Özel Öğretim Kurumları Genel Müdürlüğü'nün 10/05/2016 tarihli ve 10058203-101.01-E.5226447 sayılı yazısı üzerine Kurulumuzda görüşülen Özel Okul Öncesi İngilizce Öğretim Programının ekli örneğine göre uygulanması hususunu uygun görüşle arz ederiz.

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ÖZEL OKUL ÖNÇESİ İNGİLİZCE
ÖĞRETİM PROGRAMI

2016
# TABLE OF CONTENTS

1. PRESCHOOL CURRICULUM INTRODUCTION  ........................................... 3

   1.1. CHARACTERISTICS OF THIS PRESCHOOL CURRICULUM  ............ 3

   1.2. PRESCHOOL CHILDREN  ................................................................. 4

   1.3. BASIC APPROACH OF THIS PRESCHOOL CURRICULUM .............. 4

   1.4. GENERAL GOALS OF THIS CURRICULUM  ...................................... 6

   1.5. IMPLEMENTATION OF THIS CURRICULUM  ..................................... 7

   1.6. ROLE OF THE PRESCHOOL LANGUAGE TEACHERS  .................... 8

   1.7. IMPORTANCE OF PLAY  ................................................................. 9

   1.8. METHODS AND TECHNIQUES ....................................................... 10

   1.9. MATERIALS ............................................................................. 11

   1.10. COMMUNICATIVE OBJECTIVES .................................................. 11

   1.11. THEMES ................................................................................ 12

   1.12. VALUES ................................................................................ 12

   1.13. ASSESSMENT AND EVALUATION INSTRUMENT (S) .................. 12

2. TABLE 1 FOR THE FIRST LEVEL  
   (Young learners between 36 and 48 months old)  ...................................... 14

3. TABLE 2 FOR THE SECOND LEVEL  
   (Young learners between 48 and 60 months old)  ...................................... 31

4. TABLE 3 FOR THE THIRD LEVEL  
   (Young learners between 60 and 72 months old)  ...................................... 49

5. PRESCHOOL PROGRESS REPORT CARD .............................................. 73

6. OBSERVATION FORM ....................................................................... 75
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)
<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES &amp; SKILLS</th>
<th>SUGGESTED TARGET VOCABULARY</th>
<th>SUGGESTED STRUCTURES</th>
<th>SUGGESTED MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
</table>
| THEME 1 GREETING | * Greeting  
* Meeting and introducing  
* Asking and answering questions about their names  
* Singing a nursery rhyme, a chant or a song  
**Listening skills:**  
* Students will be able to listen and understand their friends’ greeting and introducing expressions.  
* Students will be able to listen and identify the expressions about greeting, meeting and introducing.  
**Speaking skills:**  
* Students will be able to greet their friends.  
* Students will be able to join together in singing a nursery rhyme, a chant or a song.  
* Students will be able to say their names.  
* Students will be able to ask each other’s names. | Afternoon  
Evening  
Good  
Hello  
Hi  
I  
Morning  
My  
Name  
You  
Your - Hello!  
- Hi!  
- Good morning!  
- Good afternoon!  
- Good evening!  
- I am Jane. You?  
- What’s your name?  
- My name’s Will. | Flashcards  
Posters  
Story cards  
Worksheet  
Audio materials  
Puppets  
Games  
Board games  
Real objects | Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/ Miming  
Arts and crafts  
TPR  
Asking & answering  
Flashcards  
Giving instructions  
Playing games |

PROJECT  
* Playing with their toys and acting out a dialogue about greeting and introducing between their toys  
**DOSSIER**  
* Students start filling in the European Language Portfolio.  
**VALUES**  
* Greeting and respecting their friends
<table>
<thead>
<tr>
<th>THEMES</th>
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<th>SUGGESTED MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
</table>
| THEME 2 NUMBERS | * Counting from one to ten  
* Asking for permission  
* Thanking  
* Taking instructions  
* Singing a chant, a nursery rhyme or a song about numbers  
**Listening skills:**  
* Students will be able to listen and identify the numerals.  
* Students will be able to listen and understand the quantity of the objects and point/draw/stick the objects in their notebooks or books.  
* Students will be able to listen to a song about numbers and show the numbers which they hear by showing their fingers.  
* Students will be able to listen to instructions and do the actions accordingly.  
* Students will be able to listen and understand someone is thanking or asking for permission.  
**Speaking skills:**  
* Students will be able to count their fingers one by one.  
* Students will be able to count the objects and then match the numerals with the quantity of objects.  
* Students will be able to count their toys from one to ten.  
* Students will be able to sing a nursery rhyme, a chant or a song about numbers.  
* Students will be able to ask for permission.  
* Students will be able to thank. | One  
Two  
Three  
Four  
Five  
Six  
Seven  
Eight  
Nine  
Ten  
Balloon  
Ball  
Paint  
Count  
Finger | - 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. | Flashcards  
Posters  
Story cards  
Worksheet  
Audio materials  
Puppets  
Games  
Board games  
Real objects | Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/ Miming  
Arts and crafts  
TPR  
Asking & answering  
Flashcards  
Giving instructions  
Playing games |
### Young learners between 36 and 48 months old

<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES &amp; SKILLS</th>
<th>SUGGESTED TARGET VOCABULARY</th>
<th>SUGGESTED STRUCTURES</th>
<th>SUGGESTED MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
</table>
| THEME 3 COLOURS | * Naming colours  
* Talking about the colours of the things  
* Taking and following instructions  
* Singing a song about colours  
**Listening skills:**  
* Students will be able to listen and identify the colours.  
* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct colours.  
**Speaking skills:**  
* Students will be able to talk about the colours of the things nearby.  
* Students will be able to point and say the colours. | Pink  
Purple  
Red  
White  
Yellow  
Green  
Orange  
Black  
Blue  
Brown  
Colour  
Coloured Pencil  
Crayon  
Paint | - (It’s) green.  
- Blue (pointing to the sky)  
- Yellow (pointing to the sun)  
- Green (pointing to the trees)  
- Pink (pointing to a clothing item)  
- Brown (pointing to his/ her hair/ eyes)  
- White (pointing to a piece of paper)  
- Purple (pointing to a plum)  
- Orange (pointing to an orange)  
- Colour, please.  
- Paint, please.  
- (Take out your) crayons, please. | Flashcards  
Posters  
Story cards  
Worksheet  
Audio materials  
Puppets  
Games  
Board games  
Real objects | Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/ Miming  
Arts and crafts  
TPR  
Asking & answering  
Flashcards  
Giving instructions  
Playing games |

**PROJECT**  
*Painting* a rainbow and then talking about the colours of the rainbow  
**VALUES**  
* Appreciating nature
### Theme 4: Shapes

#### Project 1
* Playing with their play dough and making different shapes from their play dough

* Naming shapes
* Recognizing the names of shapes
* Taking and following instructions
* Singing a chant, a song or a nursery rhyme about shapes

**Listening skills:**
* Students will be able to listen and put the shapes in the correct order.
* Students will be able to listen and choose/colour/paste/trace/cut out the correct shapes.
* Students will be able to listen and do the actions accordingly.

**Speaking skills:**
* Students will be able to make a bridge with three blocks and talk about the shapes of the blocks.
* Students will be able to name the shapes of the objects around them.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Suggested Target Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>- (It’s) a circle.</td>
</tr>
<tr>
<td>Rectangle</td>
<td>- (It’s) a square.</td>
</tr>
<tr>
<td>Square</td>
<td>- (It’s) a rectangle.</td>
</tr>
<tr>
<td>Triangle</td>
<td>- (It’s) a triangle.</td>
</tr>
<tr>
<td>Star</td>
<td>- (It’s) a star.</td>
</tr>
<tr>
<td>Oval</td>
<td>- (It’s) an oval.</td>
</tr>
<tr>
<td>Heart</td>
<td>- (It’s) a diamond.</td>
</tr>
<tr>
<td>Diamond</td>
<td>- (It’s) a heart.</td>
</tr>
<tr>
<td>Bridge</td>
<td>- Draw a circle.</td>
</tr>
<tr>
<td>Block</td>
<td>- Trace the stars.</td>
</tr>
<tr>
<td></td>
<td>- Draw a line.</td>
</tr>
<tr>
<td></td>
<td>- Colour two squares.</td>
</tr>
<tr>
<td></td>
<td>- Make a bridge.</td>
</tr>
</tbody>
</table>

#### Materials
- Flashcards
- Posters
- Story cards
- Worksheet
- Audio materials
- Puppets
- Games
- Board games
- Real objects

#### Methods and Techniques
- Listening
- Matching
- Acting out
- Drawing
- Colouring
- Drama/Miming
- Arts and crafts
- TPR
- Asking & answering
- Flashcards
- Giving instructions
- Playing games
**Young learners between 36 and 48 months old**

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

<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES &amp; SKILLS</th>
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<th>SUGGESTED MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
</table>
| THEME 6 FRUITS & VEGETABLES | * Naming fruits and vegetables  
 * Answering questions about fruits and vegetables  
 * Expressing their feelings about fruits or vegetables  
 * Listening to a short story about fruits or vegetables  
 * Singing a nursery rhyme, a chant or a song about fruits or vegetables | Apple  
 Banana  
 Orange  
 Pear  
 Pineapple  
 Watermelon  
 Cherry  
 Tomato  
 Broccoli  
 Carrot  
 Potato  
 Lemon | - (It is) a carrot.  
 - What is this?  
 - (It is) an apple.  
 - (It is) an orange.  
 - What are these?  
 - (They’re) oranges.  
 - What colour is it? (pointing to a green apple)  
 - (It’s) green.  
 - Yummy, yummy!  
 - Yuck!  
 - What colour are they? (pointing to the grapes)  
 - (They are) purple.  
 - How many?  
 - Six (plums). | Flashcards  
 Posters  
 Story cards  
 Worksheet  
 Audio materials  
 Puppets  
 Games  
 Board games  
 Real objects | Listening  
 Matching  
 Acting out  
 Drawing  
 Colouring  
 Drama/ Mimicry  
 Arts and crafts  
 TPR  
 Asking & answering  
 Flashcards  
 Giving instructions  
 Playing games |
| PROJECT | Bring in a basket full of fruits and vegetables and then talking about the fruits and vegetables in the basket | Apple  
 Banana  
 Orange  
 Pear  
 Pineapple  
 Watermelon  
 Cherry  
 Tomato  
 Broccoli  
 Carrot  
 Potato  
 Lemon | * Naming fruits and vegetables  
 * Answering questions about fruits and vegetables  
 * Expressing their feelings about fruits or vegetables  
 * Listening to a short story about fruits or vegetables  
 * Singing a nursery rhyme, a chant or a song about fruits or vegetables | Flashcards  
 Posters  
 Story cards  
 Worksheet  
 Audio materials  
 Puppets  
 Games  
 Board games  
 Real objects | Listening  
 Matching  
 Acting out  
 Drawing  
 Colouring  
 Drama/ Mimicry  
 Arts and crafts  
 TPR  
 Asking & answering  
 Flashcards  
 Giving instructions  
 Playing games |

### VALUES
* Sharing food with others  
* Respecting other cultures’ eating habits
### Young learners between 36 and 48 months old

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

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<th>SUGGESTED MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 8 ANIMALS</td>
<td>* Making an imaginary farm by using old materials and animal toys and then talking about the animals on the farm</td>
<td>Cat&lt;br&gt;Dog&lt;br&gt;Horse&lt;br&gt;Chicken&lt;br&gt;Cow&lt;br&gt;Goat&lt;br&gt;Donkey&lt;br&gt;Sheep</td>
<td>- What is this?&lt;br&gt;  - (It’s) a cow.&lt;br&gt;  - What are these?&lt;br&gt;  - (They’re) chickens.&lt;br&gt;  - How many?&lt;br&gt;  - Cats (pointing two cats in a picture.)&lt;br&gt;  - How many?&lt;br&gt;  - Three dogs (pointing three dogs in a picture)&lt;br&gt;  - (There is) a donkey. (pointing a donkey in a picture)&lt;br&gt;  - (There are) three goats. (pointing three goats in a picture)&lt;br&gt;  - (There are) five chickens. (pointing five chickens in a picture)&lt;br&gt;  - (There are) six sheep. (pointing six sheep in a picture)</td>
<td>Flashcards&lt;br&gt;Posters&lt;br&gt;Story cards&lt;br&gt;Worksheet&lt;br&gt;Audio materials&lt;br&gt;Puppets&lt;br&gt;Games&lt;br&gt;Board games&lt;br&gt;Real objects</td>
<td>Listening&lt;br&gt;Matching&lt;br&gt;Acting out&lt;br&gt;Drawing&lt;br&gt;Colouring&lt;br&gt;Drama/ Miming&lt;br&gt;Arts and crafts&lt;br&gt;TPR&lt;br&gt;Asking &amp; answering&lt;br&gt;Flashcards&lt;br&gt;Giving instructions&lt;br&gt;Playing games</td>
</tr>
<tr>
<td>PROJECT 1</td>
<td>* Visiting a farm and talking about animals</td>
<td>VALUES</td>
<td>* Protecting and taking care of animals</td>
<td></td>
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<tr>
<td>PROJECT 2</td>
<td></td>
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</tbody>
</table>

**Listening skills:**

* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct animals.
* Students will be able to listen and put the animals in groups.
* Students will be able to listen to a fable or a picture story and point to the pictures of animals which they hear.
* Students will be able to listen and order the animals’ pictures which they hear the sounds of them.

**Speaking skills:**

* Students will be able to name the animals in a picture or on a farm.
* Students will be able to join together in singing a nursery rhyme, a chant or a song about animals.
* Students will be able to answer the questions about the animals in a picture or on a farm.
<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES &amp; SKILLS</th>
<th>SUGGESTED TARGET VOCABULARY</th>
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<th>SUGGESTED MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 9</td>
<td>VEHICLES</td>
<td></td>
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</tr>
</tbody>
</table>
| PROJECT 1 | * Making a paper plane or a paper boat and then talking about their paper planes or boats | * Naming vehicles  
* Talking about vehicles  
* Singing a nursery rhyme, a chant or a song about vehicles  
* Answering questions about vehicles | Car  
Bus  
Train  
Boat  
Plane  
Lorry  
Bike  
Tricycle | - (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. | Flashcards  
Posters  
Story cards  
Worksheet  
Audio materials  
Puppets  
Games  
Board games  
Real objects | Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/ Miming  
Arts and crafts  
TPR  
Asking & answering Flashcards  
Giving instructions  
Playing games |
| PROJECT 2 | * Playing with toy cars, buses, trains in small groups and talk about their vehicles | * Listening skills:  
* 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.  |
| VALUES | * Waiting for their turns in a line at the bus stop | * Speaking skills:  
* 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. | | | | |
<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES&amp; SKILLS</th>
<th>SUGGESTED TARGET VOCABULARY</th>
<th>SUGGESTED STRUCTURES</th>
<th>SUGGESTED MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 10</td>
<td>FEELINGS</td>
<td>Happy, Angry, Sad, Hot, Cold, Hungry, Thirsty, Full, Surprised, Scared</td>
<td>- Happy. (pointing to a picture of a happy boy/girl)</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>PROJECT</td>
<td></td>
<td>- Sad. (pointing to a picture of a sad boy/girl)</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>Making masks which express different feelings and then playing with them by role-playing</td>
<td></td>
<td>- Surprised. (pointing to a picture of a surprised boy/girl)</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>VALUES</td>
<td></td>
<td>- Hungry. (pointing to a picture of a hungry boy/girl)</td>
<td>Worksheet</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>*Respecting others’ feelings</td>
<td></td>
<td>- Thirsty. (pointing to a picture of a thirsty boy/girl)</td>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td></td>
<td>*Offering help</td>
<td></td>
<td>- Hot. (pointing to a picture of a hot boy/girl)</td>
<td>Puppets</td>
<td>Drama/ Miming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Cold. (pointing to a picture of a cold boy/girl)</td>
<td>Games</td>
<td>Arts and crafts</td>
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<tr>
<td></td>
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<td>- Angry. (pointing to a picture of an angry boy/girl)</td>
<td>Board games</td>
<td>TPR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- I’m happy.</td>
<td>Real objects</td>
<td>Asking &amp; answering</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- I’m angry.</td>
<td></td>
<td>Flashcards</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>- I’m sad.</td>
<td></td>
<td>Giving instructions</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>- I am surprised.</td>
<td></td>
<td>Playing games</td>
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<td></td>
<td></td>
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<td>- I am scared.</td>
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<td></td>
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<td>- I’m hot.</td>
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<td></td>
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<td></td>
<td>- I’m cold.</td>
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<td>- I am hungry.</td>
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<td>- I am thirsty.</td>
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<td>- I am full.</td>
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<td>- (S/he is) happy.</td>
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<tr>
<td>THEME 1</td>
<td>COMMUNICATIVE OBJECTIVES</td>
<td>SUGGESTED STRUCTURES</td>
<td>PROJECTS</td>
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<tr>
<td>GREETING</td>
<td>1. Greeting</td>
<td>1. - Hello/Hi</td>
<td>PROJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Meeting and introducing</td>
<td>- Good morning/ afternoon/ evening</td>
<td>* Playing with their toys and acting out a dialogue about greeting and introducing between their toys</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>3. Asking and answering questions about their names</td>
<td>2. - Hello, I’m Jane.</td>
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<tr>
<td></td>
<td>4. Singing a nursery rhyme, a chant or a song</td>
<td>3. – What’s your name?</td>
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<td></td>
<td></td>
<td>- My name’s Will.</td>
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<tr>
<td>THEME 2</td>
<td>NUMBERS</td>
<td></td>
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<td></td>
<td>5. Counting from one to ten</td>
<td>5. – One, two, three, four, five, six, seven, eight, nine, ten.</td>
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<td></td>
<td>6. Asking for permission</td>
<td>6. May/ Can I go to the toilet?</td>
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<td></td>
<td>7. Thanking</td>
<td>7. Thank you, sir/ Ma’am.</td>
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<td></td>
<td>8. Taking instructions</td>
<td>8. – Count your fingers.</td>
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<td></td>
<td>9. Singing a chant, nursery rhyme or a song about numbers</td>
<td>- One, two, three, four, five, six, seven, eight, nine, ten.</td>
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<tr>
<td>THEME 3</td>
<td>COLOURS</td>
<td></td>
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<td></td>
<td>10. Naming colours</td>
<td>10. - (It’s) green.</td>
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<td></td>
<td>11. Talking about the colours of the things</td>
<td>11. – Yellow. (pointing to the sun)</td>
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<td></td>
<td>13. Singing a song about colours</td>
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<tr>
<td>THEME 4</td>
<td>SHAPES</td>
<td></td>
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<td></td>
<td>15. Recognizing the names of shapes</td>
<td>15 – (It’s) a square.</td>
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<td>17. Singing a chant, a song or a nursery rhyme about shapes</td>
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<td>THEME 5</td>
<td>BODY PARTS</td>
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<td></td>
<td>20. Taking and following instructions</td>
<td>20. – Touch your ears.</td>
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<td></td>
<td>22. Singing a chant, a song, a nursery rhyme about body parts</td>
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<tr>
<td>THEME 6</td>
<td>23. Naming fruits and vegetables</td>
<td>23. – (It’s) a carrot.</td>
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25
| 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!  
26. * 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.  
31. * 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.  
37. * Making an imaginary farm by using old materials and animal toys and then talking about the animals on the farm |
| 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.  
41. – What is this?  
- It’s a bus.  
42. * Making a paper plane or a paper boat and then talking about their paper planes or boats |
| 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.  
46. * 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 ÖNÇESİ
(48- 60 AYLIK ÇOCUKLAR İÇİN)
İNGİLİZÇE ÖĞRETİM PROGRAMI
**THEMES**

**COMMUNICATIVE OBJECTIVES**

* Meeting
* Greeting (friends)
* Introducing themselves
* Asking and answering questions
* Singing a nursery rhyme, a chant or a song

**LISTENING SKILLS:**

* Students will be able to listen and identify the words relating to greeting and introducing.
* Students will be able to listen and identify the person who introduces himself/herself.

**SPEAKING SKILLS:**

* Students will be able to greet and introduce themselves.
* Students will be able to ask and answer questions about their names.
* Students will be able to act out a dialogue about meeting, greeting and introducing themselves.

**TARGET VOCABULARY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello</td>
<td>- Hello!</td>
</tr>
<tr>
<td>Hi</td>
<td>- Hi!</td>
</tr>
<tr>
<td>Morning</td>
<td>- Good morning!</td>
</tr>
<tr>
<td>Afternoon</td>
<td>- Good afternoon!</td>
</tr>
<tr>
<td>Evening</td>
<td>- Good evening!</td>
</tr>
<tr>
<td>Meet</td>
<td>- I am Kate.</td>
</tr>
<tr>
<td>Nice</td>
<td>- What’s your name?</td>
</tr>
<tr>
<td>Glad</td>
<td>- My name’s Jack.</td>
</tr>
<tr>
<td>Lovely</td>
<td>- Nice to meet you.</td>
</tr>
<tr>
<td>Too</td>
<td>- Glad to meet you.</td>
</tr>
<tr>
<td></td>
<td>- Lovely to meet you.</td>
</tr>
<tr>
<td></td>
<td>- Me too.</td>
</tr>
</tbody>
</table>

**STRUCTURES**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hello!</td>
<td>Flashcards</td>
</tr>
<tr>
<td>- Hi!</td>
<td>Posters</td>
</tr>
<tr>
<td>- Good morning!</td>
<td>Story cards</td>
</tr>
<tr>
<td>- Good afternoon!</td>
<td>Worksheets</td>
</tr>
<tr>
<td>- Good evening!</td>
<td>Audio materials</td>
</tr>
<tr>
<td>- I am Kate.</td>
<td>Puppets</td>
</tr>
<tr>
<td>- What’s your name?</td>
<td>Games</td>
</tr>
<tr>
<td>- My name’s Jack.</td>
<td>Board games</td>
</tr>
<tr>
<td>- Nice to meet you.</td>
<td>Real objects</td>
</tr>
<tr>
<td>- Glad to meet you.</td>
<td></td>
</tr>
<tr>
<td>- Lovely to meet you.</td>
<td></td>
</tr>
<tr>
<td>- Me too.</td>
<td></td>
</tr>
</tbody>
</table>

**MATERIALS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td>Worksheets</td>
<td>Drawing</td>
</tr>
<tr>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td>Puppets</td>
<td>Drama/ Miming</td>
</tr>
<tr>
<td>Games</td>
<td>Arts and crafts</td>
</tr>
<tr>
<td>Board games</td>
<td>TPR</td>
</tr>
<tr>
<td>Real objects</td>
<td>Asking &amp; answering</td>
</tr>
<tr>
<td></td>
<td>Flashcards</td>
</tr>
<tr>
<td></td>
<td>Giving instructions</td>
</tr>
<tr>
<td></td>
<td>Playing games</td>
</tr>
</tbody>
</table>

**VALUES**

* Respecting their friends
<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
</table>
| THEME 2 | NUMBERS | * 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 | One  
Two  
Three  
Four  
Five  
Six  
Seven  
Eight  
Nine  
Ten  
Eleven  
Twelve  
Thirteen  
Fourteen  
Fifteen  
Sixteen  
Seventeen  
Eighteen  
Nineteen  
Twenty | * 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. | Flashcards  
Posters  
Story cards  
Worksheets  
Audio materials  
Puppets  
Games  
Board games  
Real objects | Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/ Miming  
Arts and crafts  
TPR  
Asking & answering  
Flashcards  
Giving instructions  
Playing games |
| PROJECT | *Playing with an abacus and counting the beads forwards or backwards | | | | |
| VALUES | * Respecting others’ belongings  
* Taking responsibility | | | | |

- **Listening skills:**  
  * 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.  

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

**Listening skills:**
* Students will be able to listen and name the colours of the objects.
* Students will be able to listen and put the colours into the correct order.
* Students will be able to listen and choose/cut out/paste the correct colours of the objects.
* Students will be able to listen and do the actions accordingly.

**Speaking skills:**
* Students will be able to name the colours.
* Students will be able to listen and sing a song about colours.
* Students will be able to talk about the colours of the objects nearby.
**THEMES**

**COMMUNICATIVE OBJECTIVES**

**TARGET VOCABULARY**

**STRUCTURES**

**MATERIALS**

**METHODS AND TECHNIQUES**

| THEME 4 SHAPES | * Naming shapes  
* Identifying the shapes of things around them  
* Taking and following instructions about shapes  
* Singing a chant, a song or a nursery rhyme about shapes  
* Talking about shapes  

**Listening skills:**  
* Students will be able to listen and put the shapes in order.  
* Students will be able to listen and point to the shapes they hear.  
* Students will be able to listen and do the actions accordingly.  
* Students will be able to listen and choose/trace/colour/cut out/paste the correct shapes.  
* Students will be able to listen and put the pictures in groups by their shapes.  

**Speaking skills:**  
* Students will be able to group the blocks according to their shapes or colours and then point to them and talk about their shapes.  
* Students will be able to look, find the absent shape/s in a row and then talk about the shapes.  
* Students will be able to join together in singing a song shapes. | Circle  
Rectangle  
Square  
Triangle  
Star  
Oval  
Heart  
Diamond | - (This is) a rectangle.  
- (It’s) a circle.  
- (It’s) a square.  
- (It’s) a rectangle.  
- (It’s) a triangle.  
- (It’s) a star.  
- (It’s) an oval.  
- (It’s) a diamond.  
- (It’s) a heart.  
- Draw a circle.  
- Trace the stars.  
- Draw a line.  
- Colour in two squares.  
- There’s a square.  
- There are two squares.  
- There are three ovals.  
- Make a tower. | Flashcards  
Posters  
Story cards  
Worksheets  
Audio materials  
Puppets  
Games  
Board games  
Real objects | Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/Miming  
Arts and crafts  
TPR  
Asking & answering  
Flashcards  
Giving instructions  
Playing games |
### Young learners between 48 and 60 months old

<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
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<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 5</td>
<td>* Naming his/ her gender * Naming the body parts * Taking and following instructions * Listening to a story or a fable * Singing a chant, a song or a nursery rhyme about body parts * Talking about their body parts * Giving instructions * Using gestures and understanding someone’s gestures</td>
<td>Head, Shoulder, Arm, Leg, Foot, Chin, Knee, Hand, Eye, Ear, Mouth, Nose</td>
<td>- I am a girl. - I am a boy. - (This is) my head. - (These are) my eyes. - Snap your fingers. - Stamp your feet. - Give me a five. - Touch your nose. - Bend your knees. - Hold your hands. - Close your eyes. - Blink your eyes. - Close your mouth. - (It’s) my nose. - (They’re) my hands. - Touch your ears. - Clap your hands. - Raise your hand. - Nod your head. (YES) - Shake your head. (NO) - Brush your teeth. - Flush the toilet. - Wash your hands.</td>
<td>Flashcards, Posters, Story cards, Audio materials, Puppets, Games, Board games, Real objects</td>
<td>Listening, Matching, Acting out, Drawing, Colouring, Drama/Miming, Arts and crafts, TPR, Asking &amp; answering, Flashcards, Giving instructions, Playing games</td>
</tr>
<tr>
<td>BODY PARTS</td>
<td>* Doing a jigsaw puzzle (consists of 10-25 parts) about body parts and talking about the body parts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROJECT 1</td>
<td>* Playing “Simon says”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VALUES</td>
<td>* Keeping the classroom tidy and clean</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### Project 1: Doing a jigsaw puzzle (consists of 10-25 parts)
- About body parts and talking about the body parts

#### Project 2: Playing “Simon says”
- Keeping the classroom tidy and clean
<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
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<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 6</td>
<td>* Recognizing the names of the fruits and vegetables.</td>
<td>Plum</td>
<td>- (It’s) an orange.</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td>FRUITS&amp;</td>
<td>* Naming fruits and vegetables</td>
<td>Orange</td>
<td>- (They’re) strawberries.</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td>VEGETABLES</td>
<td>* Talking about fruits and vegetables</td>
<td>Watermelon</td>
<td>- What is this?</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>* Answering questions about fruits and vegetables</td>
<td>Strawberry</td>
<td>- It’s a plum.</td>
<td>Worksheets</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>* Listening to a picture story or a fable about fruits and vegetables</td>
<td>Banana</td>
<td>- What are these?</td>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td></td>
<td>* Singing a chant, a song or a nursery rhyme about fruits and vegetables</td>
<td>Apple</td>
<td>- They are grapes.</td>
<td>Puppets</td>
<td>Drama/ Miming</td>
</tr>
<tr>
<td></td>
<td>* Giving and taking advice</td>
<td>Pear</td>
<td>- (There are) five potatoes.</td>
<td>Games</td>
<td>Arts and crafts</td>
</tr>
<tr>
<td></td>
<td>* Expressing feelings about fruits and vegetables</td>
<td>Grapes</td>
<td></td>
<td>Board games</td>
<td>TPR</td>
</tr>
<tr>
<td></td>
<td><strong>Listening skills:</strong></td>
<td>Cucumber</td>
<td>Give me the banana(s).</td>
<td>Real objects</td>
<td>Asking &amp; answering</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and put the fruits and vegetables into groups.</td>
<td>Eggplant</td>
<td>Bite the apple.</td>
<td>Flashcards</td>
<td>Flashcards</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and do the actions accordingly.</td>
<td>Lettuce</td>
<td>Show me the pear(s).</td>
<td>Giving instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and choose/ trace/ colour/ cut out/paste the correct</td>
<td>Broccoli</td>
<td>- Yummy, yummy!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>fruits or vegetables.</td>
<td>Pepper</td>
<td>- Yuck!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and put the fruits and vegetables in order.</td>
<td>Corn</td>
<td>- Wash the fruits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Speaking skills:</strong></td>
<td>Corn</td>
<td>- Wash the cucumbers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to do a jigsaw puzzle which consists of 4-10 parts and point to</td>
<td>Corn</td>
<td>- Eat a tomato.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the fruits or vegetables on the puzzle and then talk about the fruits and vegetables on</td>
<td>Corn</td>
<td>- (There are) five apples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the puzzle.</td>
<td>Corn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to look and find the halves of the fruits or vegetables and then</td>
<td>Corn</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>name them.</td>
<td>Corn</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Students will be able to describe the fruits or vegetables (e.g. it’s green, etc.)</td>
<td>Corn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and then group them.</td>
<td>Corn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to express their feelings about fruits and vegetables.</td>
<td>Corn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to give and take advice about fruits and vegetables.</td>
<td>Corn</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VALUES**

* Sharing with others
* Eating healthy food

**PROJECT 1**

* Making a paper fortune teller which has fruits or vegetables instead of fortunes and playing with it in groups

**PROJECT 2**

* Making fruits and vegetables by using coloured play dough and then talking about their fruits or vegetables
### Young learners between 48 and 60 months old

<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 7</td>
<td>CLOTHES</td>
<td></td>
<td>- (This is) a scarf.</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>PROJECT</td>
<td></td>
<td>- Put on your coat.</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>* Bringing in their favourite clothes and talking about them</td>
<td></td>
<td>- Put off your coat.</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>VALUES</td>
<td></td>
<td>- What is this?</td>
<td>Worksheets</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>* Respecting traditional clothes</td>
<td></td>
<td>- It’s a dress.</td>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- What colour is it?</td>
<td>Puppets</td>
<td>Drama/ Mimling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- It’s pink.</td>
<td>Games</td>
<td>Arts and crafts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- There are two T-shirts.</td>
<td>Board games</td>
<td>TPR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Real objects</td>
<td>Asking &amp; answering</td>
</tr>
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<td>Flashcards</td>
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<td>Giving instructions</td>
</tr>
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<td></td>
<td>Playing games</td>
</tr>
<tr>
<td>Listening skills:</td>
<td>* Students will be able to listen and find the correct clothes.</td>
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<tr>
<td></td>
<td>* Students will be able to listen and answer the questions about the clothes.</td>
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<tr>
<td></td>
<td>* Students will be able to listen and do the actions accordingly.</td>
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<tr>
<td>Speaking skills:</td>
<td>* Students will be able to talk about the clothes in a picture.</td>
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<td></td>
<td>* Students will be able to join together in singing a song about clothes.</td>
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<td></td>
<td>* Students will be able to give their opinions.</td>
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<tr>
<td></td>
<td>* Students will be able to talk about their belongings.</td>
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</tbody>
</table>

- T-shirt
- Dress
- Shirt
- Skirt
- Sweatshirt
- Jumper
- Coat
- Socks
- Shoes
- Shorts
- Pyjamas
- Jeans
- Trousers
- Umbrella
- Hat
- Scarf
- Lovely

- Flashcards
- Posters
- Story cards
- Worksheets
- Audio materials
- Puppets
- Games
- Board games
- Real objects

- Listening
- Matching
- Acting out
- Drawing
- Colouring
- Drama/ Mimling
- Arts and crafts
- TPR
- Asking & answering
- Flashcards
- Giving instructions
- Playing games
<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 8</td>
<td>* Naming animals</td>
<td>Turtle</td>
<td>- (It’s) a monkey.</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td>ANIMALS</td>
<td>* Describe animals by their colours and sizes</td>
<td>Dolphin</td>
<td>- (They’re) rhinos.</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td>PROJECT</td>
<td>* Answering questions about animals</td>
<td>Rhino</td>
<td>- What is this?</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>* Talking about animals</td>
<td>Horse</td>
<td>- (It’s) a giraffe.</td>
<td>Worksheets</td>
<td>Drawing</td>
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<tr>
<td></td>
<td>* Listening to a picture story or a fable about animals</td>
<td>Monkey</td>
<td>(pointing to a giraffe)</td>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td></td>
<td>* Singing a chant, a song or a nursery rhyme about animals</td>
<td>Bird</td>
<td>- What are these?</td>
<td>Puppets</td>
<td>Drama/ Miming</td>
</tr>
<tr>
<td></td>
<td>* Identifying animals</td>
<td>Chicken</td>
<td>- (They are) penguins</td>
<td>Games</td>
<td>Arts and crafts</td>
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<td>* Describing animals by their colours and sizes</td>
<td>Kangaroo</td>
<td>(pointing to the penguins)</td>
<td>Board games</td>
<td>TPR</td>
</tr>
<tr>
<td></td>
<td>* Answering questions about animals</td>
<td>Penguin</td>
<td>(pointing to the penguins)</td>
<td>Real objects</td>
<td>Asking &amp; answering</td>
</tr>
<tr>
<td></td>
<td>* Showing animals</td>
<td>Elephant</td>
<td>- (They’re) white and black.</td>
<td></td>
<td>Flashcards</td>
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<tr>
<td></td>
<td>* Identifying animals</td>
<td>Cow</td>
<td>(They’re) small.</td>
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<td>Giving instructions</td>
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<td>* Describing animals by their colours and sizes</td>
<td>Horse</td>
<td>- (This is) an elephant</td>
<td></td>
<td>Playing games</td>
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<td>* Answering questions about animals</td>
<td>Donkey</td>
<td>It’s big. (It’s) grey.</td>
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<td>* Describing animals by their colours and sizes</td>
<td>Lion</td>
<td>(pointing to an elephant)</td>
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<td></td>
<td>* Answering questions about animals</td>
<td>Tiger</td>
<td>- (This is) an ant.</td>
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<td></td>
<td>* Describing animals by their colours and sizes</td>
<td>Rooster</td>
<td>(pointing to an ant)</td>
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<td></td>
<td>* Answering questions about animals</td>
<td>Snake</td>
<td>- There are two zebras</td>
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<td></td>
<td>* Describing animals by their colours and sizes</td>
<td>Sheep</td>
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<td></td>
<td>* Answering questions about animals</td>
<td>Hippo</td>
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<tr>
<td>VALUES</td>
<td>* Taking care of animals</td>
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<td>* Protecting animals</td>
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**Listening skills:**
* Students will be able to listen to the sounds of the animals and find the absent animals and trace and colour it later on.
* Students will be able to listen and number the animals.
* Students will be able to listen and choose/trace/colour/cut out/paste the correct animals.

**Speaking skills:**
* Students will be able to match the halves of animals’ pictures and then name the animal.
* Students will be able to make up a story or a fable by pointing to the pictures of animals.
* Students will be able to answer the questions about animals which they have just seen the pictures of them.
* Students will be able to talk about animals.
* Students will be able to describe animals by their colours and sizes.

- (It’s) a monkey.
- (They’re) rhinos.
- What is this?
- (It’s) a giraffe.
- What are these?
- (They are) penguins.
- (They’re) white and black. (They’re) small.
- (This is) an elephant.
- (Pointing to an elephant)
- (This is) an ant. (It’s) small.(pointing to an ant)
- There are two zebras.
### Young learners between 48 and 60 months old

<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 9</td>
<td>* Naming vehicles</td>
<td>Car</td>
<td>- This is a car.</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td>VEHICLES</td>
<td>* Asking and answering questions about vehicles</td>
<td>Bus</td>
<td>- What is this?</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>* Describing vehicles by their colours and sizes</td>
<td>Taxi</td>
<td>- It’s a train. (It’s) long. (It’s) green.</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>* Talking about vehicles</td>
<td>Train</td>
<td>- What colour is the bus?</td>
<td>Worksheets</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>* Singing a chant, a song or a nursery rhyme about vehicles</td>
<td>Boat</td>
<td>- It’s red. It’s big.</td>
<td>Audio materials</td>
<td>Colouring</td>
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<tr>
<td></td>
<td>* Taking and giving instructions</td>
<td>Plane</td>
<td>- The plane is big. (It’s) white.</td>
<td>Puppets</td>
<td>Drama/ Miming</td>
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<td>Truck</td>
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<td>Games</td>
<td>Arts and crafts</td>
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<td>Traffic lights</td>
<td></td>
<td>Board games</td>
<td>TPR</td>
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<td>Real objects</td>
<td>Asking &amp; answering</td>
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<td><strong>Listening skills:</strong></td>
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<td>Flashcards</td>
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<tr>
<td></td>
<td>* Students will be able to listen and choose/ trace/ colour/ cut out/ paste the correct vehicles.</td>
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<td>Giving instructions</td>
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<tr>
<td></td>
<td>* Students will be able to listen and put the vehicles in order.</td>
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<td>Playing games</td>
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<td></td>
<td>* Students will be able to listen and do the actions accordingly.</td>
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<td><strong>Speaking skills:</strong></td>
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<td>* Students will be able to talk about vehicles.</td>
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<td>* Students will be able to ask and answer questions about vehicles.</td>
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<td></td>
<td>* Students will be able to describe vehicles by their sizes and colours.</td>
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<td></td>
<td>* Students will be able to join together in singing a song about vehicles or traffic rules.</td>
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</tbody>
</table>

**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

**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**

**PROJECT**
* Playing with stickers which has emojis and pointing to them and talking about feelings

**VALUES**
* Respecting others’ feelings
* Offering help

---

**COMMUNICATIVE OBJECTIVES**
* Expressing feelings
* Asking and answering questions about someone’s feelings
* Listening to a story about feelings
* Singing a chant, a song or a nursery rhyme about feelings

**Listening skills:**
* Students will be able to listen and match the opposite feelings.
* Students will be able to listen and find the correct pictures of feelings.
* Students will be able to listen to a song or a picture story and imitate the feelings.

**Speaking skills:**
* Students will be able to express their own feelings.
* Students will be able to ask and answer questions about someone’s feelings.
* Students will be able to say the opposites of feelings.
* Students will be able to join together in singing a song about feelings.

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**TARGET VOCABULARY**
- Happy
- Angry
- Sad
- Hot
- Cold
- Hungry
- Thirsty
- Full
- Surprised
- Scared

**STRUCTURES**
- I’m happy.
- I’m angry.
- I’m sad.
- You’re happy.
- Are you happy?
- Yes, I am.
- Are you sad?
- No, I am not.
- I’m hot.
- I’m cold.
- She’s hungry.
- He’s thirsty.
- We’re full.
- I am surprised.
- I am scared.

---

**MATERIALS**
- Flashcards
- Posters
- Story cards
- Worksheets
- Audio materials
- Puppets
- Games
- Board games
- Real objects

**METHODS AND TECHNIQUES**
- Listening
- Matching
- Acting out
- Drawing
- Colouring
- Drama/ Miming
- Arts and crafts
- TPR
- Asking & answering
- Flashcards
- Giving instructions
- Playing games

---

* I’m happy.
* I’m angry.
* I’m sad.
* You’re happy.
* Are you happy?
* Yes, I am.
* Are you sad?
* No, I am not.
* I’m hot.
* I’m cold.
* She’s hungry.
* He’s thirsty.
* We’re full.
* I am surprised.
* I am scared.
<table>
<thead>
<tr>
<th>THEME 1</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>SUGGESTED STRUCTURES</th>
<th>PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GREETING</td>
<td>1. Meeting</td>
<td>1. - Hello/ Hi!</td>
<td><strong>PROJECT</strong></td>
</tr>
<tr>
<td></td>
<td>2. Greeting (friends)</td>
<td>2. Good morning/ afternoon/ evening!</td>
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<tr>
<td></td>
<td>3. Introducing themselves</td>
<td>3. - I am Kate.</td>
<td>*Making finger puppets and acting out a conversation about meeting and introducing between their finger puppets</td>
</tr>
<tr>
<td></td>
<td>4. Asking and answering questions</td>
<td>4. – What’s your name?</td>
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<td></td>
<td>5. Singing a nursery rhyme, a chant or a song</td>
<td>- My name’s Jack.</td>
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<tr>
<td></td>
<td>6. Counting from one to twenty</td>
<td>6. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.</td>
<td><strong>PROJECT</strong></td>
</tr>
<tr>
<td></td>
<td>7. Asking and answering questions about the quantity of objects</td>
<td>7. – How many pencils?</td>
<td>*Playing with an abacus and counting the beads forwards or backwards</td>
</tr>
<tr>
<td></td>
<td>8. Asking for permission</td>
<td>- Three pencils.</td>
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<td></td>
<td>9. Thanking</td>
<td>8. – May/ Can I go to the toilet?</td>
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<td></td>
<td>11. Asking and answering questions about their ages</td>
<td>10. – You’re welcome.</td>
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<td></td>
<td>12. Singing a nursery rhyme, a chant or a song about numbers</td>
<td>11. – How old are you?</td>
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<td></td>
<td>13. Naming colours</td>
<td>- I’m four.</td>
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<td></td>
<td>14. Talking about the colours of the objects nearby or something in nature</td>
<td>13. - (This is) is pink.</td>
<td><strong>PROJECT 1</strong></td>
</tr>
<tr>
<td></td>
<td>15. Giving and following instructions</td>
<td>14. – (They’re) green. (pointing to the trees)</td>
<td>* Painting a picture (e.g. of flowers, animals, a garden, etc.) and then pointing and talking about the colours of things in the picture</td>
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<tr>
<td></td>
<td>16. Singing a nursery rhyme, a chant or a song about colours</td>
<td>15. - Take out your coloured pencils/ crayons.</td>
<td>PROJECT 2</td>
</tr>
<tr>
<td></td>
<td>17. Asking and answering questions about the colours of things</td>
<td>- Colour the flowers in pink/ red, etc.</td>
<td>*Making a colour wheel chart and then playing with it and talking about the colours on it</td>
</tr>
<tr>
<td></td>
<td>18. Naming shapes.</td>
<td>17. – What colour is your ball?</td>
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<tr>
<td></td>
<td>19. Identifying the shapes of things around them</td>
<td>- (It’s) blue.</td>
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</tbody>
</table>

| THEME 2 | NUMBERS | 6. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. | **PROJECT** |
|         |         | 7. – How many pencils? | *Playing with an abacus and counting the beads forwards or backwards |
|         |         | - 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. | |

| THEME 3 | COLOURS | 13. - (This is) is pink. | **PROJECT 1** |
|         |         | 14. – (They’re) green. (pointing to the trees) | * Painting a picture (e.g. of flowers, animals, a garden, etc.) and then pointing and talking about the colours of things in the picture |
|         |         | 15. - Take out your coloured pencils/ crayons. | PROJECT 2 |
|         |         | - Colour the flowers in pink/ red, etc. | *Making a colour wheel chart and then playing with it and talking about the colours on it |
|         |         | 17. – What colour is your ball? | |
|         |         | - (It’s) blue. | |

| THEME 4 | SHAPES | 18. – (This is) a rectangle. | **PROJECT** |
|         |         | 19. – (It’s) a square. | |

<p>| PROJECT 3 | 38 |</p>
<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 5</td>
<td>Making a tower with ten blocks and pointing and talking about the shapes of the blocks</td>
<td></td>
</tr>
<tr>
<td>BODY PARTS</td>
<td>Naming his/her gender</td>
<td>23.</td>
</tr>
<tr>
<td></td>
<td>Naming the body parts</td>
<td>24.</td>
</tr>
<tr>
<td></td>
<td>Taking and following instructions</td>
<td>26.</td>
</tr>
<tr>
<td></td>
<td>Listening to a story or a fable</td>
<td>25.</td>
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<tr>
<td></td>
<td>Singing a chant, a song or a nursery rhyme about body parts</td>
<td>28.</td>
</tr>
<tr>
<td></td>
<td>Talking about their body parts</td>
<td>29.</td>
</tr>
<tr>
<td></td>
<td>Giving instructions</td>
<td>30.</td>
</tr>
<tr>
<td></td>
<td>Using gestures and understanding someone’s gestures</td>
<td>30.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 6</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRUITS &amp; VEGETABLES</td>
<td>Making a paper fortune teller which has fruits or vegetables instead of fortunes and playing with it in groups</td>
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<td></td>
<td>Making fruits and vegetables by using coloured play dough and then talking about their fruits or vegetables</td>
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<td>31.</td>
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<td>33.</td>
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<td>36.</td>
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<td>37.</td>
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<tr>
<td></td>
<td></td>
<td>38.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 7</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOTHES</td>
<td>Bringing in their favourite clothes and talking about them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>39.</td>
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</tr>
<tr>
<td>THEME 8</td>
<td>ANIMALS</td>
<td>45. Naming animals</td>
</tr>
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<tr>
<td>PROJECT</td>
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</tr>
<tr>
<td>THEME 9</td>
<td>VEHICLES</td>
<td>51. Naming vehicles</td>
</tr>
<tr>
<td>PROJECT 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROJECT 2</td>
<td></td>
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<tr>
<td>VALUES:</td>
<td></td>
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</tr>
<tr>
<td>THEME 10</td>
<td>FEELINGS</td>
<td>57. Expressing feelings</td>
</tr>
</tbody>
</table>
4. TABLE 3 FOR THE THIRD LEVEL

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

<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
</table>
| THEME 1 FAMILY PROJECT | * 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  
 **Listening skills:**  
  * 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.  
 **Speaking skills:**  
  * 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. | Hello  
  Hi  
  Morning  
  Afternoon  
  Evening  
  Mom  
  Dad  
  Sister  
  Brother  
  Grandma  
  Grandpa | - 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. | Flashcards  
  Posters  
  Story cards  
  Worksheets  
  Audio materials  
  Puppets  
  Games  
  Board games  
  Real objects | Listening  
  Matching  
  Acting out  
  Drawing  
  Colouring  
  Drama/ Mimic  
  Puppetry  
  Asking & answering  
  Flashcards  
  Giving instructions  
  Playing games |

* DOSSIER  
  * Students start filling in the European Language Portfolio.

* VALUES  
  * Respecting their friends  
  * Playing/ working in a team

* ATATÜRK  
  * Respecting Atatürk  
  * Talking about Atatürk’s family members

- 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.
<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
</table>
| THEME 2 NUMBERS | * 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  
**Listening skills:**  
* 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. | One  
Two  
Three  
Four  
Five  
Six  
Seven  
Eight  
Nine  
Ten  
Eleven  
Twelve  
Thirteen  
Fourteen  
Fifteen  
Sixteen  
Seventeen  
Eighteen  
Nineteen  
Twenty | - (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. | Flashcards  
Posters  
Story cards  
Worksheets  
Audio materials  
Puppets  
Games  
Board games  
Real objects | Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/Miming  
Arts and crafts  
TPR  
Asking  
& answering  
Flashcards  
Giving instructions  
Playing games |
| PROJECT 1  
Playing hopscotch |  |  |  |  |  |
| PROJECT 2  
Playing with an abacus and count the beads forwards or backwards |  |  |  |  |  |
| 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 |  |  |  |  |  |
| VALUES | * Respecting the elderly  
* Using a polite language in the classroom |  |  |  |  |  |

**Values:**  
* Respecting the elderly  
* Using a polite language in the classroom
## Young learners between 60 and 72 months old

<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 3</td>
<td></td>
<td>Red</td>
<td>- Red. (pointing to the cover of someone’s book)</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td>COLOURS</td>
<td>* Recognizing colours</td>
<td>Blue</td>
<td>- My marble is blue.</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td>PROJECT 1</td>
<td>* Talking about the colours of things</td>
<td>Green</td>
<td>- What colour is the sun?</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>* Asking and answering questions about colours</td>
<td>Yellow</td>
<td>- It’s yellow.</td>
<td>Worksheets</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>* Taking and following instructions</td>
<td>Pink</td>
<td>- What colour are the trees?</td>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td></td>
<td>* Singing a nursery rhyme, a chant or a song about colours</td>
<td>Purple</td>
<td>- They’re green.</td>
<td>Puppets</td>
<td>Drama/Miming</td>
</tr>
<tr>
<td>VALUES</td>
<td><strong>Listening skills:</strong></td>
<td>Orange</td>
<td>- What colour is the sky?</td>
<td>Games</td>
<td>Asking &amp; answering</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and choose/paint/paste/stick/cut out the correct colours.</td>
<td>Brown</td>
<td>- It’s blue.</td>
<td>Board games</td>
<td>Flashcards</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and identify the colours.</td>
<td>Black</td>
<td>- Colour the flowers in pink.</td>
<td>Real objects</td>
<td>Giving instructions</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and do the actions accordingly.</td>
<td>White</td>
<td></td>
<td></td>
<td>Playing games</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking skills:</strong></td>
<td>Grey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to make a pattern of coloured things and say the colours in order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to talk about the colours of things.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to ask and answer questions about the colours in a picture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to join together in singing a song, a chant or a nursery rhyme about colours.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEMES</td>
<td>COMMUNICATIVE OBJECTIVES</td>
<td>TARGET VOCABULARY</td>
<td>STRUCTURES</td>
<td>MATERIALS</td>
<td>METHODS AND TECHNIQUES</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>THEME 4 SHAPES</td>
<td>* Naming shapes</td>
<td>Square</td>
<td>- (This is) a square.</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>* Identify the shapes of the objects</td>
<td>Rectangle</td>
<td>- What is this?</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>* Describing the things such as blocks, classroom objects, etc.</td>
<td>Circle</td>
<td>- It’s a rectangle.</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>* Asking and answering questions about shapes</td>
<td>Triangle</td>
<td>- Is it a triangle?</td>
<td>Worksheets</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>* Singing a nursery rhyme, a chant or a song about shapes</td>
<td>Star</td>
<td>- No, it isn’t. It’s a square.</td>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td></td>
<td>* Listening skills:</td>
<td>Oval</td>
<td>- What are these?</td>
<td>Puppets</td>
<td>Drama/ Miming</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and make a new shape by using different shapes of</td>
<td>Diamond</td>
<td>- They are circles.</td>
<td>Games</td>
<td>Arts and crafts</td>
</tr>
<tr>
<td></td>
<td>blocks, pictures or stickers.</td>
<td></td>
<td>- Count the circles. How many circles?</td>
<td>Board games</td>
<td>TPR</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and form groups of the blocks by shapes.</td>
<td>Play</td>
<td>- Six.</td>
<td>Real objects</td>
<td>Asking &amp; answering</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and choose/colour/paste/trace/cut out the correct</td>
<td>Block</td>
<td>- My blocks are plastic/wooden.</td>
<td></td>
<td>Flashcards</td>
</tr>
<tr>
<td></td>
<td>shapes.</td>
<td>Plastic</td>
<td>- They are green.</td>
<td></td>
<td>Giving instructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wooden</td>
<td>- They are small.</td>
<td></td>
<td>Playing games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper</td>
<td>- They’re triangles.</td>
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</tr>
<tr>
<td></td>
<td><strong>Speaking skills:</strong></td>
<td></td>
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<tr>
<td></td>
<td>* Students will be able to make patterns by using three shapes and then talk about</td>
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<td></td>
<td>the shapes.</td>
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<td></td>
<td>* Students will be able to look, find and say the differences in two pictures showing</td>
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<tr>
<td></td>
<td>shapes.</td>
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<tr>
<td></td>
<td>* Students will be able to look, find and tell the similarities in two pictures showing</td>
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<tr>
<td></td>
<td>shapes.</td>
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<tr>
<td></td>
<td>* Students will be able to ask and answer questions about the shapes.</td>
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<tr>
<td></td>
<td>* Students will be able describe the things such as blocks or classroom objects (e.g.</td>
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<tr>
<td></td>
<td>plastic, wooden, green, blue, big, small, etc.).</td>
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<tr>
<td></td>
<td><strong>VALUES</strong></td>
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<tr>
<td></td>
<td>* Making a chart by using three different colours of shapes</td>
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<tr>
<td></td>
<td><strong>PROJECT</strong></td>
<td></td>
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<tr>
<td></td>
<td>* Appreciating art</td>
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</tr>
</tbody>
</table>

45
### Young learners between 60 and 72 months old

<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
</table>
| THEME 5 | * Naming body parts  
* Talking about their physical appearance  
* Taking and following instructions  
* Giving and taking advice  
* Listening to a picture story or a fable  
* Singing a nursery rhyme, a chant or a song about body parts | Hair  
Head  
Shoulder  
Arm  
Leg  
Foot  
Chin  
Knee  
Hand  
Eye  
Ear  
Mouth  
Nose  
Teeth  
Touch  
Hold  
Close  
Blink  
Bend  
Brush  
Flush  
Wash  
Stamp  
Snap  
Give  
Blonde | - (This is) my head.  
- (These are) my ears.  
- Snap your fingers.  
- Stamp your feet.  
- Give me a five.  
- Touch your nose.  
- Bend your knees.  
- Hold your hands.  
- Close your eyes.  
- Blink your eyes.  
- Close your mouth.  
- I've got blonde hair.  
- I've got green eyes.  
- Brush your teeth.  
- Flush the toilet.  
- Wash your hands. | Flashcards  
Posters  
Story cards  
Worksheets  
Audio materials  
Puppets  
Games  
Board games  
Real objcts | Listening  
Matching  
Acting out  
Drawing  
Colouring  
Drama/ Miming  
Arts and crafts  
TPR  
Asking & answering  
Flashcards  
Giving instructions  
Playing games |
| BODY PARTS | PROJECT | * Playing “Simon Says” game in small groups | VALUES | * Taking care of body hygiene | |

**Listening skills:**  
* Students will be able to listen and draw the parts of the body in an incomplete picture.  
* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the correct parts of the body.  
* Students will be able to listen and do/ mime the actions accordingly.  

**Speaking skills:**  
* 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.  
* Students will be able to talk about their physical appearance.  
* Students will be able to give and talk advice.
## Theme 6: Fruits & Vegetables

### Project
- Making a fruit salad with their friends and then talking about the fruits in the salad
- Singing a nursery rhyme, a chant or a song about fruits and vegetables
- Giving and taking advice

### Values
- Sharing food with others

### Communicative Objectives
- 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

### Listening Skills:
- 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.

### Speaking Skills:
- 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.

### Target Vocabulary
- Banana
- Apple
- Pear
- Plum
- Orange
- Potato
- Tomato
- Grapes
- Strawberry
- Watermelon
- Lemon
- Cucumber
- Eggplant
- Lettuce
- Carrot
- Broccoli
- Green bell pepper
- Corn
- Mushroom
- Chilli pepper
- Crunchy
- Sour
- Sweet
- Bitter
- Fresh

### Structures
- (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.

### Materials
- Flashcards
- Posters
- Story cards
- Worksheets
- Audio materials
- Puppets
- Games
- Board games
- Real objects

### Methods and Techniques
- Listening
- Matching
- Acting out
- Drawing
- Colouring
- Drama/Miming
- Arts and crafts
- TPR
- Asking & answering
- Flashcards
- Giving instructions
- Playing games
**THEME 7**
**SEASONS & CLOTHES**

**PROJECT**
- *Making a seasons chart with suitable clothes on it*

**VALUES**
- *Putting on clothes according to seasons*

**COMMUNICATIVE OBJECTIVES**
- *Naming seasons and clothes*
- *Grouping the clothes according to seasons*
- *Taking and following the instructions*
- *Asking reasons and giving explanations*
- *Talking about belongings*
- *Singing a nursery rhyme, a chant or a song about seasons and clothes*

**LISTENING SKILLS**
- *Students will be able to listen and choose/colour/paste/trace/cut out the correct seasons or clothes.*
- *Students will be able to listen and group the clothes according to the seasons.*
- *Students will be able to listen and do/mime the actions accordingly.*

**SPEAKING SKILLS**
- *Students will be able to name seasons and clothes.*
- *Students will be able to talk about their belongings (e.g. clothes).*
- *Students will be able to ask reasons and give explanations.*

<table>
<thead>
<tr>
<th>THEME 7 SEASONS &amp; CLOTHES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Grouping the clothes according to seasons</td>
<td>Cold, Hot, Sunny, Rainy, Windy, Snowy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Taking and following the instructions</td>
<td>Coat, Skirt, Shirt, Jumper, Cardigan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Asking reasons and giving explanations</td>
<td>Gloves, Socks, Shoes, Shorts, Trousers, Jeans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Talking about belongings</td>
<td>Umbrella, Hat, Scarf, Sweatshirt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Singing a nursery rhyme, a chant or a song about seasons and clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEMES</td>
<td>COMMUNICATIVE OBJECTIVES</td>
<td>TARGET VOCABULARY</td>
<td>STRUCTURES</td>
<td>MATERIALS</td>
<td>METHODS AND TECHNIQUES</td>
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<tr>
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<td>-----------------------------</td>
</tr>
<tr>
<td>THEME 8</td>
<td>* Naming animals</td>
<td>Horse</td>
<td>- (It’s) a parrot.</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td>ANIMALS</td>
<td>* Describing animals</td>
<td>Monkey</td>
<td>- Where is your cat?</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>* Talking about animals</td>
<td>Bird</td>
<td>- (It’s) in the basket.</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>* Talking about abilities or inabilities of animals</td>
<td>Chicken</td>
<td>- What is this?</td>
<td>Worksheets</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>* Listening to a story or a fable about animals</td>
<td>Kangaroo</td>
<td>- (It’s) a giraffe.</td>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td></td>
<td>* Singing a nursery rhyme, a chant or a song about animals</td>
<td>Penguin</td>
<td>- What are these?</td>
<td>Puppets</td>
<td>Drama/ Miming</td>
</tr>
<tr>
<td></td>
<td>* Asking and answering questions about abilities of animals</td>
<td>Elephant</td>
<td>- (They are) elephants.</td>
<td>Games</td>
<td>Arts and crafts</td>
</tr>
<tr>
<td></td>
<td><strong>Listening skills:</strong></td>
<td>Cow</td>
<td>- What is that?</td>
<td>Board games</td>
<td>TPR</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and find the shadows of the animals and then</td>
<td>Horse</td>
<td>- (It’s) a monkey. It has got a tail.</td>
<td>Real objects</td>
<td>Asking &amp; answering</td>
</tr>
<tr>
<td></td>
<td>match the shadows with the animals.</td>
<td>Donkey</td>
<td>- What are those?</td>
<td></td>
<td>Flashcards</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and choose/ colour/ paste/ trace/ cut out the</td>
<td>Lion</td>
<td>- (They're) penguins.</td>
<td></td>
<td>Giving instructions</td>
</tr>
<tr>
<td></td>
<td>correct animals.</td>
<td>Tiger</td>
<td>They are black and white.</td>
<td></td>
<td>Flashcards</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking skills:</strong></td>
<td>Rooster</td>
<td>- Kangaroos can jump.</td>
<td></td>
<td>Playing games</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to name the animals in a picture.</td>
<td>Snake</td>
<td>- Penguins cannot fly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to ask and answer questions about the animals in a picture.</td>
<td>Sheep</td>
<td>- Fish can swim.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Students will be able to describe animals by their colours.</td>
<td>Hippo</td>
<td>- Birds can fly.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Students will be able to talk about abilities and inabilities of animals.</td>
<td></td>
<td>- Can a monkey swim?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to ask and answer questions about abilities and inabilities of</td>
<td></td>
<td>- No, it can’t.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>animals.</td>
<td></td>
<td>- Can a parrot fly?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Yes, it can.</td>
<td></td>
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</tbody>
</table>

PROJECT 1

* Bringing in a fish or a hamster and feeding this pet
* Visiting a zoo and talking about the animals in the zoo

VALUES

* Taking care of animals/ protecting animals
<table>
<thead>
<tr>
<th>THEMES</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>TARGET VOCABULARY</th>
<th>STRUCTURES</th>
<th>MATERIALS</th>
<th>METHODS AND TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEME 9</td>
<td>* Talking about vehicles&lt;br&gt;* Giving and taking instructions&lt;br&gt;* Talking about traffic rules&lt;br&gt;* Describing vehicles&lt;br&gt;* Singing a nursery rhyme, a chant or a song about vehicles&lt;br&gt;* Matching the opposites of descriptions of vehicles</td>
<td>Car&lt;br&gt;Bus&lt;br&gt;Train&lt;br&gt;Taxi&lt;br&gt;Plane&lt;br&gt;Truck&lt;br&gt;Traffic lights&lt;br&gt;Stop&lt;br&gt;Wait&lt;br&gt;Get on&lt;br&gt;Get off&lt;br&gt;Get into&lt;br&gt;Get out&lt;br&gt;Fast&lt;br&gt;Slow&lt;br&gt;Short&lt;br&gt;Long</td>
<td>- (There are) three buses.&lt;br&gt;- Get into the car.&lt;br&gt;- Get out of the car.&lt;br&gt;- Get onto the bus.&lt;br&gt;- Get off the bus.&lt;br&gt;- Go!&lt;br&gt;- Walk.&lt;br&gt;- Stop.&lt;br&gt;- Look at the traffic lights.&lt;br&gt;- It’s fast.&lt;br&gt;- It’s slow.&lt;br&gt;- Wait for your turn.&lt;br&gt;- The train is long.&lt;br&gt;- The plane is big.&lt;br&gt;- The car is small.&lt;br&gt;- The green train is short.&lt;br&gt;- The white train is long</td>
<td>Flashcards&lt;br&gt;Posters&lt;br&gt;Story cards&lt;br&gt;Worksheets&lt;br&gt;Audio materials&lt;br&gt;Puppets&lt;br&gt;Games&lt;br&gt;Board games&lt;br&gt;Real objects</td>
<td>Listening&lt;br&gt;Matching&lt;br&gt;Acting out&lt;br&gt;Drawing&lt;br&gt;Colouring&lt;br&gt;Drama/ Miming&lt;br&gt;Arts and crafts&lt;br&gt;TPR&lt;br&gt;Asking &amp; answering&lt;br&gt;Flashcards&lt;br&gt;Giving instructions&lt;br&gt;Playing games</td>
</tr>
<tr>
<td>VEHICLES</td>
<td>PROJECT 1&lt;br&gt;* Playing with toy vehicles and giving and taking instructions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>PROJECT 2&lt;br&gt;* Making a poster of traffic lights</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>VALUES&lt;br&gt;* Respecting others and following rules in public&lt;br&gt;* Waiting for someone’s turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEMES</td>
<td>COMMUNICATIVE OBJECTIVES</td>
<td>TARGET VOCABULARY</td>
<td>STRUCTURES</td>
<td>MATERIALS</td>
<td>METHODS AND TECHNIQUES</td>
</tr>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>THEME 10</td>
<td>* Talking about belongings</td>
<td>Flute * Piano * Football</td>
<td>- I’ve got a ball.</td>
<td>Flashcards</td>
<td>Listening</td>
</tr>
<tr>
<td>FEELINGS</td>
<td>* Talking about their own abilities or inabilities</td>
<td>Skip * Dance</td>
<td>- I’ve got a flute.</td>
<td>Posters</td>
<td>Matching</td>
</tr>
<tr>
<td></td>
<td>* Asking and answering questions about their abilities and inabilities</td>
<td>Great * Good</td>
<td>- I can play the flute.</td>
<td>Story cards</td>
<td>Acting out</td>
</tr>
<tr>
<td></td>
<td>* Giving suggestions</td>
<td>Happy * Sad * Angry * Scared</td>
<td>- I cannot play the piano.</td>
<td>Worksheets</td>
<td>Drawing</td>
</tr>
<tr>
<td></td>
<td>* Accepting</td>
<td>Surprised * Hungry * Thirsty</td>
<td>- Can you play football?</td>
<td>Audio materials</td>
<td>Colouring</td>
</tr>
<tr>
<td></td>
<td>* Refusing</td>
<td>Full * Excited * Bored * Tired</td>
<td>- Yes, I can.</td>
<td>Puppets</td>
<td>Drama/ Miming</td>
</tr>
<tr>
<td></td>
<td>* Expressing feelings</td>
<td></td>
<td>- Can you skip a rope?</td>
<td>Games</td>
<td>Arts and crafts</td>
</tr>
<tr>
<td></td>
<td>* Singing a nursery rhyme, a chant or a song about feelings</td>
<td></td>
<td>- No, I cannot.</td>
<td>Board games</td>
<td>TPR</td>
</tr>
<tr>
<td></td>
<td><strong>Listening skills:</strong></td>
<td></td>
<td>- Let’s play with our ball.</td>
<td>Real objects</td>
<td>Asking &amp; answering</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and draw/paste/stack the correct feelings.</td>
<td></td>
<td>- Okay.</td>
<td></td>
<td>Flashcards</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and find the opposite of the feelings</td>
<td></td>
<td>- Great.</td>
<td></td>
<td>Giving instructions</td>
</tr>
<tr>
<td></td>
<td>* Students will be able to listen and find someone’s abilities and inabilities.</td>
<td></td>
<td><em>That’s a good idea.</em></td>
<td></td>
<td>Playing games</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking skills:</strong></td>
<td></td>
<td>- No, thanks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to talk about their belongings.</td>
<td></td>
<td>- Let’s dance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to talk about their, someone’s (e.g. cartoon character’s or an animal’s) abilities and inabilities.</td>
<td></td>
<td>- Let’s clap hands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to ask and answer questions about abilities and inabilities.</td>
<td></td>
<td>- Hurrah! I am happy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to mime and help their friends find their feelings in a game.</td>
<td></td>
<td>- Tom is angry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to give suggestions.</td>
<td></td>
<td>- Kate is excited.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to accept and refuse someone’s suggestions.</td>
<td></td>
<td>- Bob is tired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Students will be able to express their own feelings or someone’s feelings.</td>
<td></td>
<td>- Emily is scared.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- John is bored.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROJECT 1
* Skipping a rope, dancing or playing a game and expressing their feelings

VALUES
* Listening to friends and understanding their feelings

PROJECT 2
* Making masks which show the different feelings and then putting them on

FLUTE
Piano
Football
Skip
Dance
Great
Good
Happy
Sad
Angry
Scared
Surprised
Hungry
Thirsty
Full
Excited
Bored
Tired
<table>
<thead>
<tr>
<th>THEME 1 FAMILY</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>SUGGESTED STRUCTURES</th>
<th>PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Meeting</td>
<td>1. - Hello/ Hi!</td>
<td>PROJECT</td>
</tr>
<tr>
<td></td>
<td>2. Greeting (friends)</td>
<td>2. - Good morning/ afternoon/ evening!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Introducing themselves and their family members</td>
<td>3. – I am Kate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Asking and answering questions about meeting, greeting and introducing</td>
<td>4. – What’s your name?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Identifying family members</td>
<td>- Me too.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Talking about family members</td>
<td>5. -(This is my) Mom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Asking and answering questions about family members</td>
<td>6. – It’s Jack’s Grandpa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Singing a nursery rhyme, a chant or a song about family members</td>
<td>7. – (This is my) sister. Her name’s Emily.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. – Who is this?</td>
<td>* Making a family tree and introducing family members in the family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- It’s my brother. His name’s John.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THEME 2 NUMBERS</th>
<th>COMMUNICATIVE OBJECTIVES</th>
<th>SUGGESTED STRUCTURES</th>
<th>PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10. Identifying numbers from 1-20</td>
<td>10. - (This is) number two.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Counting from one to twenty in a rhythmic way</td>
<td>11. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Putting the numbers from 1 to 20 into the correct order</td>
<td>12. - One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. Doing addition by using toys or pictures of toys such as marbles or blocks</td>
<td>13. - How many beans are there in the bag?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. Doing subtraction by using toys or pictures of toys such as marbles or blocks</td>
<td>- Ten.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. Singing a nursery rhyme, a chant or a song about numbers</td>
<td>- Put a bean into the bag. How many beans?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. Thanking</td>
<td>14. - How many beans are there in the bag?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. Responding to gratitude</td>
<td>- Nineteen.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Take four beans out of the bag. How many?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- There are fifteen beans in the bag.</td>
<td></td>
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<td></td>
<td></td>
<td>16.- May/ Can I go to the toilet?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- May/ Can I come in?</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>- May/ Can I sit down?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>17. - Thank you.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Thanks.</td>
<td></td>
</tr>
</tbody>
</table>

* PROJECT 1
  * Playing hopscotch

* PROJECT 2
  * Playing with an abacus and count the beads forwards or backwards

* 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
| THEME 3  | 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. | PROJECT 1  
* Stringing colorful beads and making a chain  
PROJECT 2  
* Colouring in the flag of Turkey |
| THEME 4  | 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. | PROJECT  |
| THEME 5  | 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. | PROJECT  |
| THEME 6  | 35. Recognizing the names of the fruits and vegetables. | 35. - (This is) an apple.  
- (There are) three oranges. | PROJECT  |

53
| VEGETABLES | 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 |
|---|---|
| | 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.  
their friends and then talking about the fruits in the salad |
| THEME 7 CLOTHES & SEASONS | 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 |
|---|---|
| | 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.  
PROJECT  
* Making a seasons chart with the suitable clothes on it |
| THEME 8  | ANIMALS | - I’ve got a T-shirt.  
- I’ve got jeans.  
| 49. Naming animals  
50. Describing animals  
51. Talking about the animals  
52. Talking about abilities or inabilities of animals  
53. Listening to a story or a fable about animals  
54. Singing a nursery rhyme, a chant or a song about animals  
55. Asking and answering questions about abilities of animals.  |
| 49. - (It’s) a parrot.  
50. - (It’s) a monkey. It has got a tail.  
51. - (They’re) penguins. They are black and white.  
52. - Kangaroos can jump.  
- Penguins cannot fly.  
- Fish can swim.  
- Birds can fly.  
53. - Can a monkey swim?  
- No, it can’t.  
- Can a parrot fly?  
- Yes, it can.  |
| PROJECT 1  
* Bringing in a fish or a hamster and feeding this pet  
| PROJECT 2  
* Visiting a zoo and talking about the animals in the zoo  |
| THEME 9  | VEHICLES | - I’ve got a ball.  
- I’ve got a flute.  
- I cannot play the piano.  
| 56. Talking about vehicles  
57. Giving and taking instructions  
58. Talking about traffic rules  
59. Describing vehicles  
60. Singing a nursery rhyme, a chant or a song about vehicles  
61. Matching the opposites of descriptions of vehicles  |
| 56. - (There are) three buses.  
57. - Get into the car.  
- Get out of the car.  
- Get onto the bus.  
- Get off the bus.  
58. - Go!  
- Walk.  
- Stop.  
- Look at the traffic lights.  
- Wait for your turn.  
59. - It’s fast.  
- It’s slow.  
- The train is long.  
61. - The plane is big.  
- The car is small.  
- The green train is short.  
- The white train is long.  |
| PROJECT 1  
* Playing with toy vehicles and giving and taking instructions  
| PROJECT 2  
* Making a poster of traffic lights  |
| THEME 10  | FEELINGS | 62. - I’ve got a ball.  
- I’ve got a flute.  
63. - I can play the flute.  
- I cannot play the piano.  
| 62. Talking about belongings  
63. Talking about abilities or inabilities  
64. Asking and answering questions about their abilities and inabilities  |
| PROJECT 1  
* Skipping a rope, dancing or playing a game and
| 65. Giving suggestions | 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.  |
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<tr>
<td>66. Accepting</td>
<td>67. Refusing</td>
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<td>67. Refusing</td>
<td>68. Expressing feelings</td>
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<tr>
<td>68. Expressing feelings</td>
<td>69. Singing a nursery rhyme, a chant or a song about feelings</td>
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<td>65. Giving suggestions</td>
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5. PRESCHOOL PROGRESS REPORT CARD

Communicative objective: ………………………………………

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<tr>
<th>Name</th>
<th>Activity</th>
<th>S/he joined the activity.</th>
<th>S/ he did well.</th>
<th>S/ he didn’t love the activity.</th>
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6. OBSERVATION FORM

Theme: …………………………………………………………………………………

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

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

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