Play with me …in English time!!!



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Scuola Maria Immacolata

PREMESSA

L'idea di introdurre un approccio alla lingua inglese fin dal primo anno del nostro servizio (sezione papaveri) trova le basi da alcuni studi neurobiologici sullo sviluppo delle competenze linguistiche nei bambini dell'ultimo mezzo secolo, in particolare a partire dal concetto di **periodo critico**.

Il concetto di *periodo critico per l'acquisizione del linguaggio* è stato introdotto da Lennenberg nel 1967: inizialmente fu inteso in maniera rigida come una finestra di tempo che una volta chiusa non poteva più essere riaperta. Gli studi neuropsicologici degli ultimi cinquant'anni invece, pur confermando la sua fondatezza, hanno messo in luce la flessibilità di funzionamento. Si parla oggi infatti di *periodi critici multipli* (Knudsen 2004), ossia di archi temporali posti lungo un continuum durante i quali le aree del cervello coinvolte nell'acquisizione linguistica avanzano verso la maturazione riducendo di conseguenza il grado di plasticità cerebrale. Sono presenti quindi diverse finestre temporali per l'acquisizione del linguaggio e non tutte le componenti dell'acquisizione linguistica subiscono le stesse restrizioni.

Il bambino nella prima infanzia ha il vantaggio di vivere un periodo critico irripetibile per quanto concerne la velocità di acquisizione linguistica e la sua sensibilità fonetica. Fino ai 3 anni è potenzialmente possibile acquisire una o più lingue straniere con una competenza simile a quella di un madrelingua; nel secondo periodo critico (4-8 anni) l'acquisizione della pronuncia è ancora ottimale.

Terminati questi due periodi critici inizia invece un periodo definito *sensibile* (8-22 anni) dove l'individuo ha ancora ottime potenzialità neurologiche tali da poter sviluppare una buona competenza linguistica, ma non con la facilità e la riuscita delle prime fasi critiche.

Questi studi mostrano il vantaggio di chi apprende una seconda lingua in età precoce, un vantaggio che è inscritto nella biologia dell'uomo, ma che si attiva se si trovano le condizioni ambientali ideali e se la proposta linguistica è adatta all'età del bambino.

La metodologia scelta per l'approccio ad una seconda lingua (non materna) è quindi fondamentale: il bambino (0/6 anni) acquisisce il linguaggio soprattutto attraverso dei meccanismi di **contagio** e di **accomodazione vocale**. Per contagio si intende la capacità di imitare comportamenti complessi, il bambino infatti memorizza e cerca di riprodurre ogni volta perfezionando sempre di più i movimenti oro-facciali indispensabile per la produzione di suoni e sequenze di suoni,

Per accomodazione vocale invece si intende la tendenza dei bambini ad imitare l'intonazione e l'espressione vocale dell'adulto che parla con lui. Questi processi sono spiegati attraverso il correlato neurofisiologico dei neuroni-specchio. Questi neuroni non si attivano solo quando il soggetto compie in prima persona delle azioni, ma anche quando le vede fare ad altri. Gli aspetti percettivi sono quindi al centro dell'apprendimento della seconda lingua in questa fascia d'età: le espressioni linguistiche vengono analizzate basandosi sui dati percettivi correlati (visivi, cinetici, uditivi,…) e solo successivamente su base semantica. Il bambino prima si costruisce degli schemi sensoriali, poi da questi astrae delle categorie semantiche che a loro volta saranno collegate a formule linguistiche attraverso successive abilità computazionali complesse.

Questa via principale di conoscenza del bambino indica in modo chiaro la strada ottimale da percorrere nel processo di avvicinamento della prima infanzia alla lingua straniera: le esperienze offerte necessitano di importanti note sensoriali affinché siano significative e misurate alle modalità di costruzione della conoscenza dei soggetti coinvolti.

LA LINGUA INGLESE NEI DOCUMENTI UFFICIALI

L'apprendimento della lingua inglese viene indicata come una delle vie da percorrere anche nei testi ufficiali di programmazione previste dal MIUR.

Infatti nelle *Indicazioni Nazionali per il curriculum* del 2012, e già nella versione precedente del 2007, l'introduzione della lingua straniera nella scuola dell'infanzia trova finalmente posto, in particolare nella parte dedicata al campo di esperienza *i discorsi e le parole.* Si legge: "*La lingua materna è parte dell'identità di ogni bambino, ma la conoscenza di altre lingue apre all'incontro con nuovi mondi e culture*" ed inoltre "*se opportunamente guidati, possono familiarizzare con una seconda lingua, in situazioni naturali, di dialogo, di vita quotidiana, diventando progressivamente consapevoli di suoni, tonalità, significati diversi*" (Indicazioni Nazionali per il curriculum della scuola dell'infanzia e del primo ciclo di istruzione, MIUR 2012: 21). Questo documento traccia le linee essenziali di programmazione:

- "***familiarizzazione***" e non di acquisizione: è' inadeguato in termine generali parlare di insegnamento delle lingue (straniere o materne) ai bambini, poiché poste le condizioni di base il meccanismo di acquisizione linguistica avviene naturalmente, seguendo l'evoluzione del bambino. Per questo è più corretto utilizzare il

termine di ***accostamento linguistico,*** ossia non insegnamento formale bensì esposizione linguistica all'interno di un contesto positivo e al contempo stimolante e rassicurante;

- alcune condizioni favorenti che possono favorire l'accostamento del bambino alla lingua straniera fin dalla scuola dell'infanzia: situazioni *naturali*, ossia quelle situazioni che si basano sui meccanismi di apprendimento neurofisiologici dei bambini dell'età coinvolta, e se pur non possono essere le medesime dell'acquisizione della lingua materna, sono chiamate ad essere strutturate in modo che il bambino le percepisca come non forzate e il più possibile vicine alla naturalezza; dialogiche, che valorizzano l'aspetto comunicativo del linguaggio, nella sua modalità d'uso e *quotidiane*, situazioni che permettono alla seconda lingua di essere vissuta in tempi distesi e all'interno dei diversi campi di esperienza e della routine scolastica.

Il nostro progetto fonda le sue radici in queste premesse.

Le aree linguistiche sulle quali soffermare i primi approcci linguistici saranno la fonetica (suoni e tonalità) e il significato (inteso come senso della comunicazione).

La **metodologia** scelta come approccio alla lingua sarà:

-storytelling

-songs

-TFR (strategia che è stata teorizzata dal ricercatore James Asher negli anni '60. Asher era partito dal presupposto di trovare una metodologia funzionale per lo sviluppo di capacità di ascolto fluente; come avviene per la lingua materna, dove il bambino comprende ed esegue indicazioni degli adulti prima di poterle formulare lui stesso verbalmente, lo stesso avviene con la lingua straniera) la lingua straniera è associata a schemi motori, azioni e movimenti precisi che vengono attivati dai bambini in corrispondenza di particolari consegne/comandi dati dall'adulto in seconda lingua

-play and drama

L’*apprendimento avverrà in maniera induttiva:* proprio per quello detto fino ad ora, il bambino apprenderà in situazioni comunicative, ludiche, esperienziali in lingua straniera. L’enfasi non sarà posta sulla correttezza formale, ma sulla fluency, la comprensione precede al produzione.

Ci sarà pieno rispetto per i tempi di apprendimento del bambino: proprio perché la comprensione precede la produzione, è necessario rispettare innanzitutto la *silent phase*, un periodo silenzioso, di non produzione linguistica, durante il quale il bambino è impegnato a comprendere e nel quale il bambino ha bisogno di sentirsi ripetere più volte le parole e le espressioni nella nuova lingua. E’ importante non forzare la produzione linguistica del bambino quando ancora non si sente pronto, poiché la paura di parlare una nuova lingua in un momento non adeguato, rischia di inibire le produzioni future e di rovinare il primo rapporto con la nuova lingua.

I dettagli del progetto

Groups

Papaveri (1-2 years old)	**Primule** (3-4 years old)
Margherite (2-3 years old)	**Tulipani** (4-5 years old)
	Girasoli (5-6 years old)

Papaveri and Margherite (15 minute lessons)

1) Saying Hello and Goodbye
   '*Greetings Song*' (Lingokids) - https://www.youtube.com/watch?v=9UaBuxd8IuM
   Introduce this simple and repetitive song to say hello at the beginning of the lesson each week. Encourage the children to sing along with actions.
   '*Goodbye Friends*' (Maple Leaf Learning) - https://www.youtube.com/watch?v=EkcWe12ENH0

2) Meet Paddington!
   Introduce the children to our new friend Paddington who will help us learn English together. Paddington introduces himself and encourages the children to say their names. Children can touch / hug / shake hands with Paddington. Paddington will learn with us each week and introduce new topics.

3) Numbers 1 to 5
   Paddington introduces the numbers one to five and encourages the children to repeat. Games using duck props to practice counting from one to five.
   Sing: *'Five Little Ducks'* (Super Simple Songs) - https://www.youtube.com/watch?v=pZw9veQ76fo with actions and duck props, children copy the actions and count from 1 to 5.

4) Primary Colours
   Paddington introduces the primary colours to the children: *red, yellow* and *blue*. The children help Paddington find things in his box that are red, yellow and blue and practice, grouping same colour items and practising the new words together.

5) More Colours

Revise the primary colours learnt last lesson and then introduce the remaining colours of the rainbow: *pink, green, purple* and *orange* using the colour characters. Paddington will help the children look around the room / in his box to see if they can find things that are the same colours.
Sing: *'Sing a Rainbow'* song (Klaus Rausch) - https://www.youtube.com/watch?v=bdLmCFpi6eM

6) Numbers 6 to 10

Revise the numbers one to five and introduce the numbers six to ten for the children who were in the class last year and are ready to learn some more numbers. Play counting games using toys / images which we can count together slowly.

7) Book: '*My Very First Book of Numbers'* by Eric Carle

This book practices the numbers 1 to 10 introduced in earlier lessons and encourages the children to count. It also introduces common fruits that the children will learn in future years.

8) Farm Animals

Paddington introduces the farm animals (*cow, pig, horse, sheep, chicken and rooster*) using toys and encourages the children to tell us the sounds they make in Italian. Paddington tells them what the animals say in English, the children will discover how the sounds are different, and can practice together.
Sing: *'Good Morning Farm'* (Noodle and Pals) - https://www.youtube.com/watch?v=jgdmtDbWsao&list=RDjgdmtDbWsao&start_radio=1

9) Zoo Animals

Paddington introduces some zoo animal friends (*tiger, elephant, crocodile, monkey, giraffe, hippo*) using wooden toys and encourages children to imitate the animals by responding to: *'What does the… do?'* Practice the words and animal sounds/movements together then sing:
'Let's Take a Trip to the Jungle' (The Kiboomers) - https://www.youtube.com/watch?v=NNELmTbw9yM

10) Book: *'Where's Mr. Lion?'* by Ingela Peterson Arrhenius

This book revises the jungle animals learnt in the previous lesson, the children try to find the animal hiding on each page and take turns to open the flaps. The children are encouraged to imitate / make the sounds of the animal that is hiding each time.

11) Seasonal lesson: Winter (1) - Snowman

Paddington introduces Snowman and the vocabulary: *eyes, nose, hat* and *scarf* then play games to practice.
Song: *'I'm a Little Snowman'* (Super Simple Songs) - https://www.youtube.com/watch?v=FczqntFwb6k

12) Seasonal lesson: Winter (2) Little Snowflake

Paddington revises the vocabulary from last lesson and develops by adding: *snowflake*, *head* and *hand*. Children are encouraged to show / touch their heads, hands, and noses to practice the vocabulary.
Sing: *'Little Snowflake'* (Super Simple Songs) - https://www.youtube.com/watch?v=tbbKjDjMDok and encourage the children to do the actions.

13) Seasonal lesson: Valentine's Day

Paddington introduces the action and expression: *'peek-a-boo'* to the children and encourages them to say it to each other. Then introduces *'I love you'* and encourages them to say the words / do the hand actions.
Sing: *'Peekaboo, I Love You'* (Super Simple Songs) - https://www.youtube.com/watch?v=83a7wLOTsXk together to practice these words and actions.

14) Seasonal lesson: Easter (1)

Paddington introduces his friend *bunny* to the children using a soft toy and asks them what bunnies do. The bunny shows the children that bunnies hop, wiggle their noses, flop their ears and shake their tails. Practice doing these actions together then sing:
'This is the way the bunny hops' (The Kiboomers) - https://www.youtube.com/watch?v=hb9tt7LiYrc

15) Seasonal lesson: Easter (2)

Paddington and his friend *bunny* play Easter themed games with the children with coloured eggs. Game: *'Find the red egg'.*

16) Seasonal lesson: Summer

Lesson outdoors to play with bubbles and have fun popping and counting them to practice the numbers one to ten.
Song: *'Pop the Bubbles'* (Super Simple Songs) - https://www.youtube.com/watch?v=5CI29h-AXDM

17) Last lesson English Party

During this lesson we will sing the children's favourite English songs which we have learnt during the year to have a little English "party". The children will be encouraged to sing the songs and do the matching actions.

Primule (15 minute lessons)

1) Saying Hello and Goodbye
   '*Hello hello! Can you clap your hands?*' (Super Simple Songs) - https://www.youtube.com/watch?v=fN1Cyr0ZK9M&list=RDfN1Cyr0ZK9M&start_radio=1
   Introduce this simple and repetitive song to say hello at the beginning of the lesson each week. Encourage the children to sing along with actions.
   '*Bye bye goodbye*' (Super Simple Songs) - https://www.youtube.com/watch?v=PraN5ZoSjiY&list=RDPraN5ZoSjiY&start_radio=1

2) Let's meet Paddington!
   Introduce the children to Paddington who will help us learn English together. Paddington introduces himself and asks the children *'What's your name?'* Paddington encourages the children to say *'I'm…'* followed by their names. Paddington will visit the children during our lessons to introduce new topics.

3) Numbers 1 to 5
   Paddington introduces the numbers 1 to 5 to the children. Play games to practice saying and recognising the numbers together.

4) Numbers 6 to 10
   Paddington introduces the numbers 6 to 10 to children. Interactive games to practice the numbers 1 to 10 together.
   Sing: *'One, Two, Three!'* (Bebefinn) - https://www.youtube.com/watch?v=ozDX0kkf8hM&list=RDozDX0kkf8hM&start_radio=1

5) Colours
   Paddington introduces the colours: primary colours first followed by secondary colours. Students will be encouraged to pick an object and group it with other objects of the same colour. Play games to practice the colours.
   Sing: '*Sing a Rainbow'* encouraging children to lead the song with rainbow-coloured props.

6) Family Members
   Paddington introduces his family: *mummy, daddy*, *brother, sister, grandma* and *grandpa*. Games to practice the new vocabulary.
   Sing: '*Baby Shark'* (Pinkfong) - https://www.youtube.com/watch?v=XqZsoesa55w
   Sing: '*Family Members Song*' (English Tree TV) - https://www.youtube.com/watch?v=d_WQEw13TCo

7) Basic Emotions

Children will be introduced to the basic emotions: *happy, sad, angry, scared* and *sleepy.* Interactive miming / say and act games to practice the vocabulary and link back to family members.

Sing: *'If you're happy'* (Super Simple) - https://www.youtube.com/watch?v=l4WNrvVjiTw&list=RDl4WNrvVjiTw&start_radio=1

8) The Face: *eyes, ears, mouth* and *nose*

Paddington introduces the body parts: *eyes, ears, mouth* and *nose.* Felt face creation game to practice these features and to revise the basic emotions.

9) Farm Animals

Paddington introduces the farm animals (*cow, pig, horse, sheep, chicken and rooster*) using felt toys and encourages the children to tell us the sounds they make in Italian. Paddington tells them what the animals say in English, the children will discover how the sounds are different, and can practice together. Games to practice the farm animals using felt farmyard scene: '*Find the animal*'

Sing: *'Good Morning Farm'* (Noodle and Pals) - https://www.youtube.com/watch?v=jgdmtDbWsao&list=RDjgdmtDbWsao&start_radio=1

10) Book: '*Brown Bear, Brown Bear, What Do You See?*' by Bill Martin Jr / Eric Carle

This book builds on the children's knowledge of farm animals. Paddington reminds the children he is a *bear*. Paddington will introduce the children to some new animals: *cat*, *bird, frog* and *fish*. The children practice the new words and are encouraged to say what colours the animals in the book are. The children will compare the colours of the animals they know with the animals in the book and tell us if they are the same / different.

11) Basic Movements

Introduce the basic movements: *hop, skip, jump, turn around, sit down* and *stand up.*

Interactive games to learn and practice these movements, for example: *'Freeze!'*

12) Seasonal lesson: Winter

Paddington introduces his friend *Snowman* and the winter clothing vocabulary: *hat, scarf* and *gloves* using realia then play games to practice. Revise facial features too to help with the song.

Song: *'I'm a Little Snowman'* (Super Simple Songs) - https://www.youtube.com/watch?v=FczqntFwb6k

13) Seasonal lesson: Easter

Paddington introduces *sleepy bunny* using a soft toy and practices the words with the children. Introduce: *'Wake up bunny!'* Bunny shows the children how he can *hop, jump* and *skip*. The children practice doing the movements together (sleeping, waking up, hopping, jumping and skipping).
Sing and do the actions to: *'Hop Little Bunnies'* (The Tiny Boppers) - https://www.youtube.com/watch?v=BRjsyzbvqsc

14) Seasonal lesson: Summer

Paddington introduces *'summer'* to the children and revises: *hot, cold* which we studied earlier in the year. Paddington asks the children what things live in the sea and introduces a few sea creatures: *fish, crab, starfish, shark*. Play a fishing game / roll the dice game to practice the new vocabulary.

15) Last lesson "party"

During this lesson we will sing all of their favourite songs which we have seen during the year to have a little English "party". The children will be encouraged to sing the songs and do the matching actions.

Tulipani (15 minute lessons)

1) Meeting people and saying hello / goodbye

The children try to remember what we say when we see somebody for the first time: *'Hello!'*
Introduce: *'What's your name?'*, *'I'm*…(+ name)*'* and *'Nice to meet you.'* then practice together. Circle activity to practice asking / answering.
Sing: *'What's your name?'* (Super Simple Puppets) - https://www.youtube.com/watch?v=yqlbn_nI2w8&list=RDyqlbn_nI2w8&start_radio=1

Introduce the goodbye song: '*Goodbye Friends*' (Maple Leaf Learning) - https://www.youtube.com/watch?v=EkcWe12ENH0. Sing with actions.

2) *'How are you today?' – Asking and Answering*

The children are reminded of the basic emotions learnt last year: *happy, sad, angry, scared, sleepy* and hungry. They are then introduced to the question: *'How are you today?'* and the response: '*I'm….*' + emotion. TPR activities to help them learn the new words: miming / matching.
Sing: '*If you're happy'* with verses for each emotion.

3) Weather

Introduce the theme of weather and the structure *'It's….'* + *sunny, rainy, cloudy, windy, snowy*. The vocabulary will be linked to the relevant seasonal lesson. This could also be done step-by-step in combination with the seasonal lessons. Picture games to help the children identify the weather and ask each other: *'How's the weather today?'*

Sing: *'How's the weather today?'* (Super Simple Songs) - https://www.youtube.com/watch?v=KBL5aXSJTlE

4) Colours Revision

Revise rainbow colours learnt last year and introduce: *black, white*, *brown* and *grey*. The colours can also be connected to the weather theme.

Sing: *'I see something blue'*. The children are encouraged to search around the room for objects of the given colour.

5) Food: Fruit

The children will be reminded that one of the emotions we have learnt is '*hungry*'. Students will be introduced to: *'Are you hungry?'* and the response *'Yes, I am.'* The children will be introduced to fruit vocabulary: *apple, banana, orange, strawberry, watermelon* and *grapes.* Interactive games to practice the vocabulary and revise colours.

6) Are you hungry?

The children will revise the fruit vocabulary studied and will be introduced to a mini dialogue: *'Are you hungry?'* - *'Yes, I am.'* - *'An apple?'* - *'Yes, please.'* / *'No, thank you.'* Interactive activities to practice the new phrases.

Sing: *'Are you hungry?'* (Super Simple Songs) - https://www.youtube.com/watch?v=ykTR0uFGwE0

7) Food: Vegetables

The children will be introduced to some vegetables: *tomato, potato, mushroom, carrots, peas, broccoli.* The new vocabulary will be practiced through interactive games (e.g. slow reveal flashcard / drawing). We will also revise the fruits and colours from the previous lesson. Revise the structure: *'Are you hungry?'* - *'Yes, I am.'*

8) The Body

In stages, the children will learn the body parts from the classic '*Head, Shoulders, Knees and Toes'* song. This popular song is fast and fun for the children. Play games to learn the vocabulary: *Touch your… / Teacher says…*

Sing and dance to: '*Head, Shoulders, Knees and Toes'* (Little Baby Bum) - https://www.youtube.com/watch?v=aRkBmEUNR3Q.

9) Body and Movements

Revise the body parts studied in the previous lesson and add: '*arms, fingers, tummy* and *chin'.*
Sing and dance to: '*Move!*' (Super Simple Songs) - https://www.youtube.com/watch?v=VsgpUHUYuJI.

10) Opposites (1)

Introduce the idea of opposites: '*big / small, fast / slow, please / no thank you, loud / quiet'* and practice together with TPR to help the children remember. Sing: '*Open Shut Them'* (Super Simple Songs) - https://www.youtube.com/watch?v=hXxHonmYz6c.

11) Zoo Animals

Paddington introduces some zoo animal friends (*tiger, elephant, crocodile, monkey, giraffe, hippo*) using flashcards / toys and encourages children to imitate the animals with the things they do in the song: tiger – growl, elephant – swing, crocodile – snap, monkey – jump, giraffe – stretch, hippo – stomp. Practice the animal names and corresponding movements together then sing:
'Let's Take a Trip to the Jungle' (The Kiboomers) - https://www.youtube.com/watch?v=NNELmTbw9yM

12) Opposites (2)

Activities to practice the opposites vocabulary discovered in lesson 10 and revise the zoo animals from lesson 11. The children will identity *big / small, fast / slow, loud / quiet* in relation to the animals. Students will be introduced to the structure: '*It's…* (+ adjective)'.

13) Seasonal lesson: Winter

Introduce winter season and ask children if it is *hot* or *cold*. Children say what we can find when it's cold: *snow* / *snowflake*. Children play interactive games with snowflake shapes to practice *snowflake*, *head, hand* and *nose* in preparation for the winter song. We will also revise the body parts lexis.
Sing: *'Little Snowflake'* (Super Simple Songs) - https://www.youtube.com/watch?v=tbbKjDjMDok

14) Seasonal lesson: Easter

The children will be introduced to Easter vocabulary: '*Easter and Easter egg'* and the movement *'shake'.* Games to revise the colours featured in the song. Sing: '*Shake the Easter Egg'* (Kiboomers) - https://www.youtube.com/watch?v=QH6UppcZGsg&list=RDQH6UppcZGsg&start_radio=1

15) Seasonal lesson: Summer

The children will be introduced to *'summer'*. The children will be introduced to some vocabulary for things we can find at the beach: *sand, sea, shells, umbrella, sandcastles*. Games with realia to practice.

Sing: *'Summer'* (Wormhole English) - https://www.youtube.com/watch?v=BZVRFciDf0s&list=RDBZVRFciDf0s&start_radio=1

16) Last lesson English "party"

During this lesson we will play their favourite games and sing their favourite songs which we have seen during the year to have a little English "party". The children will be encouraged to play the games and sing the songs doing the relevant actions as always.

Girasoli (30 minute lessons)

1) Meeting people and saying hello / goodbye

The children will be reminded that when we see somebody we say: *'Hello!'* Introduce: *'Hello Sunflowers!'* – *'Hello Hayley!'* The children will be encouraged to notice that I waved when I said hello. The children will learn other ways that we can say hello to someone: *fist bump, high five, hug, dance*. The new actions will be practiced through interactive games and the song:

'*How do we say hello'* (The Kiboomers): https://www.youtube.com/watch?v=p3XPRgf4qG4

Revise the things we say when we meet people: '*What's your name?', 'I'm…..'* and *'Nice to meet you!'*. The children will also be encouraged to say: *'My name is…'* Circle activity to practice speaking in pairs.

Sing: '*Goodbye Friends*' (Maple Leaf Learning) - https://www.youtube.com/watch?v=EkcWe12ENH0

2) Emotions

Remind SS that we know how to answer: *'How are you today?'* with the words: *good, great, wonderful, tired, hungry* and *not so good*. The children will be introduced to the new emotions: *happy, sad, angry, sleepy* and *scared.* Practice through miming games and tactile face creation games.

Sing: *'If You're Happy'* (Super Simple Songs) - https://www.youtube.com/watch?v=l4WNrvVjiTw&list=RDl4WNrvVjiTw&start_radio=1

The children will do speaking activities to practice asking: *'How are you today?'* and answering '*I'm…* (+ emotion)'.

3) What's your favourite colour?

Revise rainbow colours and introduce: *black, white*, *brown* and *grey*. The children are introduced to the question: *'What's your favourite colour?'* and are encouraged to respond: *'My favourite colour is….(+ colour)'.* Children engage in activities to practice the new structure.

Sing: *'What's your favourite colour'* - https://www.youtube.com/watch?v=zxIpA5nF_LY&list=RDzxIpA5nF_LY&start_radio=1

4) Seasonal Lesson: Autumn

Introduce the idea of autumn to the children and ask them what things we have during this season: *leaves (red, yellow, orange, brown), apples, pumpkins, chestnuts, mushrooms, wind* and *sweater.* Practice the new autumn vocabulary through TPR and memory games.

Song: *'Happy Autumn'* (Starlala ABC) - https://www.youtube.com/watch?v=J1JhZqCVmhc&list=RDJ1JhZqCVmhc&start_radio=1

5) Weather

Introduce the theme of weather and the structure *'It's….'* + *sunny, rainy, cloudy, windy, snowy*. The vocabulary will be linked to the relevant seasonal lesson. This could also be done step-by-step in combination with the seasonal lessons. Picture games to help the children identify the weather and ask each other: *'How's the weather today?'*

Sing: *'How's the weather today?'* (Super Simple Songs) - https://www.youtube.com/watch?v=KBL5aXSJTlE

6) Clothes

The children will be introduced to the basic outdoor clothing items: *hat, scarf, gloves, coat* and *shoes.* Sing: *'Put on Your Shoes'* which introduces *'put on…'* and '*hurry up'.* Interactive games to practice the new phrases and lexical items.

7) Movements

We will revise the movements studied together last year and from this year's goodbye song: *stand up / sit down, / hands up / hands down, turn around*, *run, jump, hop*, and *stop* through interactive games e.g. miming / *'Teacher says…'*

Sing: *'Stand Up, Sit Down'* (Fun Kids English) - https://www.youtube.com/watch?v=WsiRSWthV1k.

8) *'The Very Hungry Caterpillar'* - Days of the Week and Fruit

Introduce the days of the week as seen in the book: *'The Very Hungry Caterpillar'* and link with the corresponding fruit from the story: *'apple, pear, strawberry, plum* and *orange'.* Sing: *'The Days of the Week'* (The Singing Walrus) - https://www.youtube.com/watch?v=mXMofxtDPUQ&list=RDmXMofxtDPUQ&start_radio=1 This song revises *loud / quiet* and *fast* seen last year.

9) *'The Very Hungry Caterpillar'*: Snacks

The children will be introduced to some new foods to help when reading '*The Very Hungry Caterpillar'* in the next lesson: '*cake, ice cream, cheese, salami, lollipop, sausage, cupcake'*. Interactive and tactile games will be played to practice the vocabulary e.g. Bingo!

10) Book: *'The Very Hungry Caterpillar'* by Eric Carle

This book will be read together to practice the numbers, days of the week and foods we have studied together in previous lessons. While reading, the children will be encouraged to actively participate through the use of tactile story props.

11) *'Do you like….?'*

Remind the children of the fruit, vegetables and snacks studied during the last lessons. The children will be introduced to the structure: '*Do you like…?*' and the short form answers: '*Yes, I do.*' / '*No, I don't*' through the song:

'*Do you like broccoli ice-cream?*' (Super Simple Songs) - https://www.youtube.com/watch?v=frN3nvhIHUk

Tactile pizza making game to practice asking and answering: '*Do you like…?*' questions.

12) Seasonal Lesson: Winter

Revise relevant winter weather phrases and winter clothing items: '*hat, scarf, gloves* and *coat'*. Introduce: '*boots'* and '*It's cold*' Play games with realia and flashcards to practice using the winter vocabulary together and also to revise *'Put on your...'* seen in the clothing lesson.

Sing: '*Let's rock to get ready for winter*' (The Kiboomers) - https://www.youtube.com/watch?v=W5qEf1y_28c

13) Seasonal activity: Easter

Ask the children what they can usually see around Easter time and introduce: *eggs, chocolate, surprise*. Games with eggs to practice the Easter vocabulary and revise vocabulary seen previously which reappear as the 'surprises' in the eggs.

Sing: *'What's in the egg?'* (CM Kids / Go Booboo) - https://www.youtube.com/watch?v=_Sk551Xzavo&list=RD_Sk551Xzavo&start_radio=1&t=182s

14) Seasonal lesson: Summer

The children will be introduced to *'summer'* and *'it's hot'*. Remind the children that we have learnt: *'It's sunny'*. The children will be introduced to some vocabulary for things we can find at the beach: *sand, sea, shells, sunbed, umbrella, sandcastles*. Games with realia to practice.

Sing: *'Summer'* (Wormhole English) - https://www.youtube.com/watch?v=BZVRFciDf0s&list=RDBZVRFciDf0s&start_radio=1

15) Last lesson “party”

During this lesson we will play their favourite games and sing their favourite songs which we have seen during the year to have a little English “party”. The children will be encouraged to play the games and sing the songs doing the relevant actions as always.