

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 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'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 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

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=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) Meet Winston!

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

3) Numbers 1 to 5

Winston 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

Winston introduces the primary colours to the children: *red*, *yellow* and *blue*. The children help Winston 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. Winston 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.

Sing: 'One, Two, Three!' (Bebefinn) - https://www.youtube.com/watch?v=ozDX0kkf8hM&list=RD0zDX0kkf8hM&start_radio=1

7) Book: 'Ten Little Fingers and Ten Little Toes' by Mem Fox and Helen Oxenbury

This book practices the numbers 1 to 10 introduced in earlier lessons and encourages the children to use their own fingers and toes to help them count.

8) Farm Animals

Winston 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. Winston 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=igdmtDbWsao&list=RDjgdmtdbWsao&start_radio=1

9) Zoo Animals

Winston introduces some zoo animal friends (*tiger, elephant, crocodile, monkey, giraffe, hippo*) using flashcards / 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 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 as some may know the story. 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.

11) Seasonal lesson: Winter (1) - Snowman

Winston 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=FcزqntFwb6k>

12) Seasonal lesson: Winter (2) Little Snowflake

Winston 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.

13) Seasonal lesson: Valentine's Day

Winston 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)

Winston 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)

Winston and his friend *bunny* play Easter themed games with the children with Easter eggs and their baby animal friends: *chick* and *lamb*.

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 Winston!

Introduce the children to Winston who will help us learn English together. Winston introduces himself and asks the children *'What's your name?'*

Winston encourages the children to say *'I'm...'* followed by their names. Winston will visit the children during our lessons to introduce new topics.

3) Numbers 1 to 5

Winston introduces the numbers 1 to 5 to the children. Play games to practice saying and recognising the numbers together.

Sing: 'I Can Count from 1 to 5' (123ABCtv) - <https://www.youtube.com/watch?v=RB6ZWWpykCs>

4) Numbers 6 to 10

Winston introduces the numbers 6 to 10 to children. Interactive games to practice the numbers together.

Sing: 'One, Two, Three!' (Bebefinn) - https://www.youtube.com/watch?v=ozDX0kkf8hM&list=RDzDX0kkf8hM&start_radio=1

5) Rainbow Colours

Winston introduces the rainbow colours, primary colours first followed by secondary colours. Students will be encouraged to find things around the classroom which are the same colour (touch and say). Play games to practice the colours.

Sing: 'Sing a Rainbow' song (Klaus Rausch) - <https://www.youtube.com/watch?v=bdLmCFpi6eM>

6) What's your favourite colour?

Winston tells the class his favourite colour. Winston asks the children what their favourite colour is, and the children are encouraged to answer using coloured objects to help them.

Sing: 'What's your favorite color?' (Super Simple Songs) - https://www.youtube.com/watch?v=zxlpA5nF_LY

7) Family Members

Winston introduces his friends the Shark family and the 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>

8) Farm Animals

Winston 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. Winston 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: *What's missing?* / *Who is it?*

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

9) 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. Winston reminds the children he is a *bear*. Winston 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.

10) Zoo Animals

Winston introduces some zoo animal friends (*tiger, elephant, crocodile, monkey, giraffe, hippo*) using flashcards / 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>

11) The Body: head, shoulders, knees and toes

Winston 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.

12) The Body: eyes, ears, mouth and nose

Winston introduces the second set of body parts: *eyes, ears, mouth* and *nose*. Felt face creation game to practice these features. 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.

13) Seasonal lesson: Winter

Winston introduces his friend *Snowman* and the winter clothing vocabulary: *hat*, *scarf* and *gloves* using realia then play games to practice.

Song: 'I'm a Little Snowman' (Super Simple Songs) - <https://www.youtube.com/watch?v=FcqntFwb6k>

14) Seasonal lesson: Valentine's Day

Winston 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>

15) Seasonal lesson: Easter

Winston 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 (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=BRjsyzbvgsc>

16) Seasonal lesson: Spring

Following on from the Easter lesson, Winston 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

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

18) 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

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 Songs) - <https://www.youtube.com/watch?v=zMdq9jSaNLg>

Introduce the goodbye song: *'Can You Say Bye'* (The Kiboomers) - <https://www.youtube.com/watch?v=E7BRrNU25IE> Sing with actions.

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

Students are introduced to the question: *'How are you today?'* and the responses: *'I'm....'* + *good / great / wonderful / tired / hungry / not so good.*

Group games and TPR activities to help them learn the new words: picture discovery / matching / miming.

Sing: *'Hello!'* (Super Simple Songs) - <https://www.youtube.com/watch?v=tVlckp3bWH8>

3) Family Members

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

Play games to practice the new vocabulary: *Who's missing?* / Family members memory. Students we will learn the phrase *'I love my family'*.

Sing: *'Family Members Song'* (English Tree TV) - https://www.youtube.com/watch?v=d_WQEw13TCQ

4) The Body

In stages, the children will revise 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: *Where is...? / Teacher says...*

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

5) The Hokey Cokey

The children will learn: *arm* and *leg* to build on their knowledge of the body parts studied last year. We will also introduce *right / left, in / out, shake* and *turn around*. Games to practice the new body parts and movements in preparation for the song.

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 in the past: *hop, skip, jump* and *stop*. The children will then be introduced to the instructions and actions: '*stand up / sit down / hands up / hands down / turn around / touch the ground*' and will play games to practice together e.g. '*Teacher says...*'
Sing: '*Stand Up, Sit Down*' (Fun Kids English) - <https://www.youtube.com/watch?v=WsiRSWthV1k>.

7) 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>.

8) Basic Shapes

Introduce basic shapes: *square, circle, triangle, rectangle* and *heart*. Play interactive games to find the shapes around the room and learn the new vocabulary. This lesson will also revise and practice the colours and *big / small* from earlier lessons. Students will be introduced to the structure: '*It's a... (+ colour + shape)*'.

Sing: '*I Like to Draw*' (Super Simple Songs) - https://www.youtube.com/watch?v=AIB6ZNqykXU&list=RDAIB6ZNqykXU&start_radio=1

9) Transport

Children will be introduced to transport methods: *car, bus, bike, train, aeroplane* and *rocket*. This lesson will also revise and practice *fast / slow* and *loud / quiet* from earlier lessons. Students will also learn to count backwards from 10 to 1.

Sing: '*Transportation Song*' (The Singing Walrus) - https://www.youtube.com/watch?v=Ut-HbauKzDw&list=RDUt-HbauKzDw&start_radio=1

10) Opposites (2)

Activities to practice the opposites vocabulary discovered in lesson 7 and revise the shapes and transport methods from lessons 8 and 9. The children will identify *big / small, fast / slow, loud / quiet* in relation to shapes, vehicles and other items to revise vocabulary studied. Students will be introduced to the structure: '*It's... (+ adjective)*'.

11) Toys

Introduce toys using realia / images: *ball, scooter, car, skipping rope, robot* and *dinosaur*. Games to practice these words: hide and seek / feel and guess etc. Introduce and practice 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: '*I Have a Toy*' (Noodle and Pals) - https://www.youtube.com/watch?v=KkB3jcqyQ5g&list=RDKkB3jcqyQ5g&start_radio=1

12) Seasonal lesson: Winter (1)

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.

Sing: 'Little Snowflake' (Super Simple Songs) - <https://www.youtube.com/watch?v=tbbKjDjMDok>

13) Seasonal lesson: Winter (2)

Students are reminded of the song from the previous lesson and say which winter character we saw in the song: *snowman*.

Play games with realia to build a snowman together and practice the vocabulary: *eyes*, *nose*, *hat*, *scarf* and *gloves*.

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

14) 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 and encourage the children to say: '*I love my (+ family member)*'. We will also play some games to practice the new vocabulary.

Sing: Sing: 'H-E-A-R-T' (The Kiboomers) - https://www.youtube.com/watch?v=kgAx_sQ0mqE&list=RDkgAx_sQ0mqE&start_radio=1

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.

Sing: 'Ten Bunnies' (The Kiboomers) - https://www.youtube.com/watch?v=Tyyh8rhwKQ8&list=RDtyyh8rhwKQ8&start_radio=1

16) Seasonal lesson: Summer

The children will be introduced to '*summer*'. Remind the children that we have learnt: *hot* and *cold*. 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

17) 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: 'Can you say bye' (The Kiboomers) - <https://www.youtube.com/watch?v=E7BRrNU25IE> 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*. 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=RDI4WNrvVjiTw&start_radio=1

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

3) Food: Fruit

The children will be reminded that one of the feelings 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, pear, pineapple* and *grapes*. Interactive games to practice the vocabulary.

4) 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.' This will revise *please* and *thank you* as seen when studying the opposites last year. Interactive activities to practice the new phrases.

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

5) 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*'. Interactive and tactile games will be played to practice the vocabulary e.g. bingo.

6) 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 actively participate through counting and TPR activities to identify the colours and foods using larger images.

7) Food: Vegetables

The children will be encouraged to remember the last food that the caterpillar ate in last week's story (a leaf). Introduce the children 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 from last week. Revise the structure: '*I'm hungry....*' '*A / An....*' '*Yes, please. / No, thank you.*'

8) '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=frN3nvhlHUK>

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

9) Weather

Introduce the theme of weather and revise the structure '*It's....*' + *sunny, rainy, cloudy* and *snowy*. 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=KBL5aXSJTIE>

10) Clothes

The children will be introduced to / revise the basic clothing items studied during the seasonal winter lesson: *hat, scarf, gloves, jacket*. They will then be introduced to some more essential clothing items: *T-shirt, trousers, shorts, skirt, dress, jumper and shoes*. Games to link the clothing items to the weather theme from last lesson and a 'fashion show' to practice these new clothing words.

Sing: 'Put on Your Shoes' (Super Simple Songs) - https://www.youtube.com/watch?v=-jBfb33_KHU which introduces '*put on...*' and '*hurry up*'.

11) 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. miming / 'Teacher says...' Sing: 'Stand Up, Sit Down' (Fun Kids English) - <https://www.youtube.com/watch?v=WsiRSWthV1k>.

12) 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 '*Where is your...?*' 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=VsgpUHUYuJI>.

13) Seasonal Lesson: Autumn

Introduce the idea of autumn to the children and ask them what things they can see during this season: *leaves (red, yellow, orange, brown), apples, pumpkins, chestnuts, mushrooms*. Link to the topic of 'weather': *It's sunny. / It's rainy. / It's windy*. etc. 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

14) Seasonal Lesson: Winter

Revise relevant winter weather phrases: *It's cold and It's snowy* and winter clothing items: *hat, scarf, gloves and coat*. Introduce: *boots*. 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

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 members 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: 'H-E-A-R-T' (The Kiboomers) - https://www.youtube.com/watch?v=kgAx_sQ0mqE&list=RDkgAx_sQ0mqE&start_radio=1

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: 'Ten Bunnies' (The Kiboomers) - https://www.youtube.com/watch?v=Tyyh8rhwkQ8&list=RDtyyh8rhwkQ8&start_radio=1

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: *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

18) 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.