

**Play with me ...in English time!!!**



**a cura di Hayley Stubberfield**

**anno scolastico 2023/2024**

**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 termini 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 favorevoli che possono favorire l’acostamento 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 la 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

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <b>Papaveri</b> (1-2 years old)   | <b>Primule</b> (3-4 years old)  |
| <b>Margherite</b> (2-3 years old) | <b>Tulipani</b> (4-5 years old) |
|                                   | <b>Girasoli</b> (5-6 years old) |

### Papaveri and Margherite (15 minute lessons)

#### 1) Saying Hello and Goodbye

'Greetings Song' (Lingokids) - <https://www.youtube.com/watch?v=9UaBuxd8luM>

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) Let's meet Paddington!

Introduce the children to Paddington who will help us learn English together. Paddington introduces himself and encourages the children to say their names. Children can touch / shake hands with Paddington. Paddington will visit the children during our lessons to 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.

#### 4) Primary Colours

Paddington introduces the primary colours to the children: *red*, *yellow* and *blue*. The children help Paddington find things around the classroom that are red, yellow and blue and practice saying the colours together. Games to practice primary colours and the numbers one to five 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 and 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 slowly together.

Sing: '*Ten Little Crayons*' (Kiboomers) - <https://www.youtube.com/watch?v=tgONMEtVMQs>

7) Winter: 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=FcqntFwb6k>

8) Winter: 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, eyes 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.

9) Farm Animals

Paddington introduces the farm animals (*cow, pig, horse, duck, sheep and dog*) to the children using toys and encourages the children to tell us what sound they make in Italian. Paddington tells them what the animals say in English, the children will enjoy discovering how the sounds are different, and can practice together. Sing: '*Farm Animals Song – Walk Around the Farm*' (ELF Learning) - <https://www.youtube.com/watch?v=EwIOkOibTgM>.

10) Zoo Animals

Paddington introduces some zoo animals (monkey, penguin, elephant, hippo, lion, giraffe, gorilla) using flashcards / toys and encourages children to imitate the animals. Practice the words and animal movements together then sing:

'Let's go to the zoo' (JunyTony) - <https://www.youtube.com/watch?v=5wfcx6RDtvQ>

11) Book: 'Dear Zoo' by Rod Campbell

This book includes many of the animals we have seen together during our lessons. Read the book together and encourage the children to make the sounds / say the names of the animals they think are hiding on each page.

12) Book: 'Where's Spot?' by Eric Hill

This book builds on the animals learnt in the previous lessons by introducing some new animals which are often found in the jungle / zoo, the children can try to guess the animal behind the flap each time. Whilst reading the book children are encouraged to respond 'yes / no' to the questions on each page. The children will also be encouraged to count the number of animals hiding in each place to practice their numbers.

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

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: 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>



#### 16) 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 relevant actions as always.

### **Primule (15 minute lessons)**

#### 1) Saying Hello and Goodbye

'*Greetings Song*' (Lingokids) - <https://www.youtube.com/watch?v=9UaBuxd8luM>

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) Let's meet Paddington!

Introduce the children to Paddington who will help us learn English together. Paddington introduces himself and encourages the children to say their names. Paddington will visit the children during our lessons to introduce new topics.

#### 3) Numbers 1 to 10

Paddington introduces the numbers 1 to 10 to children. Play games to practice the numbers together.

Sing: '*Funky Counting Song – Numbers 1 to 10*' (Singing Walrus) - <https://www.youtube.com/watch?v=HkkYaj0m6cg> to practice the vocabulary.

#### 4) Colours

Paddington introduces the colours to the children using the colour characters they met last year and adding *black*, *white* and *brown*. Students will be encouraged to say what they can remember and then to find things around the classroom which are the same colour. Play games to practice the colours.

Paddington tells the class his favourite colour is red. Paddington asks the children what their favourite colour is, and the children are encouraged to answer. Sing: '*What's your favorite color?*' (Super Simple Songs) - [https://www.youtube.com/watch?v=zxlpA5nF\\_LY](https://www.youtube.com/watch?v=zxlpA5nF_LY)

5) Family Members

Paddington reminds the children that he is a *bear* and he introduces some family members: *mummy, daddy, baby, grandma* and *grandpa*. Games to practice the new vocabulary. Sing: 'Baby Shark' (Pinkfong) - <https://www.youtube.com/watch?v=XqZsoesa55w>

6) Book: 'Goldilocks and the Three Bears'

Revise the family members vocabulary from last lesson and introduce the words: *sleepy* and *hungry* to prepare students to read the story. Vocabulary practice using realia / images. Read the story together and encourage the students to say the words we have learnt together: *mummy, daddy* and *baby bear, sleepy* and *hungry*.

7) Farm Animals

Paddington introduces the farm animals (*cow, pig, horse, duck, sheep and dog*) to the children using toys and encourages the children to tell us what sound they make in Italian. Paddington tells them what the animals say in English, the children will enjoy discovering how the sounds are different, and can practice together. Games to practice the farm animals: *What's missing?* / *Who is it?*

Sing: 'Farm Animals Song – Walk Around the Farm' (ELF Learning) - <https://www.youtube.com/watch?v=EwIOkOibTgM>.

8) 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*. Then he introduces the children to a few new animals: *cat, bird, frog* and *fish*. The children practice the new words and are encouraged to say what colours the animals are.

Read the book together encouraging the children to say the names of the animals they see and the colours they are. The children compare the colours of the animals we saw earlier with the animals in the book and tell us if they are the same / different.

9) Zoo Animals

Paddington introduces some zoo animals: *monkey, penguin, elephant, hippo, lion, giraffe* and *gorilla* using flashcards / toys and encourages children to say the words. Practice the new vocabulary through interactive games.

Sing: 'Let's go to the zoo' (JunyTony) - <https://www.youtube.com/watch?v=5wfcx6RDtvQ>

10) The Body: *head, shoulders, knees and toes*

Paddington introduces the first set of body parts (*head, shoulders, knees and toes*) featured in the classic '*Head, Shoulders, Knees and Toes*' song and practice with the children using the order and rhythm of the song. Games to practice the new vocabulary: Simon Says... / slow reveal flashcard.

11) The Body: *eyes, ears, mouth and nose*

Paddington introduces the second set of body parts: *eyes, ears, mouth and nose*. Games to practice these body parts. Revise all of the body parts and sing: '*Head, Shoulders, Knees and Toes*' (Little Baby Bum) - <https://www.youtube.com/watch?v=aRkBmEUNR3Q> The song gradually increases in speed making it fun for the children.

12) Revision lesson

Activities and games to practice the vocabulary studied together so far: numbers, colours, family members, animals and body parts.

13) 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 relevant actions as always.

14) 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 he introduces '*I love you*' and encourages the children 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.

15) Seasonal lesson: Easter

Paddington introduces *bunny* using a soft toy and practices the words with the children. Bunny shows the children how he can *hop, jump* and *skip*. The children practice doing the movements together. Sing: '*Hop Little Bunnies*' (The Tiny Boppers) - <https://www.youtube.com/watch?v=BRjsyzbvqsc>

16) Seasonal lesson: Spring

Following on from the Easter lesson, Paddington introduces his friends *lamb*, *chick* and *kitten* and the sounds they make. Practice the names and sounds together then read the story: 'Hop Little Bunnies' by Martha Mumford and Laura Hughes together, encouraging the children to join in with the actions where possible.

17) Seasonal lesson: Summer

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

**Tulipani (15 minute lessons)**

1) Meeting people and saying hello / goodbye

Students try to remember what we say when we see somebody for the first time: '*Hello!*' Introduce: '*Hello Tulips!*' – '*Hello Hayley!*'

Introduce: '*What's your name?*', '*My name is...*' and '*Nice to meet you.*' then practice together.

Sing: 'What's your name?' (Super Simple Songs) - <https://www.youtube.com/watch?v=zMdg9jSaNLg>

'Can You Say Bye' (The Kiboomers) - <https://www.youtube.com/watch?v=E7BRrNU25IE> Song with actions. Sing at the end of each lesson to say goodbye to each other.

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

Students are introduced to the question: '*How are you today?*' and the responses: *good*, *great*, *wonderful*, *tired*, *hungry* and *not so good*. Practice the responses together by playing the fly swatter game in teams using flashcards.

Sing: 'Hello!' (Super Simple Songs) - <https://www.youtube.com/watch?v=tVlcKp3bWH8>

The following lesson the emotions vocabulary will be practiced again and the children will be encouraged to ask and answer the question: '*How are you today?*' using the feelings in the song. This can be repeated with the children asking each other the question one at a time as they grow in confidence during the lessons.

### 3) Family Members

Introduce the names of key family members (*mummy, daddy, brother, sister, grandma and grandpa*) using finger puppets.

Play games with the finger puppets to practice the new vocabulary and revise the things studied in earlier weeks.

During the following lesson we will learn the phrase '*I love my family*' and sing: 'Family Members Song' (English Tree TV) -

[https://www.youtube.com/watch?v=d\\_WQEw13TCo](https://www.youtube.com/watch?v=d_WQEw13TCo).

### 4) The Body

The children will be encouraged to remember the body parts we saw together last year from the classic '*Head, Shoulders, Knees and Toes*' song. Play games to revise the vocabulary and then sing the song: 'Head, Shoulders, Knees and Toes' (Little Baby Bum) -

<https://www.youtube.com/watch?v=aRkBmEUNR3Q>. This song is fast and fun for the children.

### 5) The Hokey Cokey

The children will learn: *right / left arm* and *right / left leg* to build on their knowledge of the body parts. We will also learn *in / out, shake* and *turn around*. Games will be played to practice the new body parts and movements and then we will sing and dance to: 'Hokey Cokey' (Mr Tumble and

Friends) - <https://www.youtube.com/watch?v=YAMysNe7DMQ>

### 6) Movements

We will revise the movements studied together last year: *hop, skip, jump, turn around, touch the ground* and *stop* through games. The children will then be introduced to the instructions and actions: '*stand up / sit down / hands up / hands down*' and will play games to practice together e.g. '*Simon says...*'

We will then sing: 'Stand Up, Sit Down' (Fun Kids English) - <https://www.youtube.com/watch?v=WsiRSWthV1k>.

7) Animals

We will revise the farm animals studied last year: *cow, pig, horse, duck, sheep* and *dog*. We will also revise the jungle/zoo animals seen in the past: *monkey, penguin, elephant, hippo, lion, giraffe* and *gorilla*. We will then explore the animals together (colour, number, movements they make) to practice things studied in previous lessons.

8) Opposites

Introduce the idea of opposites: '*big / small, fast / slow, please / no thank you, loud / quiet*' and practice together with gestures. Sing the interactive song: '*Open Shut Them*' (Super Simple Songs) - <https://www.youtube.com/watch?v=hXxHonmYz6c>. This new vocabulary will then be linked to the animals studied in the previous lesson.

9) Book: '*Goldilocks and the Three Bears*'

At the beginning of the lesson we will sing '*Open Shut Them*' again to remind the children of the opposites we studied together. We will then learn a few new opposites: *hot* and *cold, hard* and *soft* using flashcards / realia to prepare the children for reading '*Goldilocks and the Three Bears*'. Read the story together and encourage interaction particularly in relation to the names of the family members and the opposites.

10) Food: Fruit

The children will be reminded that one of the feelings we have learnt is '*hungry*', this will also be linked to last lesson's story . Introduce words for fruit: *apple, banana, orange, strawberry, plum, pear, watermelon* and *grapes*. Play games to practice e.g. '*I'm hungry!*' '*An apple?*' '*Yes, please. / No, thank you.*' This will revise *please* and *thank you* as seen when studying the opposites.

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

11) Food: 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*'. Games will then be played to practice the vocabulary e.g. bingo.

12) Book: 'The Very Hungry Caterpillar' by Eric Carle

This book will be read together to practice the numbers and foods we have studied together in previous lessons. While reading, the children will be encouraged to participate in counting and identifying foods.

13) 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.

14) Seasonal lesson: Winter

Remind the children that we have learnt the word: *cold* and that it's cold in winter. Introduce some winter clothing vocabulary: *coat, hat, scarf and gloves*. Play games to practice the new vocabulary using realia.

15) Seasonal lesson: Easter

The children will be introduced to Easter vocabulary: *bunny, eggs, basket, hunt*. Easter hunt activity around the room: children look for eggs / bunnies and put them in their basket. Practice counting the number / colours of eggs / bunnies found and whether they are big / small.

16) Seasonal lesson: Summer

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

**Girasoli (30 minute lessons)**

1) Meeting people and saying hello / goodbye

Remind the children 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. Introduce other things we can do when we want to say hello to someone: *fist bump, high five, hug, dance*.

Practice the new actions and sing: '*How do we say hello*' (The Kiboomers): <https://www.youtube.com/watch?v=p3XPRgf4qG4>

The song will be used to remind the children of the question: *'How are you today?'* that we studied last year and revise: *'good / great / wonderful / hungry / tired / not so good'*. The children practice asking and answering this question around the circle.

Introduce: *'What's your name?'*, *'My name is...'* and *'Nice to meet you!'* Practice and sing:

*'What's your name?'* (Finny the Shark): <https://www.youtube.com/watch?v=0kMUybkY3oc> then the children will be encouraged to ask and answer.

*'Can you say bye'* (The Kiboomers): <https://www.youtube.com/watch?v=E7BRrNU25IE> Sing at the end of each lesson to learn various ways to say goodbye to each other.

## 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*. Introduce new emotions through acting and flashcards: *happy, sad, angry* and *scared*. Practice the new vocabulary through TPR games.

Sing: *'Feelings and Emotions Song'* (Fun Kids English) - <https://www.youtube.com/watch?v=eMOnyPxw8> to practice the new vocabulary.

The children will then ask and answer: *'How are you today?'* and will be encouraged to respond using the new emotions learnt.

## 3) Food: Fruit

The children will be reminded that one of the feelings we have learnt is *'hungry'*. Words for fruit will be introduced: *apple, banana, orange, strawberry, plum, pear, watermelon* and *grapes*. Games to practice the vocabulary and the expressions: *'I'm hungry!'* *'An apple?'* *'Yes, please. / No, thank you.'* This will revise *please* and *thank you* as seen when studying the opposites last year.

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

## 4) Food: Vegetables

The children will be introduced to some vegetables: *tomato, potato, mushroom, carrots, peas, broccoli*. The new vocabulary will be practiced through TPR and memory games. We will also revise the fruits from last week. Revise the structure: *'I'm hungry....'* *'A / An....'* *'Yes, please. / No, thank you.'*



5) 'Do you like....?'

Remind the children of the fruit and vegetables studied during the last lessons. The children will discover new foods through the song: 'Do you like broccoli ice-cream?' (Super Simple Songs) - <https://www.youtube.com/watch?v=frN3nvhlHUK> and they will be introduced to the question structure: 'Do you like...?' and the short form answers: 'Yes, I do.' / 'No, I don't'. Games to practice asking and answering: 'Do you like...?'

6) Weather

Introduce the theme of weather: *sunny, rainy, cloudy* and *snowy*. Remind the children that last year they learnt: *hot* and *cold*.

Sing: 'How's the weather today?' (Super Simple Songs) - <https://www.youtube.com/watch?v=KBL5aXSJTIE>

Play games using images of seasonal items to match to the weather types: *umbrella, sunglasses, hat, scarf, gloves, coat, shorts* and *T-shirt*.

7) Clothes

Following on from the weather theme introduced last time, we will revise the clothing items previously studied and introduce some new items: '*shoes, jacket, jumper, trousers, skirt* and *dress*' using realia. Games to practice these new words. Sing: 'Put on Your Shoes' (Super Simple Songs) - [https://www.youtube.com/watch?v=-jBfb33\\_KHU](https://www.youtube.com/watch?v=-jBfb33_KHU) which introduces 'put on...' and 'hurry up'.

8) Toys

Introduce toys using images / realia: *ball, bear, block, car, dinosaur, doll, kite, plane, robot* and *train*. Games to practice these words.

Introduce the structures: '*What is it?*' and '*It's a...*' and practice together. The children will be encouraged to say if their friends are right or wrong.

Sing: 'What is it?' (Fun Kids English) - <https://www.youtube.com/watch?v=8-SWzpdcl6E>. The structure '*Do you like (+ toy)?*' can also be revised in the next lesson.

9) Movements

We will revise the movements studied together last year: *stand up / sit down / hands up / hands down, turn around, run, jump, hop*, and *stop* through games e.g. '*Simon says...*' Sing: 'Stand Up, Sit Down' (Fun Kids English) - <https://www.youtube.com/watch?v=WsiRSWthV1k>. This will prepare the children to talk about what animals can do in the next lesson.

#### 10) Animals

We will revise the farm animals studied in the past: *cow, pig, horse, duck, sheep* and *dog*. We will also revise some jungle/zoo animals seen in the past: *monkey, penguin, elephant, hippo, lion, giraffe* and *gorilla*. We will then explore the animals together (colour, number, movements they make) to practice things studied in previous lessons.

#### 11) Body and Movements

Revise the body parts learnt last year using the classic song '*Head, shoulders, knees and toes*' and introduce: *arms, fingers, tummy* and *chin*. Play 'Simon says...' game to practice. Revise the movements studied in the previous lesson and add: '*raise your arms, wiggle your fingers* and *touch your...*' Sing and dance to: '*Move!*' (Super Simple Songs) - <https://www.youtube.com/watch?v=VsgpUHUyUJl>.

#### 12) 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.

#### 13) Seasonal Lesson: Autumn

Introduce the idea of autumn to the children and ask them what things they can see during this season. Focus on: *apples, chestnuts, mushrooms, leaves, trees, sunny, rainy*. Practice the new autumn vocabulary through TPR and memory games.

#### 14) Seasonal Lesson: Winter

Revise relevant winter weather words: *cold* and *snowy* and winter clothing items: *hat, scarf, gloves* and *coat*. Introduce: *boots*. Practice and sing: '*Let's rock to get ready for winter*' (The Kiboomers) - [https://www.youtube.com/watch?v=W5qEf1y\\_28c](https://www.youtube.com/watch?v=W5qEf1y_28c)  
Play miming / realia games to practice using the vocabulary together and also to revise '*Put on your...*' seen in the clothing lesson.

#### 15) Seasonal Lesson: Valentine's Day

Activities to discover and practice some Valentine's Day vocabulary: *I love you, heart, family, kiss* and *hug*. During this lesson we can revise the family vocabulary studied last year and encourage the children to say: '*I love my (+ family member)*'. We will also play some games to practice the new vocabulary. Sing: '*If You Love Me and You Know It*' (The Kiboomers) - <https://www.youtube.com/watch?v=Gx6WkXsKf4M>

16) Seasonal activity: Easter

Ask the children what they can usually see around Easter time and elicit: *eggs, chocolate, bunnies, chicks, hunt*. Treasure hunt game to practice the Easter vocabulary. Sing: 'Boom Chicka Boom Easter' (The Learning Station) - <https://www.youtube.com/watch?v=sOVFn2oZXWE> as it's usually popular with the children.

17) Seasonal lesson: Summer

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