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**MİLLİ EĞİTİM BAKANLIĞI**  
**Özel Öğretim Kurumları Genel Müdürlüğü**

**ÖZEL OKUL ÖNCESİ İNGİLİZCE**  
**ÖĞRETİM PROGRAMI**



2016

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## PRESCHOOL CURRICULUM INTRODUCTION

### 1.1. CHARACTERISTICS OF THIS PRESCHOOL CURRICULUM

This curriculum has been prepared for private preschools in accordance with the general goals of Turkish National Education as defined in the Basic Law of the National Education along with the Main Principles of Turkish National Education No. **1739**. It has been designed at three levels in three tables. The first level is for young learners who are between 36 and 48 months old, the second level is for young learners who are between 48 and 60 months old and third level is for young learners who are between 60 and 72 months old. There are themes, values, communicative objectives, suggested target vocabulary, suggested structures, method and techniques, materials and projects at all the levels.

The characteristics of this curriculum are as the following:

1. This curriculum especially aims to maintain and/ or develop the quality standards of preschool education.
2. This curriculum also aims to help young children with the development of autonomy and creativity.
3. This curriculum provides young children with a learning area which supports young children's healthy development of mind and body.
4. This curriculum helps young children to acquire skills for living together and love for traditional culture.
5. This curriculum encourages children to explore the environment with curiosity and it makes children respect nature.
6. This curriculum helps children to develop language skills for communication and problem solving.
7. This curriculum is rich in play-oriented integrated educational activities which young children can experience in daily lives and therefore, they can acquire communicative skills in their own environments. It means that learning process occurs not only in the classroom but also in their environments.
8. This curriculum provides children with both indoor and outdoor activities that have been organized and implemented by considering young children's interests and young children's physical and emotional development.

## **1.2. PRESCHOOL CHILDREN**

Children are eager to learn and they are active thinkers at these ages. They use their imagination and they tend to become competent and independent learners. They experience their surroundings through their senses in order to maximize their learning.

Preschool children are full of energy and they are very active. They should do physical activities for their overall health and well-being. Therefore, our curriculum provides a range of physical activities while they are learning the target language.

## **1.3. BASIC APPROACH OF THIS PRESCHOOL CURRICULUM**

This curriculum has been designed according to the Preschool Curriculum (2013 MEB Okul Öncesi Eğitim Programı). The communicative objectives and skills of this curriculum directly coincide with its objectives and skills.

### **a) Development of Cognitive Skills**

Young learners will develop their knowledge and understanding of the world by closely examining similarities/ differences, exploring child- centred themes, examining life patterns and changes (e.g. seasons, life cycles), etc. Young learners will develop their self-expression and imagination through music, dance, songs, craftworks, games, role-plays, stories, etc.

Let's have a close look at the general objectives and skills of these ages.

- Young learners can complete a geometric pattern or math pattern.
- Young learners can identify colours, shapes, numbers and quantity.
- Young learners can place numbers in the correct order such as from the smallest to the largest.
- Young learners compare objects based on size, shape, length, etc.

Let's have a closer look at the types of activities which can be done in the class.

- Teachers can ask young learners to count food items at snack time (e.g. six cookies, ten raisins, four carrots, etc.)
- Teachers can ask young learners to practice simple addition and subtraction using small toys and blocks.
- Teachers can ask young learners to create and use a number line.
- Teachers can ask young learners to play memory games by having students look at a row of 3 numerals then have them close their eyes and repeat the numbers they saw in the correct order.
- Teachers can ask young learners to name the shapes of blocks and other familiar objects.

- Teachers can ask students to arrange coloured blocks and manipulative things (e.g. play dough) into different patterns and shapes. Teachers have students name the resulting shapes (e.g. it's a square, a triangle, etc.)
- Teachers can ask young learners to create objects by cutting out shapes of paper.
- Teachers can ask young learners to jump forward and back or point to things that are far or nearby in a game.
- Teachers can ask young learners to listen to songs and do matching movements in order to reinforce the concepts such as “in”, “out”, “up” and “down”.

There are similar activities in our curriculum.

### **b) Development of Language and Communication Skills**

Young learners are keen to learn and they learn faster. It's quite common for young children not to produce anything during the initial stages or class sessions. This period of adjustment of children should not alarm teachers. Young learners need time to observe the new language and produce it naturally in their own time. They need constant repetition in the target language in a fun way. Therefore, we emphasize singing chants, songs, nursery rhymes and playing games in our school curriculum. They will learn the target language in natural environment. We have also designed our curriculum according to young learners' language abilities at these ages.

Young learners can develop these speaking skills:

- They can speak in complete sentences of four or more words in their native language.
- They can talk easily without stuttering or repeating words or syllables in their native language.
- They can say or sing familiar songs or nursery rhymes both in their native language and in the target language.
- They can correctly name colours, people, objects and make categories of objects both in their native language and in their target language.
- They can use most speech sounds. Language teachers should be aware of the fact that young learners cannot fully master these speech sounds: l, r, s, sh, h, y, v, z and th until they are seven or eight years old. However, young learners are very eager to produce new sounds that they will learn in the target language.
- They use appropriate verb tenses in their native language.
- They can use the pronouns “I”, “You” and “me” correctly both in their native language and in the target language.

The activities in our curriculum have been designed according to these abilities.

### **c) Development of Social and Emotional Skills**

Young learners will develop their social abilities to work in groups, play/ share with others, follow and accept rules, etc. Young learners should be encouraged to play and share with their peers. Young learners will develop their self- awareness, self – confidence, and mechanisms for coping with their feelings through group based activities. There are activities that must be done in pairs and groups. We emphasize the importance of working/ playing in pairs or groups in Values section in our curriculum.

### **d) Development of Motor Skills**

Young learners will develop their fine and gross motor skills through tracing, drawing, dancing, colouring-in, miming, playing games, etc. In our curriculum, activities are based on improving young learners' motor skills while they are learning a new language. This curriculum will especially develop listening, speaking and pre-reading and pre-writing skills of young children through art, music and movement (games, role-plays). The daily activities in this curriculum have been given as physical activities and non-physical activities. These can be individual activities as well as small group or large group activities. These activities can be done/ played indoors or outdoors. They can be child-initiated activities and teacher-initiated activities. In our curriculum, there are activities that reinforce these skills in the class sessions. Especially, playing games is the most important tool that will be helpful both in improving language skills and motor skills. We have also given activities of playing games in Projects section in the tables.

### **e) Development of Self-care Skills**

Young learners are keen on developing daily life skills and using tools. They can hold spoons, forks, soaps, shampoo and so on. Young learners need enough sleep every day and they should understand the importance of sleep. They can have a rest and listen to music or short stories. They should also develop good eating habits at these ages. They should consume healthy food and drinks. They should keep their environment tidy and clean. They should put on clothes according to the seasons. They should learn to do buttons and zip up. In this curriculum, there are activities that will help young learners to develop these skills while they are learning the target language.

## **1.4. GENERAL GOALS OF THIS CURRICULUM**

In accordance with this curriculum;

1. Young learners will be able to develop a positive attitude towards language learning by having a good time in class sessions.
2. Young learners will be able to be aware of the fact that target language is a different language. They will be able to recognize the similarities and differences between two languages.

3. Young learners will be able to familiarise with everyday language in English. They will be able to use simple daily expressions in the target language.
4. Young learners will be able to build their self-esteem and confidence in a new environment that is set through activities.
5. Young learners will be able to use English to communicate with their peers in provided settings through activities.
6. Young learners will be able to develop social, physical, intellectual, creative and emotional skills while they are doing activities in the class sessions.
7. Young learners will be able to enhance their listening and speaking skills in the target language.
8. Young learners will be able to enhance their vocabulary knowledge in the target language.
9. Young learners will be able to enjoy learning a new language in various games and activities.
10. Young learners will be able to use their imagination and thinking abilities effectively while they are doing activities such as drawing, colouring, playing games or role-playing.
11. Young learners will be able to express themselves by using simple words or structures in the target language.
12. Young learners will be able to work cooperatively and love playing games or role-playing in a team.
13. Young learners will be able to prepare for the primary education not only in English courses but also in other courses.
14. Young learners will be able to develop their pencil control and eye- hand coordination as they are doing activities such as tracing, drawing and colouring in class sessions.
15. Young learners will be able to observe, discover and identify features in the place they live and in the natural world around them while they're learning a new language.
16. Young learners will be able to use their innate love for stories, music, chants, songs, nursery rhymes and role-play and they will be able to use their innate love while they are listening to music, singing chants, songs, saying rhymes and role-playing through the activities.
17. Young learners will be able to explore and experiment with sounds, and develop their pronunciation and intonation in the target language.

### **1.5. IMPLEMENTATION OF THIS CURRICULUM**

Teachers will be able to motivate children in the class. It's the fact that young learners are naturally inquisitive, enthusiastic, and receptive to new input. They can be highly imaginative and they are very enthusiastic to learn new things. Children go through the most rapid phase of growth and development in early childhood period. Their brains develop faster than at any age in their lives.

Young learners are keen on listening and they are not afraid of making mistakes. As a consequence of this, young learners can easily develop good skills at pronunciation. It is important that teachers speak English clearly and at a normal pace in the class session.

Young learners have short attention spans. It means that they need a variety of activities to stay focused. Activities should be organized and presented in different ways to keep children alert and interested. If children get bored during the class session, they become very difficult to manage. Therefore, at this level, teachers should take their time and repeat activities until they feel children understand and have fun with the activities.

Young learners should be constantly encouraged and praised during a class session. Teachers should keep in mind that young children need constant reassurance. Teachers should walk around the class whenever children are carrying out an activity and monitor the activity. They mustn't over-emphasize children's mistakes or they mustn't emphasize grammar points. Teachers should never miss the point that children must develop a positive attitude towards language learning by having a good time and fun in class sessions.

## **1.6. ROLE OF THE PRESCHOOL LANGUAGE TEACHERS**

Teachers' influence on young learners cannot be underestimated. They play a vital role in young learners' education. They must be qualified for education of young learners.

Preschool language teachers should ...

- develop positive attitudes and language to young learners; they should be supportive in educational environment and they should be caring and loving towards young learners.
- promote creative thinking by asking various questions while presenting the educational activities.
- be keen on playing games and singing songs with young learners in educational environment as repetition is very important at early stages of language learning. Young learners do repetitions while playing games or singing songs.
- encourage parents to play games and sing songs with their children at home.
- create caring, respectful and nurturing environments where young children feel safe and ready to learn the target language.
- provide a well- planned and carefully organised classroom and outdoor environment for young children to practice the target language.
- make clear explanations of tasks to young children when they are about to start doing an activity.
- encourage young learners to use materials in a flexible and imaginative way.

- develop effective systems for planning, assessing and recording children's progress in the target language.
- be attentive to individual children's learning needs and abilities in the target language.
- see plays as a part of this curriculum. They shouldn't see them as a break from the curriculum or a reward for good behaviour.
- see young learners as capable and active participants in the delivery of this curriculum.
- partner with parents and use a collaborative approach to teaching the target language.

### **1.7. IMPORTANCE OF PLAY**

Playing games is the most important means of learning for preschool children. Young children are eager learners and they learn easily while they are playing games. Accordingly, they build self-confidence in their learning process. They participate in games with pleasure. Playing games is a necessary part of healthy child development. While they are playing games, they practice newly acquired skills easily. They also build relationships between their peers. Playing games gives young learners opportunities to be successful individuals while they're developing cooperative learning skills. That is not deniable that through the process of playing games, young learners learn to present their real or imaginary world by exploring, listening, speaking, drawing, painting, building blocks or role- playing.

There are two types of plays; one is children- initiated play in which children pursue their own interests and the other one is teacher-directed play in which teachers play the role of facilitator while they are playing.

In this curriculum, we prefer teacher- directed plays as teachers can extend activities and they can take the control of activities by helping and supporting children to carry out the outcomes of the curriculum. Teachers should design the environment to support children's needs and development.

These are the functions of play in the class:

1. Young learners can develop self-control.
2. Young learners can make sense of their surroundings.
3. Young learners can express personal thoughts and feelings.
4. Young learners can solve real problems when they encounter any.
5. Young learners can extend language skills.
6. Young learners can enhance brain and motor development.

## 1.8. METHODS AND TECHNIQUES

Teachers should apply activities that involve movement, miming, facial expressions and as many senses as possible into their lessons. Young learners like to move around, see, hear, smell and touch things. Therefore, they need to explore their surroundings.

Young learners love familiar things. They use similarities as the first step for understanding and getting accustomed to the new environment. Teachers should start teaching English with children's favourite songs, rhymes, stories or games that they are already accustomed to in their native language and teachers should repeat these songs, rhymes, stories or games constantly as long as children are actively engaged.

**Playing games** is maybe the most important tool in language teaching process for these age groups. They acquire the limited language while they are playing and having fun. The words they can acquire while playing are sent to the long term memory easily. Young learners love playing games and they can make rapid progress in target language while playing games.

The importance of **songs, rhymes and chants** should not be underestimated. Music is a powerful tool for language learning and young learners can acquire vocabulary very easily by the help of songs, rhymes and chants. Most children prefer doing actions while singing along. However, some children can have difficulty in coordinating both singing and doing actions such as **miming, gesturing and acting out**. The younger they are, the more difficulty they will have. However, if young learners act out along with singing the song, it means that they understand it.

**Story telling** is also another powerful teaching tool and it provides valuable cultural input. Stories encourage young learners to be creative and imaginative and advance skills such as prediction and guessing.

Young learners are very active and they love doing a variety of **arts and crafts**. As young learners' bodies are developing rapidly, teachers should provide opportunities for their pupils to develop their gross motor skills by doing arts and crafts in the class. However, art and crafts activities must be at children's skill level. Young learners will feel a great sense of accomplishment and pride when they have completed their tasks. They will also have used their fine motor coordination by drawing shapes, cutting patterns, colouring in pictures and drawing pictures.

Teaching English through **drama** to young learners will help children to have a positive attitude towards it for the rest of their lives. Acting and doing theatre activities help children of all ages focus on communication skills and concentrate their energies on creativity.

**Vocabulary** should be presented, practiced and recycled through the activities in accordance with this curriculum. Young learners need constant repetition to gain vocabulary.

## 1.9. MATERIALS

Teachers should use lots of pictures and real objects in the class as young learners need to see, hear, smell and touch things. They need to learn by ‘doing’, ‘smelling’, ‘seeing’ and ‘hearing’. Teachers should use pictures and realia such as classroom objects, fruits and vegetables, flowers, plants, clothes, stones, toys, etc. in class sessions.

## 1. 10. COMMUNICATIVE OBJECTIVES

The communicative objectives of this curriculum have been prepared as listening and speaking skills for young learners. All the communicative objectives are distributed in ten themes in accordance with the names of the themes. They are organized from simple to difficult according to young learners’ needs, interests and abilities.

The communicative objectives of this curriculum have been designed in the light of the theory of multiple intelligences. According to Howard Gardner’s Theory of Multiple Intelligences, there are eight types of intelligences.

**Musical Intelligence:** Young learners with musical intelligence listen to and play music; they move to the rhythm while they are humming and they can replicate the tunes they hear or they can create tunes themselves. They are sensitive to melody, rhythm and tone.

**Logical/ Mathematical Intelligence:** Young learners with mathematical intelligence enjoy working with numbers. They are curious about how things work. They are keen on asking many questions. They are passionate about collecting items and they keep track of their collections. They have the ability of handling chains of reasoning. They recognize patterns easily and order them.

**Interpersonal Intelligence:** Young learners with interpersonal intelligence tend to have many friends and negotiate between their friends. They are absolutely excellent team players. They work with their team partners easily and they get along with them and they interact with them.

**Intrapersonal Intelligence:** Young learners with intrapersonal intelligence can control their feelings and moods. They observe and listen to their environment eagerly. They are aware of their personal abilities. They do their best when they are working alone. They can understand their friends’ feelings and they can express their own feelings and opinions.

**Bodily/ Kinesthetic Intelligence:** Young learners with bodily/ kinesthetic intelligence are fond of playing sports and they are physically active. They usually use body language while they are speaking. They enjoy acting, dancing and doing movement activities. They tend to use the body to solve problems.

**Spatial Intelligence:** Young learners with spatial intelligence are good at art. They like doodling, painting, drawing and building with blocks. They also like doing puzzles and mazes. They

enjoy looking at maps. They can make out the differences or similarities between two pictures and they can understand the order of things. They tend to make new things. They can take things apart, for example toys, and then they can put them back together in a new creative way.

**Naturalist Intelligence:** Young learners with naturalist intelligence love nature. They enjoy observing plants and catching insects. They also enjoy collecting rocks. They can recognize and classify plants and animals.

**Verbal/ Linguistic Intelligence:** Young learners with verbal/ linguistic intelligence have a great deal of vocabulary and they can use the vocabulary properly. They order the words and give the correct meaning when they make sentences. They enjoy listening to stories. They like telling jokes and riddles.

### **1.11. THEMES**

The communicative objectives of this curriculum have been prepared as listening and speaking skills for young learners. All the communicative objectives are distributed in ten themes in accordance with the names of the themes. They are organized from simple to difficult according to young learners' needs, interests and abilities at these ages. The names of themes in this curriculum coincide with the general objectives of preschool curriculum.

### **1.12. VALUES**

Values are very important subjects at these age groups. Teachers should emphasize values and encourage young learners to experience these values in their daily lives. This learning process will last in their lifetimes. Therefore, teachers should be a good model to their young learners by presenting these values in class sessions. Young learners will be able to acquire values such as greeting and respecting their friends, being polite and behaving according to manners, appreciating nature, sharing toys with their friends, protecting and taking care of animals, keeping the classroom tidy and clean, respecting traditional clothes, appreciating art, etc.

### **1.13. ASSESSMENT AND EVALUATION INSTRUMENT (S)**

Preschool language teachers should evaluate young learners' learning process in the target language by using observation checklists, assigning them to do projects, observing young learners closely and taking notes while they are doing activities. Teachers should also involve parents with evaluation of young learners' learning process.

It's quite common for young learners not to produce anything during the initial stages or class sessions. This doesn't mean that young learners don't learn anything in class sessions. This period of

adjustment of young learners should not alarm preschool language teachers. They should bear in mind that young learners need time to observe the new language firstly and then they produce it naturally in their own time. Preschool language teachers shouldn't scare young learners with written tests or they shouldn't judge young learners by their mistakes. They should let young learners have fun in class sessions. Therefore, preschool language teachers should be patient with young learners' process in learning another language. Preschool language teachers can evaluate young learners' process in the target language by using observation checklists or observing and taking notes of good memories of young learners. Preschool language teachers also should encourage young learners to have portfolios and keep their own works such as arts and crafts, projects in their portfolios with the help of their parents. During the school year preschool language teachers can evaluate young learners' process through these portfolios. At the end of the school year, preschool language teachers exhibit young learners' works and then give them back their portfolios to keep them for the following years.

## **2. TABLE 1 FOR THE FIRST LEVEL**

**(Young learners between 36 and 48 months old)**

# **OKUL ÖNCESİ (36- 48 AYLIK ÇOCUKLAR İÇİN) İNGİLİZCE ÖĞRETİM PROGRAMI**

Young learners between 36 and 48 months old					
THEMES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 1 GREETING</p> <p>PROJECT *Playing with their toys and acting out a dialogue about greeting and introducing between their toys</p> <p>DOSSIER * Students start filling in the European Language Portfolio.</p> <p>VALUES *Greeting and respecting their friends</p>	<ul style="list-style-type: none"> <li>* Greeting</li> <li>* Meeting and introducing</li> <li>* Asking and answering questions about their names</li> <li>* Singing a nursery rhyme, a chant or a song</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and understand their friends' greeting and introducing expressions.</li> <li>* Students will be able to listen and identify the expressions about greeting, meeting and introducing.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to greet their friends.</li> <li>* Students will be able to join together in singing a nursery rhyme, a chant or a song.</li> <li>* Students will be able to say their names.</li> <li>* Students will be able to ask each other's names.</li> </ul>	<p>Afternoon Evening Good Hello Hi I Morning My Name You Your</p>	<ul style="list-style-type: none"> <li>- Hello!</li> <li>- Hi!</li> <li>- Good morning!</li> <li>- Good afternoon!</li> <li>- Good evening!</li> <li>- I am Jane. You?</li> <li>- What's your name?</li> <li>- My name's Will.</li> </ul>	<p>Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

Young learners between 36 and 48 months old					
THEMES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 2 NUMBERS</p> <p>PROJECT 1 * Playing hide and seek and counting from one to ten</p> <p>PROJECT 2 * Counting their ten toys such as marbles or blocks</p> <p>VALUES * Respecting others * Being polite and behaving according to manners</p>	<ul style="list-style-type: none"> <li>* Counting from one to ten</li> <li>* Asking for permission</li> <li>* Thanking</li> <li>* Taking instructions</li> <li>* Singing a chant, a nursery rhyme or a song about numbers</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and identify the numerals.</li> <li>* Students will be able to listen and understand the quantity of the objects and point/ draw/ stick the objects in their notebooks or books.</li> <li>* Students will be able to listen to a song about numbers and show the numbers which they hear by showing their fingers.</li> <li>* Students will be able to listen to instructions and do the actions accordingly.</li> <li>* Students will be able to listen and understand someone is thanking or asking for permission.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to count their fingers one by one.</li> <li>* Students will be able to count the objects and then match the numerals with the quantity of objects.</li> <li>* Students will be able to count their toys from one to ten.</li> <li>* Students will be able to sing a nursery rhyme, a chant or a song about numbers.</li> <li>* Students will be able to ask for permission.</li> <li>* Students will be able to thank.</li> </ul>	<p>One Two Three Four Five Six Seven Eight Nine Ten</p> <p>Balloon Ball Paint Count Finger</p>	<p>- One, two, three, four, five, six, seven, eight, nine, ten. - May/ Can I go to the toilet? - May/ Can I come in? - Thank you, sir/ Ma'am. - Count your fingers, balls, etc.</p>	<p>Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 36 and 48 months old**

THEMES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 3 COLOURS</p> <p>PROJECT *Painting a rainbow and then talking about the colours of the rainbow</p> <p>VALUES * Appreciating nature</p>	<ul style="list-style-type: none"> <li>* Naming colours</li> <li>* Talking about the colours of the things</li> <li>* Taking and following instructions</li> <li>* Singing a song about colours</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and identify the colours.</li> <li>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct colours.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to talk about the colours of the things nearby.</li> <li>* Students will be able to point and say the colours.</li> </ul>	<p>Pink Purple Red White Yellow Green Orange Black Blue Brown Colour Coloured Pencil Crayon Paint</p>	<ul style="list-style-type: none"> <li>- (It's) green.</li> <li>- Blue (pointing to the sky)</li> <li>- Yellow (pointing to the sun)</li> <li>- Green (pointing to the trees)</li> <li>- Pink ( pointing to a clothing item)</li> <li>- Brown (pointing to his/ her hair/ eyes)</li> <li>- White (pointing to a piece of paper)</li> <li>- Purple( pointing to a plum)</li> <li>- Orange (pointing to an orange)</li> <li>- Colour, please.</li> <li>- Paint, please.</li> <li>- (Take out your) crayons, please.</li> </ul>	<p>Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking&amp; answering Flashcards Giving instructions Playing games</p>

Young learners between 36 and 48 months old

THEMES	COMMUNICATIVE OBJECTIVES & SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 4 SHAPES</p> <p>PROJECT 1 * Playing with their play dough and making different shapes from their play dough</p> <p>PROJECT 2 * Making a picture or poster of a robot by using different shapes</p> <p>PROJECT 3 * Making a bridge by using three blocks</p> <p>VALUES * Sharing their toys or belongings with their friends</p>	<ul style="list-style-type: none"> <li>* Naming shapes</li> <li>* Recognizing the names of shapes</li> <li>* Taking and following instructions</li> <li>* Singing a chant, a song or a nursery rhyme about shapes</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and put the shapes in the correct order.</li> <li>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct shapes.</li> <li>* Students will be able to listen and do the actions accordingly.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to make a bridge with three blocks and talk about the shapes of the blocks.</li> <li>* Students will be able to name the shapes of the objects around them.</li> </ul>	<p>Circle Rectangle Square Triangle Star Oval Heart Diamond Bridge Block</p>	<ul style="list-style-type: none"> <li>- (It's) a circle.</li> <li>- (It's) a square.</li> <li>- (It's) a rectangle.</li> <li>- (It's) a triangle.</li> <li>- (It's) a star.</li> <li>- (It's) an oval.</li> <li>- (It's) a diamond.</li> <li>- (It's) a heart.</li> <li>- Draw a circle.</li> <li>- Trace the stars.</li> <li>- Draw a line.</li> <li>- Colour two squares.</li> <li>- Make a bridge.</li> </ul>	<p>Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

Young learners between 36 and 48 months old					
THEMES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 5 BODY PARTS</p> <p>PROJECT 1 * Conducting a hygiene day and role-playing</p> <p>PROJECT 2 * Playing with their toys and talking to their toys about body hygiene</p> <p>VALUES Taking care of body hygiene</p>	<p>*Naming body parts * Naming his/ her gender * Taking and following instructions * Giving suggestions * Singing a chant, a song, a nursery rhyme about body parts</p> <p><b>Listening skills:</b> * 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.</p> <p><b>Speaking skills:</b> * 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.</p>	<p>Shoulder Ear Eye Finger Hand Head Foot Knee Leg Mouth Nose Arm</p> <p>Boy Girl</p> <p>Clean Comb Flush Wash</p> <p>Touch Keep Raise Tidy</p> <p>Toilet</p>	<p>- (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.</p>	<p>Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 36 and 48 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES&amp; SKILLS</b>	<b>SUGGESTED TARGET VOCABULARY</b>	<b>SUGGESTED STRUCTURES</b>	<b>SUGGESTED MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p>THEME 6 FRUITS&amp; VEGETABLES</p> <p>PROJECT Bring in a basket full of fruits and vegetables and then talking about the fruits and vegetables in the basket</p> <p>VALUES *Sharing food with others *Respecting other cultures' eating habits</p>	<ul style="list-style-type: none"> <li>* Naming fruits and vegetables</li> <li>* Answering questions about fruits and vegetables</li> <li>* Expressing their feelings about fruits or vegetables</li> <li>* Listening to a short story about fruits or vegetables</li> <li>* Singing a nursery rhyme, a chant or a song about fruits or vegetables</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and choose/ trace/ colour/ cut out/ paste the fruits or vegetables they hear.</li> <li>* Students will be able to listen and put the fruits or vegetables in groups.</li> <li>* Students will be able to listen and put the fruits or vegetables in the correct order.</li> <li>* Students will be able to listen and find the absent fruit or vegetable in a row.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to name the fruits and vegetables.</li> <li>* Students will be able to answer questions about the fruits and vegetables in a basket or a picture.</li> <li>* Students will be able to express their feelings about fruits or vegetables.</li> </ul>	<p>Apple Banana Orange Pear Pineapple Watermelon Cherry</p> <p>Tomato Broccoli Carrot Potato Lemon</p>	<ul style="list-style-type: none"> <li>- (It is) a carrot.</li> <li>- What is this?</li> <li>- (It is) an apple.</li> <li>- (It is) an orange.</li> <li>- What are these?</li> <li>- (They're) oranges.</li> <li>- What colour is it? (pointing to a green apple)</li> <li>- (It's) green.</li> <li>- Yummy, yummy!</li> <li>- Yuck!</li> <li>- What colour are they? (pointing to the grapes)</li> <li>- (They are) purple.</li> <li>- How many?</li> <li>- Six (plums).</li> </ul>	<p>Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

Young learners between 36 and 48 months old					
THEMES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 7 CLOTHES</p> <p>PROJECT</p> <p>* Playing with their toys and dressing up them and then talking about their clothes</p> <p>VALUES</p> <p>* Taking care of their clothes</p> <p>* Respecting other cultures' clothes</p>	<p>* Naming clothes</p> <p>* Talking about clothes</p> <p>* Asking and answering questions about clothes</p> <p>* Listening to a picture story about clothes</p> <p>* Singing a nursery rhyme, a chant, a song about clothes</p> <p><b>Listening skills:</b></p> <p>* Students will be able to listen and find the pairs of clothes/ match the same clothes.</p> <p>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct clothes.</p> <p>* Students will be able to listen to a picture story about clothes and identify the clothes in the picture story.</p> <p><b>Speaking skills:</b></p> <p>* Students will be able to talk about their clothes.</p> <p>* Students will be able to ask and answer questions about the colours.</p> <p>* Students will be able to Join together in singing a nursery rhyme, a chant or a song about clothes.</p> <p>* Students will be able to ask and answer questions about the clothes (in a picture story, poster or flashcards).</p>	<p>T-shirt</p> <p>Shirt</p> <p>Shorts</p> <p>Cap</p> <p>Jeans</p> <p>Skirt</p> <p>Dress</p> <p>Coat</p> <p>Boots</p> <p>Gloves</p> <p>Cardigan</p> <p>Umbrella</p>	<p>- (It's) a T-shirt.</p> <p>- What is this?</p> <p>- (It's) a shirt.</p> <p>- What are these?</p> <p>- (They're) boots.</p> <p>- My coat. (It's) blue.</p> <p>- What colour are your shoes?</p> <p>- (They're) red.</p> <p>- What colour is your cardigan?</p> <p>- (It's) yellow.</p>	<p>Flashcards</p> <p>Posters</p> <p>Story cards</p> <p>Worksheet</p> <p>Audio materials</p> <p>Puppets</p> <p>Games</p> <p>Board games</p> <p>Real objects</p>	<p>Listening</p> <p>Matching</p> <p>Acting out</p> <p>Drawing</p> <p>Colouring</p> <p>Drama/ Miming</p> <p>Arts and crafts</p> <p>TPR</p> <p>Asking&amp; answering</p> <p>Flashcards</p> <p>Giving instructions</p> <p>Playing games</p>

Young learners between 36 and 48 months old					
THEMES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 8 ANIMALS</p> <p>PROJECT 1</p> <p>*Making an imaginary farm by using old materials and animal toys and then talking about the animals on the farm</p> <p>PROJECT 2</p> <p>* Visiting a farm and talking about animals</p> <p>VALUES</p> <p>*Protecting and taking care of animals</p>	<p>* Naming animals</p> <p>* Recognizing animals from their sounds</p> <p>* Talking about animals</p> <p>* Answering questions about animals</p> <p>* Singing a nursery rhyme, a chant or a song about animals</p> <p>* Listening to a picture story or a fable about animals</p> <p><b>Listening skills:</b></p> <p>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct animals.</p> <p>* Students will be able to listen and put the animals in groups.</p> <p>* Students will be able to listen to a fable or a picture story and point to the pictures of animals which they hear.</p> <p>* Students will be able to listen and order the animals' pictures which they hear the sounds of them.</p> <p><b>Speaking skills:</b></p> <p>* Students will be able to name the animals in a picture or on a farm.</p> <p>* Students will be able to join together in singing a nursery rhyme, a chant or a song about animals.</p> <p>* Students will be able to answer the questions about the animals in a picture or on a farm.</p>	<p>Cat</p> <p>Dog</p> <p>Horse</p> <p>Chicken</p> <p>Cow</p> <p>Goat</p> <p>Donkey</p> <p>Sheep</p>	<p>- What is this?</p> <p>- (It's) a cow.</p> <p>- What are these?</p> <p>- (They're) chickens.</p> <p>- How many?</p> <p>- Cats (pointing two cats in a picture.)</p> <p>- How many?</p> <p>- Three dogs (pointing three dogs in a picture)</p> <p>- (There is) a donkey. (pointing a donkey in a picture)</p> <p>- (There are) three goats. (pointing three goats in a picture)</p> <p>-(There are) five chickens. (pointing five chickens in a picture)</p> <p>- (There are) six sheep. (pointing six sheep in a picture)</p>	<p>Flashcards</p> <p>Posters</p> <p>Story cards</p> <p>Worksheet</p> <p>Audio materials</p> <p>Puppets</p> <p>Games</p> <p>Board games</p> <p>Real objects</p>	<p>Listening</p> <p>Matching</p> <p>Acting out</p> <p>Drawing</p> <p>Colouring</p> <p>Drama/ Miming</p> <p>Arts and crafts</p> <p>TPR</p> <p>Asking&amp; answering</p> <p>Flashcards</p> <p>Giving instructions</p> <p>Playing games</p>

Young learners between 36 and 48 months old					
THEMES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 9 VEHICLES</p> <p>PROJECT 1 *Making a paper plane or a paper boat and then talking about their paper planes or boats</p> <p>PROJECT 2 * Playing with toy cars, buses, trains in small groups and talk about their vehicles</p> <p>VALUES * Waiting for their turns in a line at the bus stop</p>	<p>* Naming vehicles * Talking about vehicles * Singing a nursery rhyme, a chant or a song about vehicles * Answering questions about vehicles</p> <p><b>Listening skills:</b> * Students will be able to listen and put the pictures of vehicles or toy vehicles into order. * Students will be able to listen and match the same vehicles. * Students will be able to listen and point to/ trace/ colour/ stick/ choose the correct vehicles.</p> <p><b>Speaking skills:</b> * Students will be able to show and name the vehicles. * Students will be able to answer the questions about the vehicles in a picture and then put them in groups. * Students will be able to do a jigsaw puzzle and then talk about the vehicles by pointing them.</p>	<p>Car Bus Train Boat Plane Lorry Bike Tricycle</p>	<p>- (This is) a bus. - (This is) a plane. It's fast. - (This is) a train. It's slow. - (This is) a car. It's small. - (There's) a bus It's big. - It's small. - It's big. - Line up. - What is this? - (It's) a boat. - What are these? - (They're) cars.</p>	<p>Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

Young learners between 36 and 48 months old					
THEMES	COMMUNICATIVE OBJECTIVES& SKILLS	SUGGESTED TARGET VOCABULARY	SUGGESTED STRUCTURES	SUGGESTED MATERIALS	METHODS AND TECHNIQUES
<p>THEME 10 FEELINGS</p> <p>PROJECT Making masks which express different feelings and then playing with them by role-playing</p> <p>VALUES  *Respecting others' feelings *Offering help</p>	<ul style="list-style-type: none"> <li>* Naming feelings</li> <li>* Expressing feelings</li> <li>* Singing a song about feelings</li> <li>* Listening to a picture story about feelings</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and match the opposite feelings.</li> <li>* Students will be able to listen and find the correct picture of feelings.</li> <li>* Students will be able to listen to a song or a picture story and imitate the feelings they hear.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to name feelings.</li> <li>* Students will be able to express their own feelings.</li> <li>* Students will be able to join together in singing a song about feelings.</li> </ul>	<p>Happy Angry Sad Hot Cold Hungry Thirsty Full Surprised Scared</p>	<ul style="list-style-type: none"> <li>- Happy. (pointing to a picture of a happy boy/ girl)</li> <li>- Sad. (pointing to a picture of a sad boy/ girl)</li> <li>- Surprised. (pointing to a picture of a surprised boy/ girl)</li> <li>- Scared. (pointing to a picture of a scared boy/ girl)</li> <li>- Hungry. (pointing to a picture of a hungry boy/ girl)</li> <li>- Thirsty. (pointing to a picture of a thirsty boy/ girl)</li> <li>- Hot. (pointing to a picture of a hot boy/ girl)</li> <li>- Cold. (pointing to a picture of a cold boy/ girl)</li> <li>- Angry. (pointing to a picture of an angry boy/ girl)</li> <li>- I'm happy.</li> <li>- I'm angry.</li> <li>- I'm sad.</li> <li>- I am surprised.</li> <li>- I am scared.</li> <li>- I'm hot.</li> <li>- I'm cold.</li> <li>- I am hungry.</li> <li>- I am thirsty.</li> <li>- I am full.</li> <li>- (S/he is) happy.</li> </ul>	<p>Flashcards Posters Story cards Worksheet Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

	COMMUNICATIVE OBJECTIVES	SUGGESTED STRUCTURES	PROJECTS
<b>THEME 1 GREETING</b>	1. Greeting 2. Meeting and introducing 3. Asking and answering questions about their names 4. Singing a nursery rhyme, a chant or a song	1. - Hello/Hi - Good morning/ afternoon/ evening 2. - Hello, I'm Jane. 3. - What's your name? - My name's Will.	<b>PROJECT</b> * Playing with their toys and acting out a dialogue about greeting and introducing between their toys
<b>THEME 2 NUMBERS</b>	5. Counting from one to ten 6. Asking for permission 7. Thanking 8. Taking instructions 9. Singing a chant, nursery rhyme or a song about numbers	5. - One, two, three, four, five, six, seven, eight, nine, ten. 6. May/ Can I go to the toilet? 7. Thank you, sir/ Ma'am. 8. - Count your fingers. - One, two, three, four, five, six, seven, eight, nine, ten.	<b>PROJECT 1</b> * Playing hide and seek and counting from one to ten  <b>PROJECT 2</b> * Counting their ten toys such as marbles or blocks
<b>THEME 3 COLOURS</b>	10. Naming colours 11. Talking about the colours of the things 12. Taking and following instructions 13. Singing a song about colours	10. - (It's) green. 11. - Yellow. (pointing to the sun) 12. Paint, please.	<b>PROJECT</b> *Painting a rainbow and then talking about the colours of the rainbow
<b>THEME 4 SHAPES</b>	14. Naming shapes 15. Recognizing the names of shapes 16. Taking and following instructions 17. Singing a chant, a song or a nursery rhyme about shapes	14. - (It's) a circle. 15 - (It's) a square. 16. - Draw a triangle.	<b>PROJECT 1</b> * Playing with their play dough and making different shapes from their play dough <b>PROJECT 2</b> * Making a picture or poster of a robot by using different shapes <b>PROJECT 3</b> * Making a bridge by using three blocks
<b>THEME 5 BODY PARTS</b>	18. Naming body parts 19. Naming his/ her gender 20. Taking and following instructions 21. Giving suggestions 22. Singing a chant, a song, a nursery rhyme about body parts	18. - My nose. 19. - I'm a girl/ boy. 20. - Touch your ears. 21. Let's wash our hands.	<b>PROJECT 1</b> * Conducting a hygiene day and role-playing  <b>PROJECT 2</b> * Playing with their toys and talking to their toys about body hygiene
<b>THEME 6</b>	23. Naming fruits and vegetables	23. - (It's) a carrot.	<b>PROJECT</b>

FRUITS& VEGETABLES	24. Answering questions about fruits and vegetables 25. Expressing their feeling about fruits or vegetables 26. Listening to a short story about fruits or vegetables 27. Singing a nursery rhyme, a chant or a song about fruits or vegetables	24. – What is this? - (It’s) an apple. – What colour is it? - (It’s) green. - How many? - Six.  25. – Yummy, yummy! - Yuck!	* Bring in a basket full of fruits and vegetables and then talking about the fruits and vegetables in the basket
THEME 7 CLOTHES	28. Naming clothes 29. Talking about clothes 30. Asking and answering questions about clothes 31. Listening to a short story or a fable about clothes 32. Singing a nursery rhyme, a chant, a song about clothes	28. – It’s a skirt. 29. – My coat. It’s blue. 30. – What colour are your shoes? - (They’re) red.	PROJECT * Playing with their toys and dressing up them and then talking about their clothes
THEME 8 ANIMALS	33. Naming the animals 34. Recognizing the animals from their sounds 35. Talking about animals 36. Answering questions about animals 37. Singing a nursery rhyme, a chant or a song about animals 38. Listening to a story or a fable about animals	33. – (This is) a cat. 34. – (It’s) a sheep. 35. – (They are) three goats. 36. – What are these? - (They’re) chickens. - How many? - Three dogs.	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
THEME 9 VEHICLES	39. Naming vehicles 40. Talking about vehicles 41. Singing a nursery rhyme, a chant or a song about vehicles 42. Answering questions about vehicles	39. – (This is) a bus. 40. – (It’s) slow. - (There are) three cars.  42. – What is this? - It’s a bus.	PROJECT 1  *Making a paper plane or a paper boat and then talking about their paper planes or boats  PROJECT 2 * Playing with toy cars, buses, trains in small groups and talk about their vehicles
THEME 10 FEELINGS	43. Naming feelings 44. Expressing feelings 45. Singing a song about feelings 46. Listening to a story about feelings	43. - Happy (pointing to a picture of a happy boy/ girl) 44. - I’m happy.	PROJECT * Making masks which express different feelings and then playing with them by role-playing

### **3. TABLE 2 FOR THE SECOND LEVEL**

**(Young learners between 48 and 60 months old)**

## **OKUL ÖNCESİ (48- 60 AYLIK ÇOCUKLAR İÇİN) İNGİLİZCE ÖĞRETİM PROGRAMI**

**Young learners between 48 and 60 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES</b>	<b>TARGET VOCABULARY</b>	<b>STRUCTURES</b>	<b>MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p>THEME 1 GREETING</p> <p>PROJECT * Making finger puppets and acting out a conversation about meeting and introducing between their finger puppets</p> <p>DOSSIER * Students start filling in the European Language Portfolio.</p> <p>VALUES * Respecting their friends</p>	<ul style="list-style-type: none"> <li>* Meeting</li> <li>* Greeting (friends)</li> <li>* Introducing themselves</li> <li>* Asking and answering questions</li> <li>* Singing a nursery rhyme, a chant or a song</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and identify the words relating to greeting and introducing.</li> <li>* Students will be able to listen and identify the person who introduces himself/ herself.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to greet and introduce themselves.</li> <li>* Students will be able to ask and answer questions about their names.</li> <li>* Students will be able to act out a dialogue about meeting, greeting and introducing themselves.</li> </ul>	<p>Hello Hi Morning Afternoon Evening Meet Nice Glad Lovely Too</p>	<ul style="list-style-type: none"> <li>- Hello!</li> <li>- Hi!</li> <li>- Good morning!</li> <li>- Good afternoon!</li> <li>- Good evening!</li> <li>- I am Kate.</li> <li>- What's your name?</li> <li>- My name's Jack.</li> <li>- Nice to meet you.</li> <li>- Glad to meet you.</li> <li>- Lovely to meet you.</li> <li>- Me too.</li> </ul>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 48 and 60 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES</b>	<b>TARGET VOCABULARY</b>	<b>STRUCTURES</b>	<b>MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p><b>THEME 2</b> <b>NUMBERS</b></p> <p><b>PROJECT</b></p> <p>*Playing with an abacus and counting the beads forwards or backwards</p> <p><b>VALUES</b></p> <p>* Respecting others' belongings * Taking responsibility</p>	<p>* Counting from one to twenty * Asking and answering questions about the quantity of objects * Asking for permission * Thanking * Responding to gratitude * Asking and answering questions about their ages * Singing a nursery rhyme, a chant or a song about numbers</p> <p><b>Listening skills:</b> * Students will be able to listen and match the numbers with the quantity of objects. * Students will be able to listen and match the same quantity of objects, etc. * Students will be able to listen and understand the quantity of the objects and point/ draw/ stick the objects in their notebooks or books.</p> <p><b>Speaking skills:</b> * Students will be able to count from one to twenty. * Students will be able to ask and answer questions about their ages in pairs or in small groups. * Students will be able to ask and answer questions about the quantity of objects. * Students will be able to thank and respond to gratitude. * Students will be able to join together in singing a song about numbers from one to twenty.</p>	<p>One Two Three Four Five Six Seven Eight Nine Ten Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty</p>	<p>- One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. - How old are you? - (I'm) four. - May/ Can I go to the toilet? - May/ Can I come in? - May/ Can I sit down? - Thank you. - Thanks. - You're welcome. - How many pencils? - Three (pencils). - How many? - (There are) eleven.</p>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 48 and 60 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 3 COLOURS</p> <p>PROJECT 1</p> <p>* Colouring a picture of flowers, animals, a garden, etc. and then pointing and talking about the colours of things in the picture</p> <p>PROJECT 2</p> <p>* Making a colour wheel chart and then playing with it and talking about the colours on it</p> <p>VALUES</p> <p>* Keeping the classroom tidy</p>	<p>* Naming colours</p> <p>* Talking about the colours of the objects nearby or something in nature</p> <p>* Giving and following instructions</p> <p>* Singing a nursery rhyme, a chant or a song about colours</p> <p>* Asking and answering questions about the colours of things</p> <p><b>Listening skills:</b></p> <p>* Students will be able to listen and name the colours of the objects.</p> <p>* Students will be able to listen and put the colours into the correct order.</p> <p>* Students will be able to listen and choose/ cut out/ paste the correct colours of the objects.</p> <p>* Students will be able to listen and do the actions accordingly.</p> <p><b>Speaking skills:</b></p> <p>* Students will be able to name the colours.</p> <p>* Students will be able to listen and sing a song about colours.</p> <p>* Students will be able to talk about the colours of the objects nearby.</p>	<p>Red</p> <p>Blue</p> <p>Green</p> <p>Yellow</p> <p>Pink</p> <p>Purple</p> <p>Orange</p> <p>Brown</p> <p>Black</p> <p>White</p>	<p>- (This is) pink.</p> <p>- (It's) yellow.(pointing to the sun)</p> <p>- (It's) blue. (pointing to the sea or sky)</p> <p>- (They're) green. (pointing to the trees)</p> <p>- What colour is your ball?</p> <p>- (It's) blue.</p> <p>- Take out your coloured pencils/ crayons.</p> <p>- Draw a circle.</p> <p>- Colour the flower in pink, red, etc.</p> <p>- Colour the trees in green.</p> <p>- Put your crayons/ coloured pencils away.</p>	<p>Flashcards</p> <p>Posters</p> <p>Story cards</p> <p>Worksheets</p> <p>Audio materials</p> <p>Puppets</p> <p>Games</p> <p>Board games</p> <p>Real objects</p>	<p>Listening</p> <p>Matching</p> <p>Acting out</p> <p>Drawing</p> <p>Colouring</p> <p>Drama/ Miming</p> <p>Arts and crafts</p> <p>TPR</p> <p>Asking &amp; answering</p> <p>Flashcards</p> <p>Giving instructions</p> <p>Playing games</p>

**Young learners between 48 and 60 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES</b>	<b>TARGET VOCABULARY</b>	<b>STRUCTURES</b>	<b>MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p>THEME 4 SHAPES</p> <p>PROJECT</p> <p>*Making a tower with ten blocks and pointing and talking about the shapes of the blocks</p> <p>VALUES</p> <p>*Appreciating art</p>	<ul style="list-style-type: none"> <li>* Naming shapes</li> <li>* Identifying the shapes of things around them</li> <li>* Taking and following instructions about shapes</li> <li>* Singing a chant, a song or a nursery rhyme about shapes</li> <li>* Talking about shapes</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and put the shapes in order.</li> <li>* Students will be able to listen and point to the shapes they hear.</li> <li>* Students will be able to listen and do the actions accordingly.</li> <li>* Students will be able to listen and choose/ trace/ colour/ cut out/ paste the correct shapes.</li> <li>* Students will be able to listen and put the pictures in groups by their shapes.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to group the blocks according to their shapes or colours and then point to them and talk about their shapes.</li> <li>* Students will be able to look, find the absent shape/s in a row and then talk about the shapes.</li> <li>* Students will be able to join together in singing a song shapes.</li> </ul>	<p>Circle Rectangle Square Triangle Star Oval Heart Diamond</p> <p>Tower Block</p>	<ul style="list-style-type: none"> <li>- (This is) a rectangle.</li> <li>- (It's) a circle.</li> <li>- (It's) a square.</li> <li>- (It's) a rectangle.</li> <li>- (It's) a triangle.</li> <li>- (It's) a star.</li> <li>- (It's) an oval.</li> <li>- (It's) a diamond.</li> <li>- (It's) a heart.</li> <li>- Draw a circle.</li> <li>- Trace the stars.</li> <li>- Draw a line.</li> <li>- Colour in two squares.</li> <li>- There's a square.</li> <li>- There are two squares.</li> <li>- There are three ovals.</li> <li>- Make a tower.</li> </ul>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 48 and 60 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES</b>	<b>TARGET VOCABULARY</b>	<b>STRUCTURES</b>	<b>MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p><b>THEME 5</b> <b>BODY PARTS</b></p> <p><b>PROJECT 1</b> * Doing a jigsaw puzzle ( consists of 10- 25 parts) about body parts and talking about the body parts</p> <p><b>PROJECT 2</b> * Playing “Simon says”</p> <p><b>VALUES</b> * Keeping the classroom tidy and clean</p>	<ul style="list-style-type: none"> <li>* Naming his/ her gender</li> <li>* Naming the body parts</li> <li>* Taking and following instructions</li> <li>* Listening to a story or a fable</li> <li>* Singing a chant, a song or a nursery rhyme about body parts</li> <li>* Talking about their body parts</li> <li>* Giving instructions</li> <li>* Using gestures and understanding someone’s gestures</li> </ul> <p><b>Listening skills:</b> * Students will be able to listen and choose/ trace/ colour/ cut out/ paste the correct body parts. * Students will be able to listen and do the actions accordingly. * Students will be able to listen to a song about body parts.</p> <p><b>Speaking skills:</b> * Students will be able to draw a picture of a boy or a girl which consists of six body parts and then point and talk about the body parts. * Students will be able to say their gender. * Students will be able to join together in singing a song about body parts.</p>	<p>Head Shoulder Arm Leg Foot Chin Knee Hand Eye Ear Mouth Nose</p>	<ul style="list-style-type: none"> <li>- I am a girl.</li> <li>- I am a boy.</li> <li>- (This is) my head.</li> <li>- (These are) my eyes.</li> <li>- Snap your fingers.</li> <li>- Stamp your feet.</li> <li>- Give me a five.</li> <li>- Touch your nose.</li> <li>- Bend your knees.</li> <li>- Hold your hands.</li> <li>- Close your eyes.</li> <li>- Blink your eyes.</li> <li>- Close your mouth.</li> <li>- (It’s) my nose.</li> <li>- (They’re) my hands.</li> <li>- Touch your ears.</li> <li>- Clap your hands.</li> <li>- Raise your hand.</li> <li>- Nod your head.</li> <li>(YES)</li> <li>- Shake your head.</li> <li>(NO)</li> <li>- Brush your teeth.</li> <li>- Flush the toilet.</li> <li>- Wash your hands.</li> </ul>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 48 and 60 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 6 FRUITS &amp; VEGETABLES</p> <p>PROJECT 1</p> <p>* Making a paper fortune teller which has fruits or vegetables instead of fortunes and playing with it in groups</p> <p>PROJECT 2</p> <p>* Making fruits and vegetables by using coloured play dough and then talking about their fruits or vegetables</p> <p>VALUES</p> <p>* Sharing with others</p> <p>* Eating healthy food</p>	<p>* Recognizing the names of the fruits and vegetables.</p> <p>* Naming fruits and vegetables</p> <p>* Talking about fruits and vegetables</p> <p>* Answering questions about fruits and vegetables</p> <p>* Listening to a picture story or a fable about fruits and vegetables</p> <p>* Singing a chant, a song or a nursery rhyme about fruits and vegetables</p> <p>* Taking and following instructions</p> <p>* Giving and taking advice</p> <p>* Expressing feelings about fruits and vegetables</p> <p><b>Listening skills:</b></p> <p>* Students will be able to listen and put the fruits and vegetables into groups.</p> <p>* Students will be able to listen and do the actions accordingly.</p> <p>* Students will be able to listen and choose/ trace/ colour/ cut out/ paste the correct fruits or vegetables.</p> <p>* Students will be able to listen and put the fruits and vegetables in order.</p> <p><b>Speaking skills:</b></p> <p>* Students will be able to do a jigsaw puzzle which consists of 4-10 parts and point to the fruits or vegetables on the puzzle and then talk about the fruits and vegetables on the puzzle.</p> <p>* Students will be able to look and find the halves of the fruits or vegetables and then name them.</p> <p>* Students will be able to describe the fruits or vegetables (e.g. it's green, etc.) and then group them.</p> <p>* Students will be able to express their feelings about fruits and vegetables.</p> <p>* Students will be able to give and take advice about fruits and vegetables.</p>	<p>Plum</p> <p>Orange</p> <p>Watermelon</p> <p>Strawberry</p> <p>Banana</p> <p>Apple</p> <p>Pear</p> <p>Grapes</p> <p>Cucumber</p> <p>Eggplant</p> <p>Lettuce</p> <p>Broccoli</p> <p>Pepper</p> <p>Corn</p> <p>Mushroom</p> <p>Potato</p> <p>Tomato</p> <p>Onion</p> <p>Lemon</p>	<p>- (It's) an orange.</p> <p>- (They're) strawberries.</p> <p>- What is this?</p> <p>- It's a plum.</p> <p>- What are these?</p> <p>- They are grapes.</p> <p>- (There are) five potatoes.</p> <p>- Give me the banana(s).</p> <p>- Bite the apple.</p> <p>- Show me the pear(s).</p> <p>- Yummy, yummy!</p> <p>- Yuck!</p> <p>- Wash the fruits.</p> <p>- Wash the cucumbers.</p> <p>- Eat a tomato.</p> <p>- (There are) five apples.</p>	<p>Flashcards</p> <p>Posters</p> <p>Story cards</p> <p>Worksheets</p> <p>Audio materials</p> <p>Puppets</p> <p>Games</p> <p>Board games</p> <p>Real objects</p>	<p>Listening</p> <p>Matching</p> <p>Acting out</p> <p>Drawing</p> <p>Colouring</p> <p>Drama/ Miming</p> <p>Arts and crafts</p> <p>TPR</p> <p>Asking &amp; answering</p> <p>Flashcards</p> <p>Giving instructions</p> <p>Playing games</p>

Young learners between 48 and 60 months old					
THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 7 CLOTHES</p> <p>PROJECT * Bringing in their favourite clothes and talking about them</p> <p>VALUES * Respecting traditional clothes</p>	<ul style="list-style-type: none"> <li>* Naming clothes</li> <li>* Taking and following instructions</li> <li>* Answering questions about clothes</li> <li>* Talking about clothes</li> <li>* Singing a chant, a song or a nursery rhyme about clothes</li> <li>* Giving opinions about clothes</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and find the correct clothes.</li> <li>* Students will be able to listen and answer the questions about the clothes.</li> <li>* Students will be able to listen and do the actions accordingly.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to talk about the clothes in a picture.</li> <li>* Students will be able to join together in singing a song about clothes.</li> <li>* Students will be able to give their opinions.</li> <li>* Students will be able to talk about their belongings.</li> </ul>	<p>T-shirt Dress Shirt Skirt Sweatshirt Jumper Coat</p> <p>Socks Shoes Shorts Pyjamas Jeans Trousers</p> <p>Umbrella Hat Scarf</p> <p>Lovely</p>	<p>- (This is) a scarf. - Put on your coat. - Put off your coat. - What is this? - It's a dress. - What colour is it? - It's pink. - There are two T-shirts. - (There is) a coat. - What are these? - (They're) pyjamas. - (It's) lovely. - (They're) lovely.</p>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 48 and 60 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES</b>	<b>TARGET VOCABULARY</b>	<b>STRUCTURES</b>	<b>MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p>THEME 8 ANIMALS</p> <p>PROJECT *Playing with toy animals and asking and answering questions about them</p> <p>VALUES * Taking care of animals * Protecting animals</p>	<ul style="list-style-type: none"> <li>* Naming animals</li> <li>* Describe animals by their colours and sizes</li> <li>* Answering questions about animals</li> <li>* Talking about animals</li> <li>* Listening to a picture story or a fable about animals</li> <li>* Singing a chant, a song or a nursery rhyme about animals</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen to the sounds of the animals and find the absent animals and trace and colour it later on.</li> <li>* Students will be able to listen and number the animals.</li> <li>* Students will be able to listen and choose/ trace/ colour/ cut out/ paste the correct animals.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to match the halves of animals' pictures and then name the animal.</li> <li>* Students will be able to make up a story or a fable by pointing to the pictures of animals.</li> <li>* Students will be able to answer the questions about animals which they have just seen the pictures of them.</li> <li>* Students will be able to talk about animals.</li> <li>* Students will be able to describe animals by their colours and sizes.</li> </ul>	<p>Turtle Dolphin Rhino Horse Monkey Bird Chicken Kangaroo Penguin Elephant Cow Horse Donkey Lion Tiger Rooster Snake Sheep Hippo</p>	<ul style="list-style-type: none"> <li>- (It's) a monkey.</li> <li>- (They're) rhinos.</li> <li>- What is this?</li> <li>- (It's) a giraffe. (pointing to a giraffe)</li> <li>- What are these? (pointing to the penguins)</li> <li>- (They're) white and black. (They're) small.</li> <li>- (This is) an elephant. It's big. (It's) grey. (pointing to an elephant)</li> <li>- (This is) an ant. (It's) small.(pointing to an ant)</li> <li>- There are two zebras.</li> </ul>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

Young learners between 48 and 60 months old					
THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 9 VEHICLES</p> <p>PROJECT 1 * Making a poster of traffic lights</p> <p>PROJECT 2  * Making a paper plane and a paper boat and talking about their paper vehicles</p> <p>VALUES  * Respecting traffic rules and obeying traffic rules</p>	<p>* Naming vehicles</p> <p>* Asking and answering questions about vehicles</p> <p>* Describing vehicles by their colours and sizes</p> <p>* Talking about vehicles</p> <p>* Singing a chant, a song or a nursery rhyme about vehicles</p> <p>* Taking and giving instructions</p> <p><b>Listening skills:</b></p> <p>* Students will be able to listen and choose/ trace/ colour/ cut out/ paste the correct vehicles.</p> <p>* Students will be able to listen and put the vehicles in order.</p> <p>* Students will be able to listen and do the actions accordingly.</p> <p><b>Speaking skills:</b></p> <p>* Students will be able to talk about vehicles.</p> <p>* Students will be able to ask and answer questions about vehicles.</p> <p>* Students will be able to describe vehicles by their sizes and colours.</p> <p>* Students will be able to join together in singing a song about vehicles or traffic rules.</p>	<p>Car</p> <p>Bus</p> <p>Taxi</p> <p>Train</p> <p>Boat</p> <p>Plane</p> <p>Truck</p> <p>Traffic lights</p> <p> </p> <p>Get</p> <p>Go</p> <p>Stop</p> <p>Wait</p> <p>Walk</p>	<p>- This is a car.</p> <p>- What is this?</p> <p>- It's a train. (It's) long. (It's) green.</p> <p>- What colour is the bus?</p> <p>- It's red. It's big.</p> <p>- The plane is big. (It's) white.</p> <p>- The taxi is small. (It's) yellow.</p> <p>- (There are) four cars.</p> <p>- (There are) two buses.</p> <p>- Get ready!</p> <p>- Go!</p> <p>- Stop!</p> <p>- Wait!</p> <p>- Walk!</p>	<p>Flashcards</p> <p>Posters</p> <p>Story cards</p> <p>Worksheets</p> <p>Audio materials</p> <p>Puppets</p> <p>Games</p> <p>Board games</p> <p>Real objects</p>	<p>Listening</p> <p>Matching</p> <p>Acting out</p> <p>Drawing</p> <p>Colouring</p> <p>Drama/ Miming</p> <p>Arts and crafts</p> <p>TPR</p> <p>Asking&amp; answering</p> <p>Flashcards</p> <p>Giving instructions</p> <p>Playing games</p>

**Young learners between 48 and 60 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 10 FEELINGS</p> <p>PROJECT</p> <p>* Playing with stickers which has emojis and pointing to them and talking about feelings</p> <p>VALUES</p> <p>*Respecting others' feelings *Offering help</p>	<ul style="list-style-type: none"> <li>* Expressing feelings</li> <li>* Asking and answering questions about someone's feelings</li> <li>* Listening to a story about feelings</li> <li>* Singing a chant, a song or a nursery rhyme about feelings</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and match the opposite feelings.</li> <li>* Students will be able to listen and find the correct pictures of feelings.</li> <li>* Students will be able to listen to a song or a picture story and imitate the feelings.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to express their own feelings.</li> <li>* Students will be able to ask and answer questions about someone's feelings.</li> <li>* Students will be able to say the opposites of feelings.</li> <li>* Students will be able to join together in singing a song about feelings.</li> </ul>	<p>Happy Angry Sad Hot Cold Hungry Thirsty Full Surprised Scared</p>	<ul style="list-style-type: none"> <li>- I'm happy.</li> <li>- I'm angry.</li> <li>- I'm sad.</li> <li>- You're happy.</li> <li>- Are you happy?</li> <li>- Yes, I am.</li> <li>- Are you sad?</li> <li>- No, I am not.</li> <li>- I'm hot.</li> <li>- I'm cold.</li> <li>- She's hungry.</li> <li>- He's thirsty.</li> <li>- We're full.</li> <li>- I am surprised.</li> <li>- I am scared.</li> </ul>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking&amp; answering Flashcards Giving instructions Playing games</p>

	COMMUNICATIVE OBJECTIVES	SUGGESTED STRUCTURES	PROJECTS
THEME 1 GREETING	1. Meeting 2. Greeting (friends) 3. Introducing themselves 4. Asking and answering questions 5. Singing a nursery rhyme, a chant or a song	1. - Hello/ Hi! 2. Good morning/ afternoon/ evening! 3. – I am Kate. 4. – What’s your name? - My name’s Jack.	<b>PROJECT</b>  *Making finger puppets and acting out a conversation about meeting and introducing between their finger puppets
THEME 2 NUMBERS	6. Counting from one to twenty 7. Asking and answering questions about the quantity of objects 8. Asking for permission 9. Thanking 10. Responding to gratitude 11. Asking and answering questions about their ages 12. Singing a nursery rhyme, a chant or a song about numbers	6. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. 7. – How many pencils? - Three pencils. 8. – May/ Can I go to the toilet? 9. – Thank you. / Thanks. 10. – You’re welcome. 11. – How old are you? - I’m four.	<b>PROJECT</b>  *Playing with an abacus and counting the beads forwards or backwards
THEME 3 COLOURS	13. Naming colours 14. Talking about the colours of the objects nearby or something in nature 15. Giving and following instructions 16. Singing a nursery rhyme, a chant or a song about colours 17. Asking and answering questions about the colours of things	13. - (This is) is pink. 14. – (They’re) green. (pointing to the trees) 15. - Take out your coloured pencils/ crayons. - Colour the flowers in pink/ red, etc. 17. – What colour is your ball? - (It’s) blue.	<b>PROJECT 1</b> * Painting a picture ( e.g. of flowers, animals, a garden, etc.) and then pointing and talking about the colours of things in the picture  <b>PROJECT 2</b> *Making a colour wheel chart and then playing with it and talking about the colours on it
THEME 4 SHAPES	18. Naming shapes. 19. Identifying the shapes of things around them	18. – (This is) a rectangle. 19. – (It’s) a square.	<b>PROJECT</b>

	<p>20. Taking and following instructions about shapes  21. Singing a chant, a song or a nursery rhyme about shapes  22. Talking about shapes</p>	<p>20. - Draw a circle.  22. - (There are) three ovals.</p>	<p>* Making a tower with ten blocks and pointing and talking about the shapes of the blocks</p>
<p><b>THEME 5  BODY PARTS</b></p>	<p>23. Naming his/ her gender  24. Naming the body parts  25. Taking and following instructions  26. Listening to a story or a fable  27. Singing a chant, a song or a nursery rhyme about body parts  28. Talking about their body parts  29. Giving instructions  30. Using gestures and understanding someone's gestures</p>	<p>23. - I'm a girl/ boy.  24. - (This is) my head.  - (These are) my eyes.  25. - Clap your hands.  - Snap your fingers.  28. - (It's) my hair.  - (They're) my hands.  29. - Close your eyes.  30. - Nod your head. (YES)  - Shake your head. (NO)</p>	<p><b>PROJECT 1</b>  * Doing a jigsaw puzzle ( consists of 10- 25 parts) about body parts and talking about the body parts  <b>PROJECT 2</b>  * Playing "Simon says"</p>
<p><b>THEME 6  FRUITS&amp;  VEGETABLES</b></p>	<p>31. Naming fruits and vegetables  32. Talking about fruits and vegetables  33. Answering questions about fruits and vegetables  34. Listening to a picture story or a fable about fruits and vegetables  35. Singing a chant, a song or a nursery rhyme about fruits and vegetables  36. Taking and following instructions  37. Giving and taking advice  38. Expressing feelings about fruits and vegetables</p>	<p>31. - (It's) an orange.  - (They're) strawberries.  32. - There are five potatoes.  34. - What is this?  - (It's) a plum.  - What are these?  - (They're grapes.)  36. - Bite the apple.  37. - Wash the cucumbers.  38. - Yummy, yummy!  - Yuck!</p>	<p><b>PROJECT 1</b>  * Making a paper fortune teller which has fruits or vegetables instead of fortunes and playing with it in groups    <b>PROJECT 2</b>  * Making fruits and vegetables by using coloured play dough and then talking about their fruits or vegetables</p>
<p><b>THEME 7  CLOTHES</b></p>	<p>39. Naming clothes  40. Taking and following instructions  41. Answering questions about clothes  42. Talking about clothes  43. Singing a chant, a song or a nursery rhyme about clothes  44. Giving opinions about clothes</p>	<p>39. - (This is) a scarf.  40. - Put on your coat.  - Put off your coat.  41. - What is this?  - (It's) a dress.  42. - (There are) two T-shirts.  44. - (It's) lovely.  - (They're) lovely.</p>	<p><b>PROJECT</b>  * Bringing in their favourite clothes and talking about them</p>

THEME 8 ANIMALS	45. Naming animals 46. Describe animals by their colours and sizes 47. Answering questions about animals 48. Talking about animals 49. Listening to a picture story or a fable about animals 50. Singing a chant, a song or a nursery rhyme about animals	45. – (It’s) a monkey. - (They’re) rhinos. 46. – (They’re) white and black. (They’re) small. 47. – What is this? - (It’s) a giraffe. 48. (There are) two zebras.	PROJECT * Playing with the toy animals and asking and answering questions about the animals
THEME 9 VEHICLES	51. Naming vehicles 52. Asking and answering questions about vehicles 53. Describing vehicles by sizes and colours 54. Talking about vehicles 55. Singing a chant, a song or a nursery rhyme about vehicles 56. Taking and giving instructions	51. – (This is) a car. 52. – What is this? - (It’s) a train. 53. – The taxi is small. It’s yellow. - The train is long. It’s green. 54. – (There are) two buses. 56. – Get ready! - Go!	PROJECT 1 * Making a poster of traffic lights  PROJECT 2 * Making a paper plane and a paper boat and talking about their paper vehicles  VALUES: * Respecting traffic rules and obeying traffic rules
THEME 10 FEELINGS	57. Expressing feelings 58. Asking and answering questions about someone’s feelings 59. Listening to a story about feelings 60. Singing a chant, a song or a nursery rhyme about feelings	57. – I’m happy. 58. – Are you happy? - Yes, I am.	PROJECT * Playing with stickers which has emojis and pointing to them and talking about feelings

#### **4. TABLE 3 FOR THE THIRD LEVEL**

**(Young learners between 60 and 72 months old)**

## **OKUL ÖNCESİ (60- 72 AYLIK ÇOCUKLAR İÇİN) İNGİLİZCE ÖĞRETİM PROGRAMI**

**Young learners between 60 and 72 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES</b>	<b>TARGET VOCABULARY</b>	<b>STRUCTURES</b>	<b>MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p>THEME 1 FAMILY PROJECT</p> <p>* Making a family tree and introducing family members in the family</p> <p>DOSSIER * Students start filling in the European Language Portfolio.</p> <p>VALUES * Respecting their friends * Playing/ working in a team</p> <p>ATATÜRK * Respecting Atatürk * Talking about Atatürk's family members</p>	<p>* Meeting * Greeting (friends) * Introducing themselves and their family members * Asking and answering questions about meeting, greeting and introducing * Naming family members * Identifying someone's family members * Talking about family members * Asking and answering questions about family members * Singing a nursery rhyme, a chant or a song about family members</p> <p><b>Listening skills:</b> * Students will be able to listen and identify the family members in a picture. * Students will be able to listen to a picture story and then point to the pictures and recognize the family members. * Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct family members. * Students will be able to listen to a fable or a short story and point to the pictures of the family members.</p> <p><b>Speaking skills:</b> * Students will be able to greet, introduce themselves and their family members. * Students will be able to talk about the family members in a picture or a picture story. * Students will be able to introduce imaginary family members. * Students will be able to join together in singing a song about family members.</p>	<p>Hello Hi Morning Afternoon Evening Mom Dad Sister Brother Grandma Grandpa</p>	<p>- Hello! - Hi! - Good morning! - Good afternoon! - Good evening! - I am Kate. - What's your name? - My name's Gary. - Nice to meet you. - Glad to meet you. - Lovely to meet you. - Me too. - (This is my) Mom. - (This is my) Dad. - (This is my) sister. Her name is Emily. - (This is my) grandma. - Who is this? - (It's) my Mom. - Who is this? - (It's) my brother. His name is John. - Who is this? - (It's) Jack's grandpa.</p>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 60 and 72 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 2 NUMBERS</p> <p>PROJECT 1 Playing hopscotch</p> <p>PROJECT 2 Playing with an abacus and count the beads forwards or backwards</p> <p>PROJECT 3  *Playing with the bean bag and doing addition and subtraction by putting beans into the bag or taking beans out of the bag</p> <p>VALUES  * Respecting the elderly * Using a polite language in the classroom</p>	<p>* Identifying numbers from 1-20 * Counting from one to twenty in a rhythmic way * Putting the numbers from 1 to 20 into the correct order * Doing addition by using toys or pictures of toys such as marbles or blocks * Doing subtraction by using toys or pictures of toys such as marbles or blocks * Singing a nursery rhyme, a chant or a song about numbers * Asking for permission * Thanking * Responding to gratitude</p> <p><b>Listening skills:</b> * Students will be able to listen and put the numbers into the correct order. * Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct numbers.</p> <p><b>Speaking skills:</b> * Students will be able to do addition and subtraction by using toys or pictures of toys such as marbles or blocks. * Students will be able to count from one to twenty in a rhythmic way.</p>	<p>One Two Three Four Five Six Seven Eight Nine Ten Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty</p>	<p>- (This is) number two. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. - How many beans are there in the bag? - Ten. - Put a bean into the bag. How many beans? - Eleven. - How many beans are there in the bag? - Nineteen. - Take four beans out of the bag. How many? - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen. - There are fifteen beans in the bag. - May/ Can I go to the toilet? - May/ Can I come in? - May/ Can I sit down? - Thank you. - Thanks. - You're welcome.</p>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 60 and 72 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES</b>	<b>TARGET VOCABULARY</b>	<b>STRUCTURES</b>	<b>MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p><b>THEME 3</b> <b>COLOURS</b></p> <p><b>PROJECT 1</b> * Stringing colourful beads and making a chain</p> <p><b>PROJECT 2</b> Colouring in the flag of Turkey</p> <p><b>VALUES</b> * Respecting their own country's flag</p>	<p>* Recognizing colours * Talking about the colours of things * Asking and answering questions about colours * Taking and following instructions * Singing a nursery rhyme, a chant or a song about colours</p> <p><b>Listening skills:</b> * Students will be able to listen and choose/ paint/ paste/ stick/ cut out the correct colours. * Students will be able to listen and identify the colours. * Students will be able to listen and do the actions accordingly.</p> <p><b>Speaking skills:</b> * Students will be able to make a pattern of coloured things and say the colours in order. * Students will be able to talk about the colours of things. * Students will be able to ask and answer questions about the colours in a picture. * Students will be able to join together in singing a song, a chant or a nursery rhyme about colours.</p>	<p>Red Blue Green Yellow Pink Purple Orange Brown Black White Grey</p>	<p>- Red. (pointing to the cover of someone's book) - My marble is blue. - What colour is the sun? - It's yellow. - What colour are the trees? - They're green. - What colour is the sky? - It's blue. - Colour the flowers in pink.</p>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking&amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 60 and 72 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 4 SHAPES</p> <p>PROJECT</p> <p>* Making a chart by using three different colours of shapes</p> <p>VALUES</p> <p>*Appreciating art</p>	<ul style="list-style-type: none"> <li>* Naming shapes</li> <li>* Identify the shapes of the objects</li> <li>* Describing the things such as blocks, classroom objects, etc.</li> <li>* Asking and answering questions about shapes</li> <li>* Singing a nursery rhyme, a chant or a song about shapes</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and make a new shape by using different shapes of blocks, pictures or stickers.</li> <li>* Students will be able to listen and form groups of the blocks by shapes.</li> <li>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct shapes.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to make patterns by using three shapes and then talk about the shapes.</li> <li>* Students will be able to look, find and say the differences in two pictures showing shapes.</li> <li>* Students will be able to look, find and tell the similarities in two pictures showing shapes.</li> <li>* Students will be able to ask and answer questions about the shapes.</li> <li>* Students will be able describe the things such as blocks or classroom objects (e.g. plastic, wooden, green, blue, big, small, etc.).</li> </ul>	<p>Square Rectangle Circle Triangle Star Oval Diamond</p> <p>Play Block</p> <p>Plastic Wooden Paper</p>	<ul style="list-style-type: none"> <li>- (This is) a square.</li> <li>- What is this?</li> <li>- It's a rectangle.</li> <li>- Is it a triangle?</li> <li>- No, it isn't. It's a square.</li> <li>- What are these?</li> <li>- They are circles.</li> <li>- Count the circles. How many circles?</li> <li>- Six.</li> <li>- My blocks are plastic/ wooden.</li> <li>- They are green.</li> <li>- They are small.</li> <li>- They're triangles.</li> </ul>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 60 and 72 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 5 BODY PARTS</p> <p>PROJECT</p> <p>* Playing “Simon Says” game in small groups</p> <p>VALUES</p> <p>* Taking care of body hygiene</p>	<p>* Naming body parts</p> <p>* Talking about their physical appearance</p> <p>* Taking and following instructions</p> <p>* Giving and taking advice</p> <p>* Listening to a picture story or a fable</p> <p>* Singing a nursery rhyme, a chant or a song about body parts</p> <p><b>Listening skills:</b></p> <p>* Students will be able to listen and draw the parts of the body in an incomplete picture.</p> <p>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct parts of the body.</p> <p>* Students will be able to listen and do/ mime the actions accordingly.</p> <p><b>Speaking skills:</b></p> <p>* Students will be able to do a jigsaw puzzle that consists of 10-25 parts and then point to the body parts and talk about them.</p> <p>* Students will be able to talk about their physical appearance.</p> <p>* Students will be able to give and talk advice.</p>	<p>Hair</p> <p>Head</p> <p>Shoulder</p> <p>Arm</p> <p>Leg</p> <p>Foot</p> <p>Chin</p> <p>Knee</p> <p>Hand</p> <p>Eye</p> <p>Ear</p> <p>Mouth</p> <p>Nose</p> <p>Teeth</p> <p>Touch</p> <p>Hold</p> <p>Close</p> <p>Blink</p> <p>Bend</p> <p>Brush</p> <p>Flush</p> <p>Wash</p> <p>Stamp</p> <p>Snap</p> <p>Give</p> <p>Blonde</p>	<p>- (This is) my head.</p> <p>- (These are) my ears.</p> <p>- Snap your fingers.</p> <p>- Stamp your feet.</p> <p>- Give me a five.</p> <p>- Touch your nose.</p> <p>- Bend your knees.</p> <p>- Hold your hands.</p> <p>- Close your eyes.</p> <p>- Blink your eyes.</p> <p>- Close your mouth.</p> <p>- I’ve got blonde hair.</p> <p>- I’ve got green eyes.</p> <p>- Brush your teeth.</p> <p>- Flush the toilet.</p> <p>- Wash your hands.</p>	<p>Flashcards</p> <p>Posters</p> <p>Story cards</p> <p>Worksheets</p> <p>Audio materials</p> <p>Puppets</p> <p>Games</p> <p>Board games</p> <p>Real objects</p>	<p>Listening</p> <p>Matching</p> <p>Acting out</p> <p>Drawing</p> <p>Colouring</p> <p>Drama/ Miming</p> <p>Arts and crafts</p> <p>TPR</p> <p>Asking &amp; answering</p> <p>Flashcards</p> <p>Giving instructions</p> <p>Playing games</p>

**Young learners between 60 and 72 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 6 FRUITS &amp; VEGETABLES</p> <p>PROJECT</p> <p>* Making a fruit salad with their friends and then talking about the fruits in the salad</p> <p>VALUES</p> <p>* Sharing food with others</p>	<p>* Recognizing the names of the fruits and vegetables. * Describing fruits and vegetables * Talking about likes and dislikes * Asking questions about fruits and vegetables * Asking reasons and giving explanations * Listening to a picture story or a fable about fruits and vegetables * Singing a nursery rhyme, a chant or a song about fruits and vegetables * Giving and taking advice</p> <p><b>Listening skills:</b> * Students will be able to listen and do/ mime the actions accordingly. * Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct fruits or vegetables. * Students will be able to listen and identify someone's likes and dislikes. * Students will be able to listen and understand the reasons.</p> <p><b>Speaking skills:</b> * Students will be able to make patterns with three fruits or vegetables and then talk about them. * Students will be able to ask reasons and give explanations. * Students will be able to join together in singing a song about fruits and vegetables. * Students will be able to talk about their likes and dislikes.</p>	<p>Banana Apple Pear Plum Orange Potato Tomato Grapes Strawberry Watermelon</p> <p>Lemon Cucumber Eggplant Lettuce Carrot Broccoli Green bell pepper Corn Mushroom Chilli pepper</p> <p>Crunchy Sour Sweet Bitter Fresh</p>	<p>- (This is) an apple. - (There are) three oranges. - What is this? - It's a plum. - What are these/ those? - They are grapes. - I like bananas. Why? - Because they are sweet. - I love apples. - Why? - Because they are crunchy. - I don't like lemons. - Why? - Because they are sour. - Yummy, yummy! - It's sweet. - It's fresh. - It's crunchy. - Yuck! - It's sour. - It's bitter. - Wash the fruits. - Wash the vegetables.</p>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

Young learners between 60 and 72 months old					
THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 7 SEASONS&amp; CLOTHES</p> <p>PROJECT</p> <p>* Making a seasons chart with suitable clothes on it</p> <p>VALUES</p> <p>* Putting on clothes according to seasons</p>	<p>* Naming seasons and clothes</p> <p>* Grouping the clothes according to seasons</p> <p>* Taking and following the instructions</p> <p>* Asking reasons and giving explanations</p> <p>* Talking about belongings</p> <p>* Singing a nursery rhyme, a chant or a song about seasons and clothes</p> <p><b>Listening skills:</b></p> <p>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct seasons or clothes.</p> <p>* Students will be able to listen and group the clothes according to the seasons.</p> <p>* Students will be able to listen and do/ mime the actions accordingly.</p> <p><b>Speaking skills:</b></p> <p>* Students will be able to name seasons and clothes.</p> <p>* Students will be able to talk about their belongings (e.g. clothes).</p> <p>* Students will be able to ask reasons and give explanations.</p>	<p>Autumn Winter Spring Summer</p> <p>Cold Hot</p> <p>Sunny Rainy Windy Snowy</p> <p>Coat Skirt Shirt Jumper Cardigan</p> <p>Gloves Socks Shoes Shorts Trousers Jeans</p> <p>Umbrella Hat Scarf Sweatshirt</p>	<p>- (I've got) a hat. It's orange.</p> <p>- It's Autumn.</p> <p>- It's Winter.</p> <p>- It's Spring.</p> <p>- It's Summer.</p> <p>- Put on a T-shirt in Summer.</p> <p>- Put on your coat.</p> <p>- Why?</p> <p>- Because it's cold.</p> <p>-Take off your coat.</p> <p>- Why?</p> <p>- Because it's hot.</p> <p>-Take the umbrella.</p> <p>- Why?</p> <p>- Because it's rainy.</p> <p>- Put on your hat.</p> <p>- Why?</p> <p>- Because it's sunny.</p> <p>- Put on your jumper.</p> <p>- Put on your gloves.</p> <p>- Why?</p> <p>- Because it's snowy.</p> <p>- (I've got) a hat. It's orange.</p> <p>- Why?</p> <p>- I've got a T-shirt.</p> <p>- I've got jeans.</p>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking&amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 60 and 72 months old**

<b>THEMES</b>	<b>COMMUNICATIVE OBJECTIVES</b>	<b>TARGET VOCABULARY</b>	<b>STRUCTURES</b>	<b>MATERIALS</b>	<b>METHODS AND TECHNIQUES</b>
<p>THEME 8 ANIMALS</p> <p>PROJECT 1</p> <p>* Bringing in a fish or a hamster and feeding this pet</p> <p>PROJECT 2</p> <p>* Visiting a zoo and talking about the animals in the zoo</p> <p>VALUES</p> <p>* Taking care of animals/ protecting animals</p>	<ul style="list-style-type: none"> <li>* Naming animals</li> <li>* Describing animals</li> <li>* Talking about animals</li> <li>* Talking about abilities or inabilities of animals</li> <li>* Listening to a story or a fable about animals</li> <li>* Singing a nursery rhyme, a chant or a song about animals</li> <li>* Asking and answering questions about abilities of animals.</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and find the shadows of the animals and then match the shadows with the animals.</li> <li>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct animals.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to name the animals in a picture.</li> <li>* Students will be able to ask and answer questions about the animals in a picture.</li> <li>* Students will be able to describe animals by their colours.</li> <li>* Students will be able to talk about abilities and inabilities of animals.</li> <li>* Students will be able to ask and answer questions about abilities and inabilities of animals.</li> </ul>	<p>Horse Monkey Bird Chicken Kangaroo Penguin Elephant Cow Horse Donkey Lion Tiger Rooster Snake Sheep Hippo</p>	<ul style="list-style-type: none"> <li>- (It's) a parrot.</li> <li>-Where is your cat?</li> <li>-(It's) in the basket.</li> <li>-What is this?</li> <li>- (It's) a giraffe.</li> <li>- What are these?</li> <li>- (They are) elephants.</li> <li>- What is that?</li> <li>- (It's) a monkey. It has got a tail.</li> <li>- What are those?</li> <li>- (They're) penguins. They are black and white.</li> <li>- Kangaroos can jump.</li> <li>- Penguins cannot fly.</li> <li>- Fish can swim.</li> <li>- Birds can fly.</li> <li>- Can a monkey swim?</li> <li>- No, it can't.</li> <li>- Can a parrot fly?</li> <li>- Yes, it can.</li> </ul>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking&amp; answering Flashcards Giving instructions Playing games</p>

**Young learners between 60 and 72 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 9 VEHICLES</p> <p>PROJECT 1</p> <p>* Playing with toy vehicles and giving and taking instructions</p> <p>PROJECT 2</p> <p>* Making a poster of traffic lights</p> <p>VALUES</p> <p>* Respecting others and following rules in public</p> <p>* Waiting for someone's turn</p>	<p>* Talking about vehicles</p> <p>* Giving and taking instructions</p> <p>* Talking about traffic rules</p> <p>* Describing vehicles</p> <p>* Singing a nursery rhyme, a chant or a song about vehicles</p> <p>* Matching the opposites of descriptions of vehicles</p> <p><b>Listening skills:</b></p> <p>* Students will be able to listen and put the vehicles into correct order.</p> <p>* Students will be able to listen and find the correct vehicle.</p> <p>* Students will be able to listen and do the actions about traffic rules.</p> <p><b>Speaking skills:</b></p> <p>* Students will be able to talk about the vehicles.</p> <p>* Students will be able to give and take instructions.</p> <p>* Students will be able to describe vehicles.</p> <p>* Students will be able to understand and talk about the traffic signs.</p> <p>* Students will be able to match and say the opposites of descriptions.</p>	<p>Car</p> <p>Bus</p> <p>Train</p> <p>Taxi</p> <p>Plane</p> <p>Truck</p> <p>Traffic lights</p> <p>Stop</p> <p>Wait</p> <p>Get on</p> <p>Get off</p> <p>Get into</p> <p>Get out</p> <p>Fast</p> <p>Slow</p> <p>Short</p> <p>Long</p>	<p>- (There are) three buses.</p> <p>- Get into the car.</p> <p>- Get out of the car.</p> <p>- Get onto the bus.</p> <p>- Get off the bus.</p> <p>- Go!</p> <p>- Walk.</p> <p>- Stop.</p> <p>- Look at the traffic lights.</p> <p>- It's fast.</p> <p>- It's slow.</p> <p>- Wait for your turn.</p> <p>- The train is long.</p> <p>- The plane is big.</p> <p>- The car is small.</p> <p>- The green train is short.</p> <p>- The white train is long.</p>	<p>Flashcards</p> <p>Posters</p> <p>Story cards</p> <p>Worksheets</p> <p>Audio materials</p> <p>Puppets</p> <p>Games</p> <p>Board games</p> <p>Real objects</p>	<p>Listening</p> <p>Matching</p> <p>Acting out</p> <p>Drawing</p> <p>Colouring</p> <p>Drama/ Miming</p> <p>Arts and crafts</p> <p>TPR</p> <p>Asking&amp; answering</p> <p>Flashcards</p> <p>Giving instructions</p> <p>Playing games</p>

**Young learners between 60 and 72 months old**

THEMES	COMMUNICATIVE OBJECTIVES	TARGET VOCABULARY	STRUCTURES	MATERIALS	METHODS AND TECHNIQUES
<p>THEME 10 FEELINGS</p> <p>PROJECT 1</p> <p>* Skipping a rope , dancing or playing a game and expressing their feelings</p> <p>PROJECT 2</p> <p>* Making masks which show the different feelings and then putting them on</p> <p>VALUES</p> <p>* Listening to friends and understanding their feelings</p>	<ul style="list-style-type: none"> <li>* Talking about belongings</li> <li>* Talking about their own abilities or inabilities</li> <li>* Asking and answering questions about their abilities and inabilities</li> <li>* Giving suggestions</li> <li>* Accepting</li> <li>* Refusing</li> <li>* Expressing feelings</li> <li>* Singing a nursery rhyme, a chant or a song about feelings</li> </ul> <p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to listen and draw/ paste/ stick the correct feelings.</li> <li>* Students will be able to listen and find the opposite of the feelings.</li> <li>* Students will be able to listen and find someone's abilities and inabilities.</li> </ul> <p><b>Speaking skills:</b></p> <ul style="list-style-type: none"> <li>* Students will be able to talk about their belongings.</li> <li>* Students will be able to talk about their, someone's (e.g. cartoon character's or an animal's) abilities and inabilities.</li> <li>* Students will be able to ask and answer questions about abilities and inabilities.</li> <li>* Students will be able to mime and help their friends find their feelings in a game.</li> <li>* Students will be able to give suggestions.</li> <li>* Students will be able to accept and refuse someone's suggestions.</li> <li>* Students will be able to express their own feelings or someone's feelings.</li> </ul>	<p>Flute Piano Football</p> <p>Skip Dance</p> <p>Great Good</p> <p>Happy Sad Angry Scared Surprised Hungry Thirsty Full Excited Bored Tired</p>	<ul style="list-style-type: none"> <li>- I've got a ball.</li> <li>- I've got a flute.</li> <li>- I can play the flute.</li> <li>- I cannot play the piano.</li> <li>- Can you play football?</li> <li>- Yes, I can.</li> <li>- Can you skip a rope?</li> <li>- No, I cannot.</li> <li>- Let's play with our ball.</li> <li>- Okay.</li> <li>- Great.</li> <li>_ That's a good idea.</li> <li>- No, thanks.</li> <li>- Let's dance.</li> <li>-Let's clap hands.</li> <li>- Hurrah! I am happy.</li> <li>- Tom is angry.</li> <li>- Kate is excited.</li> <li>- Bob is tired.</li> <li>- Emily is scared.</li> <li>- John is bored.</li> </ul>	<p>Flashcards Posters Story cards Worksheets Audio materials Puppets Games Board games Real objects</p>	<p>Listening Matching Acting out Drawing Colouring Drama/ Miming Arts and crafts TPR Asking &amp; answering Flashcards Giving instructions Playing games</p>

	COMMUNICATIVE OBJECTIVES	SUGGESTED STRUCTURES	PROJECTS
THEME 1 FAMILY	1. Meeting 2. Greeting (friends) 3. Introducing themselves and their family members 4. Asking and answering questions about meeting, greeting and introducing 5. Naming family members 6. Identifying family members 7. Talking about family members 8. Asking and answering questions about family members 9. Singing a nursery rhyme, a chant or a song about family members	1. - Hello/ Hi! 2. - Good morning/ afternoon/ evening! 3. - I am Kate. 4. - What's your name? - My name's Gary. Nice to meet you. - Me too. 5. -(This is my) Mom. 6. - It's Jack's Grandpa. 7. - (This is my) sister. Her name's Emily. 8. - Who is this? - It's my brother. His name's John.	<b>PROJECT</b> * Making a family tree and introducing family members in the family
THEME 2 NUMBERS	10. Identifying numbers from 1-20 11. Counting from one to twenty in a rhythmic way 12. Putting the numbers from 1 to 20 into the correct order 13. Doing addition by using toys or pictures of toys such as marbles or blocks 14. Doing subtraction by using toys or pictures of toys such as marbles or blocks 15. Singing a nursery rhyme, a chant or a song about numbers 16. Asking for permission 17. Thanking 18. Responding to gratitude	10. - (This is) number two. 11. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. 12. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. 13. - How many beans are there in the bag? - Ten. - Put a bean into the bag. How many beans? - Eleven. 14. - How many beans are there in the bag? - Nineteen. - Take four beans out of the bag. How many? - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen. - There are fifteen beans in the bag. 16.- May/ Can I go to the toilet? - May/ Can I come in? - May/ Can I sit down? 17. - Thank you. - Thanks.	<b>PROJECT 1</b> * Playing hopscotch  <b>PROJECT 2</b> * Playing with an abacus and count the beads forwards or backwards  <b>PROJECT 3</b> * Playing with the bean bag and doing addition and subtraction by putting beans into the bag or taking beans out of the bag

		18. - You're welcome.	
<b>THEME 3 COLOURS</b>	19. Recognizing colours 20. Talking about the colours of things 21. Asking and answering questions about colours 22. Taking and following instructions 23. Singing a nursery rhyme, a chant or a song about colours	19. - Red. (pointing to the cover of someone's book) 20. - My marble is blue. 21. - What colour is the sun? - It's yellow. - What colour are the trees? - They're green. - What colour is the sky? - It's blue. 22. - Colour the flowers in pink.	<b>PROJECT 1</b> * Stringing colorful beads and making a chain  <b>PROJECT 2</b> * Colouring in the flag of Turkey
<b>THEME 4 SHAPES</b>	24. Naming the shapes 25. Identify the shapes of the objects 26. Describing the things such as blocks, classroom objects, objects, etc. 27. Asking and answering questions about shapes 28. Singing a nursery rhyme, a chant or a song about shapes	24. - (This is) a square. 25. - What is this? - It's a rectangle. - They're triangles. 26. - My blocks are plastic/ wooden. - They are green. - They are small 27. - Is it a triangle? - No, it isn't. It's a square. - What are these? - They are circles. - Count the circles. How many circles? - Six.	<b>PROJECT</b>  * Making a chart by using three different colours of shapes
<b>THEME 5 BODY PARTS</b>	29. Naming body parts 30. Talking about their physical appearance 31. Taking and following instructions 32. Giving and taking advice 33. Listening to a picture story or a fable 34. Singing a nursery rhyme, a chant or a song about body parts	29. - (This is) my head. - (These are) my ears. 30. - I've got blonde hair. - I've got green eyes. 31. - Snap your fingers. - Stamp your feet. - Close your mouth. 32. - Brush your teeth. - Flush the toilet. - Wash your hands.	<b>PROJECT</b>  * Playing "Simon Says" game in small groups
<b>THEME 6 FRUITS&amp;</b>	35. Recognizing the names of the fruits and vegetables.	35. - (This is) an apple. - (There are) three oranges.	<b>PROJECT</b> * Making a fruit salad with

<p>VEGETABLE S</p>	<p>36. Describing fruits and vegetables 37. Talking about likes and dislikes 38. Asking questions about fruits and vegetables 39. Asking reasons and giving explanations 40. Listening to a story or a fable about fruits and vegetables 41. Singing a nursery rhyme, a chant or a song about fruits and vegetables 42. Giving and taking advice</p>	<p>36. -It's sweet. -It's fresh. - It's crunchy. - It's sour. - It's bitter. 37. -Yummy, yummy! - Yuck! -I like bananas. Why? - Because they are sweet. 38. - What is this? - It's a plum. - What are these/ those? - They are grapes. 39. -I love apples. - Why? - Because they are crunchy. -I don't like lemons. - Why? - Because they are sour.  42. - Wash the fruits. - Wash the vegetables.</p>	<p>their friends and then talking about the fruits in the salad</p>
<p>THEME 7 CLOTHES &amp; SEASONS</p>	<p>43. Naming seasons and clothes 44. Grouping the clothes according to the seasons 45. Taking and following the instructions 46. Asking reasons and giving explanations 47. Talking about belongings 48. Singing a nursery rhyme, a chant or a song about the seasons and clothes</p>	<p>43. - It's Autumn. - It's Winter. - It's Spring. - It's Summer. 44. - Put on a T-shirt in Summer. 45. - Put on your coat. -Take the umbrella. 46. - Put on your coat. - Why? - Because it's cold. 47. - (I've got) a hat. It's orange. - (I've got) a hat. It's orange.</p>	<p>PROJECT  * Making a seasons chart with the suitable clothes on it</p>

		<ul style="list-style-type: none"> <li>- I've got a T-shirt.</li> <li>- I've got jeans.</li> </ul>	
<b>THEME 8 ANIMALS</b>	<ul style="list-style-type: none"> <li>49. Naming animals</li> <li>50. Describing animals</li> <li>51. Talking about the animals</li> <li>52. Talking about abilities or inabilities of animals</li> <li>53. Listening to a story or a fable about animals</li> <li>54. Singing a nursery rhyme, a chant or a song about animals</li> <li>55. Asking and answering questions about abilities of animals.</li> </ul>	<ul style="list-style-type: none"> <li>49. - (It's) a parrot.</li> <li>50. - (It's) a monkey. It has got a tail.</li> <li>51. - (They're) penguins. They are black and white.</li> <li>52. - Kangaroos can jump.</li> <li>- Penguins cannot fly.</li> <li>- Fish can swim.</li> <li>- Birds can fly.</li> <li>55. - Can a monkey swim?</li> <li>- No, it can't.</li> <li>- Can a parrot fly?</li> <li>- Yes, it can.</li> </ul>	<p><b>PROJECT 1</b></p> <p>* Bringing in a fish or a hamster and feeding this pet</p> <p><b>PROJECT 2</b></p> <p>* Visiting a zoo and talking about the animals in the zoo</p>
<b>THEME 9 VEHICLES</b>	<ul style="list-style-type: none"> <li>56. Talking about vehicles</li> <li>57. Giving and taking instructions</li> <li>58. Talking about traffic rules</li> <li>59. Describing vehicles</li> <li>60. Singing a nursery rhyme, a chant or a song about vehicles</li> <li>61. Matching the opposites of descriptions of vehicles</li> </ul>	<ul style="list-style-type: none"> <li>56. - (There are) three buses.</li> <li>57. - Get into the car.</li> <li>- Get out of the car.</li> <li>- Get onto the bus.</li> <li>- Get off the bus.</li> <li>58. - Go!</li> <li>- Walk.</li> <li>- Stop.</li> <li>- Look at the traffic lights.</li> <li>- Wait for your turn.</li> <li>59. - It's fast.</li> <li>- It's slow.</li> <li>- The train is long.</li> <li>61. - The plane is big.</li> <li>- The car is small.</li> <li>- The green train is short.</li> <li>- The white train is long.</li> </ul>	<p><b>PROJECT 1</b></p> <p>* Playing with toy vehicles and giving and taking instructions</p> <p><b>PROJECT 2</b></p> <p>* Making a poster of traffic lights</p>
<b>THEME 10 FEELINGS</b>	<ul style="list-style-type: none"> <li>62. Talking about belongings</li> <li>63. Talking about abilities or inabilities</li> <li>64. Asking and answering questions about their abilities and inabilities</li> </ul>	<ul style="list-style-type: none"> <li>62. - I've got a ball.</li> <li>- I've got a flute.</li> <li>63. - I can play the flute.</li> <li>- I cannot play the piano.</li> </ul>	<p><b>PROJECT 1</b></p> <p>* Skipping a rope , dancing or playing a game and</p>

	<p>65. Giving suggestions  66. Accepting  67. Refusing  68. Expressing feelings  69. Singing a nursery rhyme, a chant or a song about feelings</p>	<p>64. - Can you play football?  - Yes, I can.  - Can you skip a rope?  - No, I cannot.  65. - Let's play with our ball.  - Let's dance.  -Let's clap hands.  66. - Okay.  - Great.  _ That's a good idea.  67. - No, thanks.  68. - Hurrah! I am happy.  - Tom is angry.  - Kate is excited.  - Bob is tired.  - Emily is scared.  - John is bored.</p>	<p>expressing their feelings</p> <p><b>PROJECT 2</b>  * Making masks which show the different feelings and then putting them on</p>
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**5. PRESCHOOL PROGRESS REPORT CARD**

Communicative objective: .....

	Name	Activity	S/he joined the activity.	S/ he did well.	S/ he didn't love the activity.
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## 6. OBSERVATION FORM

Theme: .....

Name of the game/ activity/ project: .....

Communicative objective of the game/ activity/ project: .....

	Student's name	Comments
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