy play and enjoy opportunities for artistic expression count from 1 to 10 and see the practical application of number to the world volunteer to speak in games and other guided situations
		Chit chat routine - <i>What colour is it?</i> (Answer as appropriate.)			

Unit 6 Pizza for Patch

Unit aims	KEY LANGUAGE			Main evaluation criteria	
	Main receptive language	Focus language	Classroom language		
<ul style="list-style-type: none"> To revise colours, numbers and main vocabulary from previous units To complete the repertoire of simple, typical Chit chat routines in which the children can participate To increase awareness of the preparation process for a dish popular with children To prompt children to respond to English verbally as well as non-verbally To bring together the main course characters in a familiar context To give all the children the opportunity to participate at a level suitable for them 	<i>What a mixture!</i> <i>Chop the ...</i> <i>on</i> <i>I like* ...</i> <i>Do you like ...?</i> <i>(Paula) likes ...</i> <i>All right</i> <i>oven</i> <i>Stop!</i> <i>That's enough!</i> <i>Mouth up!</i>	<i>tomato</i> <i>cheese</i> <i>ham</i> <i>sausage*</i> <i>egg</i> <i>pizza</i> Chit chat routine - <i>Do you like ...?</i> - <i>(Yes/No)</i>	Language used so far plus: <i>Bring me the ..., please.</i> <i>Put it on (the pizza).</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>blue,* yellow,* red,* green,*</i> <i>pink,* brown,* orange*</i> <i>purple,*</i> <i>kitchen</i> <i>scooter, teddy,* kite, ball,*</i> <i>boat,</i> <i>snake, monkey, crocodile</i> Numbers 1–10 - <i>What colour is it?</i> (Answer as appropriate.)	Children should: <ul style="list-style-type: none"> show evidence of long-term memory of some items from previous units express personal likes in a genuine information exchange be interested in the preparation stages of a meal give short verbal responses in simple exchanges enjoy the humour of the situation and show empathy with Patch and the main characters have sufficient self-esteem to contribute to class exchanges at a personally appropriate level

Halloween

<ul style="list-style-type: none"> To introduce children to a typical Anglo-Saxon festivity To provide a memorable, motivating context for language practice and consolidation of classroom management techniques and language used so far To provide a cultural experience outside pupils' normal experience To reinforce the concept of number and counting by playing number games where correspondence between objects and spoken number can be easily seen To help children produce attractive craft and display materials 	<i>funny</i> <i>standing in a row</i> <i>Off he goes!</i> <i>He's got (no nose).*</i> <i>Abracadabra*</i> <i>It's all right.</i>	<i>witch</i> <i>pumpkin</i> <i>halloween</i> <i>Boo!*</i>	Language used so far plus: <i>What's missing?</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>eyes*</i> <i>nose*</i> <i>mouth</i> Numbers 1–5 - <i>What's your name?</i> (Answer as appropriate.)	Children should: <ul style="list-style-type: none"> demonstrate curiosity for and respect of others' cultural traditions show increased confidence with all language and procedures used so far react positively and receptively to this more unusual input count from 1 to 5 both forwards and backwards with visual support take care and be proud of own creative work
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Christmas

<ul style="list-style-type: none"> To revise and consolidate vocabulary and classroom language from earlier units and levels in new context To motivate pupils via figure of Father Christmas, typical of Anglo-Saxon cultural tradition To present Christmas as a time for the giving and receiving of presents and family celebration To practise formulae for polite giving and taking as particularly appropriate for the time of year To give chance to draw and make 	<i>fat</i> <i>leaving (presents*) ...</i> <i>Off he goes!</i> <i>wears*</i>	<i>Father Christmas*</i> <i>Ho, ho, ho! *</i> <i>Happy Christmas!*</i>	Language used so far plus: <i>Here you are.</i> <i>Thank you.</i>	<i>Hello*</i> <i>Bye-bye*</i> <i>big*</i> <i>boots*</i> <i>hat*</i> <i>nose*</i> <i>red*</i> <i>green*</i> <i>yellow*</i> <i>blue*</i> - <i>What's the weather like?</i> <i>Cloudy / Windy</i>	<ul style="list-style-type: none"> demonstrate growing confidence with language and routines revised react positively to and recognise figure of Father Christmas, respecting others' cultural traditions look forward to Christmas time accept norms of politeness and practise them in English show creativity and pleasure in own productions
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