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| **TOUCH ENGLISH WITH BLUE BEAR YEARLY PLAN FOR 2023-2024 EDUCATIONAL YEAR ……………………… PRE-SCHOOL**  |
| **MONTH** | **WEEKS** | **THEME** | **Target vocabulary and structures** | **Language Skills and Learning Outcomes** | **Suggested Materials** | **Methods and techniques** | **Projects** |
| **SEPTEMBER** | 2 | 1. GREETING  | Afternoon Evening Good Hello Hi I Morning My Name You Your | **Listening skills:** \* Students will be able to listen and understand their friends’ greeting and introducing expressions. \* Students will be able to listen and identify the expressions about greeting, meeting and introducing. **Speaking skills:** \* Students will be able to greet their friends. \* Students will be able to join together in singing a nursery rhyme, a chant or a song. \* Students will be able to say their names. \* Students will be able to ask each other’s names. | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT \*Playing with their toys and acting out a dialogue about greeting and introducing between their toys DOSSIER \* Students start filling in the European Language Portfolio. VALUES \*Greeting and respecting their friends |
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| **OCTOBER** | 1 | 2. NUMBERS | One, Two, Three, Four, Five, Six, Seven, Eight, Nine Ten Balloon Ball Paint Count Finger | **Listening skills:** \* Ss will be able to listen and identify the numerals. \* Ss will be able to listen and understand the quantity of the objects\* Ss will be able to listen to a song about numbers and show the numbers by showing their fingers.\* Students will be able to listen and understand someone is thanking or asking for permission.**Speaking skills:** \* Ss will be able to count their fingers \* Ss will be able to count the objects and then match the numerals with the quantity of objects. \* Students will be able to count their toys from one to ten. \* Students will be able to ask for permission. \* Students will be able to thank. | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT 1 \* Playing hide and seek and counting from one to ten PROJECT 2 \* Counting their ten toys such as marbles or blocks VALUES \* Respecting others \* Being polite and behaving according to manners |
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| **NOVEMBER** | 1 | 3. COLOURS | Pink Purple Red White Yellow Green Orange Black Blue Brown Colour Coloured Pencil Crayon Paint- (It’s) green. - Blue - Pink - White - Purple - Orange - Colour, please. - Paint, please. - (Take out your) crayons, please. | **Listening skills:** \* Students will be able to listen and identify the colours. \* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct colours. **Speaking skills:** \* Students will be able to talk about the colours of the things nearby. \* Students will be able to point and say the colours.  | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT \*Painting a rainbow and then talking about the colours of the rainbow VALUES \* Appreciating nature |
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| **DECEMBER** | 1 | 4. SHAPES | - (It’s) a circle. - (It’s) a square. - (It’s) a rectangle. - (It’s) a triangle. - (It’s) a star. - (It’s) an oval. - (It’s) a diamond. - (It’s) a heart. - Draw a circle. - Trace the stars. - Draw a line. - Colour two squares. - Make a bridge. | **Listening skills:** \* Students will be able to listen and put the shapes in the correct order. \* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct shapes. \* Students will be able to listen and do the actions accordingly. **Speaking skills:** \* Students will be able to make a bridge with three blocks and talk about the shapes of the blocks. \* Students will be able to name the shapes of the objects around them. | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT 1 \* Playing with their play dough and making different shapes from their play dough PROJECT 2 \* Making a picture or poster of a robot by using different shapes PROJECT 3 \* Making a bridge by using three blocks VALUES \* Sharing their toys or belongings with their friends |
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| **JANUARY** | 1 | 5. BODY PARTS | - (My) nose. - (My) hands. - I am a girl. - I am a boy. - Tidy up! - Clean up! - Touch your ears. - Clap your hands. - Raise your hand. - Let’s brush our teeth. - Let’s flush the toilet. - Let’s wash our hands.- Let’s comb our hair. | **Listening skills:** \* Students will be able to listen and follow the instructions. \* Students will be able to listen to a song and do the actions they hear. \* Students will be able to listen and choose/ trace/ colour/ cut out/ paste the person they hear. **Speaking skills:** \* Students will be able to name the body parts. \* Students will be able to do a jigsaw puzzle about body parts and talk about the body parts. \* Students will be able to give suggestions. \* Students will be able to join together in singing a chant, a song or a nursery rhyme.  | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT 1\* Conducting a hygiene day and role-playing PROJECT 2 \* Playing with their toys and talking to their toys about body hygiene VALUES Taking care of body hygiene |
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| **FEBRUARY** | 1 | 6. FRUITS AND VEGETABLES | - (It is) a carrot. - What is this? - (It is) an apple. - (It is) an orange. - What are these? - (They’re) oranges. - What colour is it? (pointing to a green apple) - (It’s) green. - Yummy, yummy! - Yuck! - What colour are they? (pointing to the grapes) - (They are) purple. - How many? - Six (plums). | **Listening skills:** \* Students will be able to listen and choose/ trace/ colour/ cut out/ paste the fruits or vegetables they hear. \* Students will be able to listen and put the fruits or vegetables in groups. \* Students will be able to listen and put the fruits or vegetables in the correct order. \* Students will be able to listen and find the absent fruit or vegetable in a row. **Speaking skills**: \* Students will be able to name the fruits and vegetables. \* Students will be able to answer questions about the fruits and vegetables in a basket or a picture. \* Students will be able to express their feelings about fruits or vegetables. | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT Bring in a basket full of fruits and vegetables and then talking about the fruits and vegetables in the basket VALUES \*Sharing food with others \*Respecting other cultures’ eating habits |
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| **MARCH** | 1 | 7. CLOTHES  | - (It’s) a T-shirt. - What is this? - (It’s) a shirt. - What are these? - (They’re) boots. - My coat.- (It’s) blue. - What colour are your shoes? - (They’re) red. - What colour is your cardigan? - (It’s) yellow. | **Listening skills:** \* Students will be able to listen and find the pairs of clothes/ match the same clothes. \* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct clothes. \* Students will be able to listen to a picture story about clothes and identify the clothes in the picture story. **Speaking skills:** \* Students will be able to talk about their clothes. \* Students will be able to ask and answer questions about the colours. \* Students will be able to Join together in singing a nursery rhyme, a chant or a song about clothes. \* Students will be able to ask and answer questions about the clothes (in a picture story, poster or flashcards). | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT \* Playing with their toys and dressing up them and then talking about their clothes VALUES \* Taking care of their clothes \* Respecting other cultures’ clothes |
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| **APRIL** | 1 | 8. ANIMALS | - What is this? - (It’s) a cow. - What are these? - (They’re) chickens. - How many? - Cats (pointing two cats in a picture.) (There is) a donkey. (pointing a donkey in a picture) - (There are) three goats. (pointing three goats in a picture)  | **Listening skills:** \* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct animals. \* Students will be able to listen and put the animals in groups. \* Students will be able to listen to a fable or a picture story and point to the pictures of animals which they hear. \* Students will be able to listen and order the animals’ pictures which they hear the sounds of them. **Speaking skills:** \* Students will be able to name the animals in a picture or on a farm. \* Students will be able to join together in singing a nursery rhyme, a chant or a song about animals. \* Students will be able to answer the questions about the animals in a picture or on a farm. | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT 1 \*Making an imaginary farm by using old materials and animal toys and then talking about the animals on the farm PROJECT 2 \* Visiting a farm and talking about animals VALUES \*Protecting and taking care of animals |
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| **MAY** | 1 |
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| **MAY** | 2 | 9. VEHICLES | - (There are) three buses. - Get into the car. - Get out of the car. - Get onto the bus. - Get off the bus. - Go! - Walk. - Stop. - Look at the traffic lights. - It’s fast/ slow. - Wait for your turn. - The train is long. - The plane is big. - The car is small. - The green train is short. - The white train is long. | **Listening skills:** \* Students will be able to listen and put the vehicles into correct order. \* Students will be able to listen and find the correct vehicle. \* Students will be able to listen and do the actions about traffic rules. **Speaking skills:** \* Students will be able to talk about the vehicles. \* Students will be able to give and take instructions. \* Students will be able to describe vehicles. \* Students will be able to understand and talk about the traffic signs. \* Students will be able to match and say the opposites of descriptions. | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT 1 \* Playing with toy vehicles and giving and taking instructions PROJECT 2 \* Making a poster of traffic lightsVALUES \* Respecting others and following rules in public \* Waiting for someone’s turn. |
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| **JUNE** | 1 | 10. FEELINGS | - I’ve got a ball. - I can play the flute. - I cannot play the piano. - Can you play football? - Yes, I can. - No, I cannot. - Let’s play with our ball. - Okay. / Great. \_- That’s a good idea. - No, thanks. - Hurrah! I am happy. - Tom is ngry/excited/ tired/scared/ bored. | **Listening skills:** \* Students will be able to listen and draw/ paste/ stick the correct feelings. \* Students will be able to listen and find the opposite of the feelings. \* Students will be able to listen and find someone’s abilities and inabilities. **Speaking skills:** \* Students will be able to talk about their belongings. \* Students will be able to talk /ask and answer about their, someone’s abilities and inabilities. \* Students will be able to mime and help their friends find their feelings in a game. \* Students will be able to give suggestions. \* Students will be able to accept and refuse someone’s suggestions. \* Students will be able to express their own feelings or someone’s feelings. | Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects | Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking & answering Flashcards Giving instructions Playing games | PROJECT 1 \* Skipping a rope, dancing or playing a game and expressing their feelings PROJECT 2 \* Making masks which show the different feelings and then putting them onVALUES \* Listening to friends and understanding their feelings |
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 English Teacher English Teacher Head of Department

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 School Principal