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| **TOUCH ENGLISH WITH MAYA&LUCA YEARLY PLAN FOR ……….-……….. 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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| **TOUCH ENGLISH WITH MAYA&LUCA YEARLY PLAN FOR ……….-……….. EDUCATIONAL YEAR ……………………… PRE-SCHOOL** | | | | | | | |
| **MONTH** | **WEEKS** | **THEME** | **Target vocabulary and structures** | **Language Skills and Learning Outcomes** | **Suggested Materials** | **Methods and techniques** | **Projects** |
| **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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| **TOUCH ENGLISH WITH MAYA&LUCA YEARLY PLAN FOR ……….-……….. EDUCATIONAL YEAR ……………………… PRE-SCHOOL** | | | | | | | |
| **MONTH** | **WEEKS** | **THEME** | **Target vocabulary and structures** | **Language Skills and Learning Outcomes** | **Suggested Materials** | **Methods and techniques** | **Projects** |
| **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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| **TOUCH ENGLISH WITH MAYA&LUCA YEARLY PLAN FOR ……….-……….. EDUCATIONAL YEAR ……………………… PRE-SCHOOL** | | | | | | | |
| **MONTH** | **WEEKS** | **THEME** | **Target vocabulary and structures** | **Language Skills and Learning Outcomes** | **Suggested Materials** | **Methods and techniques** | **Projects** |
| **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 |
| **TOUCH ENGLISH WITH MAYA&LUCA YEARLY PLAN FOR ……….-……….. EDUCATIONAL YEAR ……………………… PRE-SCHOOL** | | | | | | | |
| **MONTH** | **WEEKS** | **THEME** | **Target vocabulary and structures** | **Language Skills and Learning Outcomes** | **Suggested Materials** | **Methods and techniques** | **Projects** |
| **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 lights  VALUES  \* 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 on  VALUES  \* Listening to friends and understanding their feelings |
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English Teacher English Teacher Head of Department

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School Principal