

MAPPING THE AKELIUS CONTENT ONTO THE ENGLISH CURRICULUM GRADES III-V



This booklet has been prepared by the Curricula and Teacher Qualification Department of the Quality Assurance Agency of Pre-University Education of Albania in cooperation with UNICEF Albania, funded by USAID and the Akelius Foundation.

The aim of this booklet is to provide further support and guidance to teachers of English in Albania in grades III - V in the use of the Akelius Digital Learning Platform as a very important tool for the implementation of blended learning in their teaching process.

Teachers of English for these grades will use this booklet as a reference material in mapping Akelius content onto English syllabuses.

The opinions expressed in this document are those of the authors and do not necessarily represent the views of UNICEF.

Coordinator

Ludmilla Stefani



Grade III










Super Minds

FIRST PERIOD PLANNING

September-December

Key Competences Learning Outcomes









The young learner:

-  listens carefully to short stories;
-  identifies the main characters in a story;
-  expresses likes and dislikes;
-  names colours, objects, numbers, etc;
-  follows simple instructions;
-  prepares a very simple project using pictures, colours, words and simple sentences;
-  participates in games organized in class;
-  works individually, in pairs and groups to carry out the tasks given;
-  listens carefully to peers and teacher.



Subject Competences Learning Outcomes

The young learner:

-  introduces him/herself, his/her family and friends by saying his/her name in very short sentences;
-  describes objects and people using colours and adjectives describing the outer appearance;
-  listens to very simple stories and finds simple details;
-  describes his/her favourite toys using the present simple tense in short sentences;
-  writes very short descriptive sentences following a given model;
-  sings songs in English using the learnt vocabulary and following a given pattern;
-  pronounces the words correctly but he/she makes some mistakes;
-  uses his/her ELP (European Language Portfolio) for self-assessment.



| Nr. | Topics | Topics per hour | Learning situations | Akelius destination |
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| 0 | Friends At school | <ul style="list-style-type: none"> - Introducing the characters of the story. - Numbers 1-10. - Revision (The alphabet and Colours). - Meet the Super Friends. - At school/ classroom - listening and singing. - Grammar: asking and answering questions. - Classroom instructions. | <p>1. Making a colorful name label</p> <ul style="list-style-type: none"> - Teacher tells children they are going to make a name label and hands out some cards to each child. - Children fold it in half lengthways and write their name on one side and colour it with their favorite colours. - They put the card on their desks. <p>2. Arranging numbers</p> <ul style="list-style-type: none"> - Teacher shows the flashcards at random and asks children to say the number. | <p>Song: Ten little fingers https://languages.akelius.com/subjects/en/1985/units/locations/20423/method/SONG/contentUnits/26840/23088/content</p> <p>Game: The alphabet Bingo https://languages.akelius.com/subjects/en/1985/units/locations/20422/method/GAME/contentUnits/24942/44141/content</p> |



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| | | <ul style="list-style-type: none"> - Watch out. Flash! - Listening and drawing lines. - Reading comprehension. - Experimenting with colours. - Do that, listen and act out. - Making a poster. - Presenting the poster. | <ul style="list-style-type: none"> - Then, teacher invites ten children to the front of the class and hands out the flashcards at random. - Children quickly arrange themselves into the correct number sequence and say their corresponding numbers loud. <p>3. Arranging alphabet letters</p> <ul style="list-style-type: none"> - Teacher asks children to be in groups of six children and to stay in line in alphabet order of the first letter of their names. - Teacher has other groups check that each group's sequence is correct. | <p>The alphabet song</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20422/method/SONG/contentUnits/26839/35145</p> <p>Guess what letter it is</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20422/method/GUESSING/contentUnits/24279/44140/content</p> <p>At school</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20428/method/lecture/contentUnits/23058/44012</p> |
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| | | | <ul style="list-style-type: none"> - This activity may continue by rearranging children in new groups. | Guessing: Colours https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/GUESSING |
| 1 | Let`s play – toys | <ul style="list-style-type: none"> - Listen and chant: Let`s play/ toys. - Personal pronouns he/she, - Possessive adjectives his/ her. - Listening, reading and singing; What is your favourite toy? - Adjectives describing toys: big, small, ugly, beautiful. | 1. Jumbled words <ul style="list-style-type: none"> - Teacher writes some of the questions and answers from the lesson on the board in jumbled word order, e.g. his toy computer game. - Children work in pairs to unjumble the questions and answers and then to match them with each other. 2. My verse <ul style="list-style-type: none"> - Children in groups of four, write a new verse about the song, draw a | Lecture: he/she https://languages.akelius.com/subjects/en/1970/units/locations/20289/method/lecture/contentUnits/21657/42850/content Grammar: possessive adjectives https://languages.akelius.com/subjects/en/1970/units/locations/20293/method/grammar/contentUnits/21727/42864 |



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| | | <ul style="list-style-type: none"> - Reading comprehension: The go-kart race. - Listening and writing the names. - Drawing tangrams. - Work book exercises. - Project and ELP. | <p>picture and take turns to sing their new verses.</p> <ul style="list-style-type: none"> - Teacher helps with the vocabulary. <p>3. Identify the sound</p> <ul style="list-style-type: none"> - Children are asked to write two columns on their notebooks: e and a. - Teacher says the words cat, red, pen, hat, black, ten, desk, bag. - Children write the words in the correct column. | <p>Lecture adjectives, big, small, long short</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20297/method/lecture/contentUnits/26852/42905</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20297/method/lecture/contentUnits/21723/43051</p> <p>Grammar: my, your</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20293/method/grammar/contentUnits/21727/42864</p> |
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| 2 | Pet show | <ul style="list-style-type: none"> - Listening and reading: Animals/ Pet shop - Pet show: prepositions of place. - Singing a song: Look at the animals. - Listening to and reading a story: The spider. - Writing about the favourite animals. - Animals hiding in the nature. - Make posters. Present them - Do that; Listen and act out. | <p>1. Distinguishing between singular and plural</p> <ul style="list-style-type: none"> - Children stand up. - Say an animal. When the teacher says the plural, e.g. dogs, children hold their hands in the air. - When the teacher says a singular, e.g. elephant, they put their hands by their sides. <p>2. Likes and dislikes</p> <p>The teacher makes one corner of the class the I like corner and another the I don't like corner and says for example "Lizards". CHILDREN run to the appropriate corner. Repeat for the other animals.</p> | <p>Preposition of places</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20291/method/lecture/contentUnits/22908/42918</p> <p>Guess where is the ...</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20291/method/GUESSING/contentUnits/26027/42857/content</p> <p>Song: Where is the cat</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20291/method/GUESSING/contentUnits/26027/42857/content</p> |
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| | | <ul style="list-style-type: none"> - Revision - Quiz time - Test - Exercises / work book exercises - Project and EPL | <p>3. Bingo with pictures</p> <p>The teacher places the flashcards on the board and write a number between 1 and 8 under each one. CHILDREN draw a 2 x 2 grid in their notebooks and write a number of their choice in each square. Call out the animals at random. Children cross out the numbers as they hear the animals. The first student(s) to cross out all four is/are the winner(s).</p> | <p>6/method/SONG/contentUnits/26819/40440/content</p> <p>Animals</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/lecture/contentUnits/23071/44042</p> |
| 3 | Food | <ul style="list-style-type: none"> - Listening, reading and chanting: Vocabulary: Food - I've got/I haven't got - Tom is in the kitchen. | <p>1. Rewrite a song</p> <ul style="list-style-type: none"> - Children work in groups. They personalize the chant by changing the foods to ones they like and don't like. | <p>Game: Falling food</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20287/method/GAME/contentUnits/21747149/content</p> |



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| | | <ul style="list-style-type: none"> - Listening and reading: The pizza - Writing a shopping list. - Fruit and vegetable - The lunchbox game - Create your lunch box - Reinforcement - Project and ELP - Assessment | <ul style="list-style-type: none"> - Children practice the chant in their groups. - Volunteer groups perform their chants for the class. <p>2. Draw the lunchbox</p> <ul style="list-style-type: none"> - Children choose their lunch and draw the food on a tray in their notebooks. - They write sentences under the picture, e.g. I've got steak and bananas. I haven't got pizza. <p>3. Asking questions</p> <ul style="list-style-type: none"> - Teacher asks questions about objects which are / are not in the | <p>Grammar: I have https://languages.akelius.com/subjects/en/1970/units/locations/20289/method/grammar/contentUnits/21726/42915/content</p> <p>Game: password I eat https://languages.akelius.com/subjects/en/1970/units/locations/20287/method/GAME/contentUnits/21716/42845/content</p> <p>Food https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/building</p> <p>Song: I am hungry https://languages.akelius.com/subjects/en/1970/units/locations/2029</p> |
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| | | | <p>classroom, e.g. Have we got any animals in our classroom?</p> <ul style="list-style-type: none"> - Children respond. - Children take turns to ask questions of the class about what is in / not in the classroom, using their own ideas. | <p>4/method/SONG/contentUnits/26815/23080/content</p> <p>Game: coffee or tea</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20287/method/GUESSING/contentUnits/21651/42844/content</p> |
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SECOND PERIOD PLANNING

January-March

Key Competences Learning Outcomes









The young learner:

-  listens carefully to short stories;
-  sings songs in English using the learnt vocabulary and following a given pattern;
-  pronounces the words correctly but he/she makes some mistakes;
-  identifies the true or false information in a short story;
-  expresses his/her preferences about clothes in very simple and short sentences;
-  names different areas in the house;
-  follows school and class rules and participates in games organised in class.



Subject Competences Learning Outcomes

The young learner:

-  talks about places and locations using prepositions of place;
-  talks about things he/she likes to do;
-  talks about free time activities;
-  describes rooms in the house in very simple sentences;
-  distinguishes between the days of the week and activities he/she does each day;
-  identifies and talks about food and drinks expressing his/her preference in short, simple sentences;
-  asks and answers questions in singular and plural form;
-  uses present continuous tense to speak about actions that he/she is doing at the moment;



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| 4 | Free time activities | <ul style="list-style-type: none"> - Vocabulary: Days of the week. - Grammar focus: Present Simple, Questions and answers. - Listening and singing: It is a busy week. - Listening and reading the story: We're lost. - Reading a poem. - Exercises - I'm healthy! - A class chart about weekly activities. - Do that. Listen and act out. Our week. | <p>1. My favorite day of the week</p> <ul style="list-style-type: none"> - Teacher puts the flashcards around the room. - Children stand by their favourite day. - Groups exchange information about why they chose that day. - Teacher draws a chart on the board to show how many children chose which days. - Teachers draws another chart about children's favourite activities too. <p>2. Things I do</p> <ul style="list-style-type: none"> - Children write on their notebooks two truths sentences and one lie | <p>Grammar: Do you?</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/lecture/contentUnits/23026/43775</p> <p>Healthy living</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/science</p> <p>Free time activities</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/lecture/contentUnits/23012/43742</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/2042</p> |
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| | | <p>- Project and ELP</p> | <p>about what they do during the week.</p> <p>- In pairs they guess what is a truth and what is a lie.</p> <p>3. Play a game of 'Hide-and-seek'</p> <p>- A child faces the wall and closes his/her eyes.</p> <p>- Teacher hides an object, for example a ruler in the classroom.</p> <p>- The child walks around the class.</p> <p>- When he/she gets near the ruler, children take turns to say "You're warm".</p> | <p>4/method/lecture/contentUnits/23011/43741</p> <p>Dates</p> <p>https://languages.akelius.com/subjects/en/1986/units/locations/20443/method/lecture/contentUnits/23103/47365</p> <p>Memory game</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/GAME/contentUnits/23019/24394/content</p> |
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| | | | <ul style="list-style-type: none"> - When he/she goes away from it, children take turns to say “You’re cold”. - The game goes on by hiding other objects. | |
| 5 | The old house | <ul style="list-style-type: none"> - Vocabulary: Rooms of the house. - Grammar focus; There is/there are. - Listening and singing: - At the house. - Look read and write. - Habitats - Learn and think. <p>Project on habitat.</p> | <p>1. Game</p> <ul style="list-style-type: none"> - Teacher writes numbers and different nouns from the lesson on the board, e.g. five butterflies, one frog, eight apples. - T draws a circle round each one, points to the circles at random and elicit a sentence, e.g. There are eight apples in my bag. Are there any...? | <p>Game: Passwords</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20296/method/GAME/contentUnits/21713/42902/content</p> <p>Game</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/GAME</p> <p>Grammar: there is, there are</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/2042</p> |



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| | | <ul style="list-style-type: none"> - Listening to and writing about your house. - Create that. <p>Presenting drawings.</p> <ul style="list-style-type: none"> - Quiz time - Review - Project and ELP | <ul style="list-style-type: none"> - Teacher elicits several items (animals and objects) onto the board. - Children draw a cellar and secretly put six things from the board in it. They can have multiples. - In pairs, children take turns to ask and answer, using Is there ...? Are there ...? How many ...? They record the item and the number. At the end they compare and check. <p>2. Habitats</p> <ul style="list-style-type: none"> - Teacher displays the world map. Writes the five habitats on the board. | <p>8/method/lecture/contentUnits/23058/44012</p> <p>Toilet shower</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/lecture/contentUnits/23093/44036</p> <p>Fridge</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/lecture/contentUnits/23090/44033</p> <p>Memory game</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/lecture/contentUnits/23090/44033</p> |
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| | | | <ul style="list-style-type: none"> - Children come to the map and point to some of the habitats. Give more examples if necessary. Elicit/teach north and south poles. <p>3. Project</p> <ul style="list-style-type: none"> - Children choose a habitat and make a 3-D picture of it in groups of three. - Teacher encourages children to use a range of materials and colours. - Groups tell the rest of the class about their habitat. | <p>1/method/GAME/contentUnits/23096/44163/content</p> <p>Culture: Languages</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/culture</p> |
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| 6 | Clothes | <ul style="list-style-type: none"> - Get dressed. Clothes. Chant the song. - Grammar focus: Do you like this/that? - Listening and singing a song: I am a cool, cool cat. - Grammar focus: Present Continuous - Reading the story: The cap - Look and read: write YES or NO. - Think and write a description - Materials - Revision | <p>1. What am I wearing?</p> <ul style="list-style-type: none"> - Teacher says the clothes words one after another. - Children point to the ones who are wearing those clothes items. - Children who are not wearing them, shake their heads. <p>2. The cat in the song</p> <ul style="list-style-type: none"> - Each child draws the coolest cat they can think of. - They colour and label the clothes of the cat. <p>3. Can you guess?</p> <ul style="list-style-type: none"> - Teacher writes a short description of one of the children without saying his/ her name, e.g. This student's wearing a blue T-shirt, | <p>Put on</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20427/method/lecture/contentUnits/23048/43838</p> <p>Game: Falling clothes</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20427/method/GAME/contentUnits/27111/44021</p> <p>Shoes and socks</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20427/method/lecture/contentUnits/23051/43848</p> <p>Present simple vs present continuous</p> |
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| | | <ul style="list-style-type: none"> - Assessment - Project and ELP | <p>black trousers, grey socks and white shoes.</p> <ul style="list-style-type: none"> - Children look around the room and guess. - Children do the same about someone in the room. - Volunteers read aloud for others to guess. <p>4. Hot ball</p> <ul style="list-style-type: none"> - Teacher organizes the children in circles of eight and gives each group a ball of paper. Everyone claps twice. - The child with the ball says an item of clothing and then throws the ball to another child. | <p>What is he she doing?</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/GUESSING/contentUnits/23016/43745/content</p> <p>Song: Going to the supermarket</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/SONG/contentUnits/26849/40423/content</p> <p>Grammar</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/grammar/contentUnits/23018/43747/content</p> |
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| | | | <ul style="list-style-type: none"> - Everyone claps twice and then the child with the ball says another item of clothing. - When all clothing words have been said, children can start on another set, e.g. colours. | <p>Clothes</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/lecture/contentUnits/23024/43771</p> <p>Memory game</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/GAME/contentUnits/23029/43780/content</p> |
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THIRD PERIOD PLANNING

April-June

Key Competences Learning Outcomes











The young learner:

-  listens carefully to short stories, peers and teacher;
-  sings songs in English using the learnt vocabulary and following a given pattern;
-  pronounces the words correctly but he/she makes some mistakes;
-  identifies the true or false information in a short story;
-  prepares a simple holiday plan for him/herself
-  gives information about his/her activity in the past;
-  participates in class and school activities;
-  prepares a very simple project using pictures, colours, words and simple sentences and presents it to the class;
-  works individually, in pairs and groups to carry out the tasks given



Subject Competences Learning Outcomes

The young learner:

-  talks, asks and answer questions about actions that happens in the present;
-  talks about clothes, and seasons;
-  talks about the parts of the body;
-  uses the verb “can” to speak about abilities;
-  identifies clothes and when they are wear them;
-  talks about holidays using simple sentences;
-  writes a short description of the clothes;
-  makes and accepts suggestions;
-  talks about the weather;
-  uses his/her ELP (European Language Portfolio) for self assessment.



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| 7 | <p>Parts of the body.</p> <p>The robot</p> | <ul style="list-style-type: none"> - Vocabulary: The robot: Parts of the body - Can/can't for ability - Listening, reading and singing a song - Exercises. Questions with can, short answers. - The problem. - Look, read and write about a funny animal. - Presenting the drawing - The skeleton. - Make a skeleton poster - Project and ELP - Reinforcement | <p>1. Touch the relevant body part</p> <ul style="list-style-type: none"> - Children stand up. - Teacher says the body parts one after another. - Children say the word and touch the relevant body part. <p>2. I can or can't</p> <ul style="list-style-type: none"> - Teacher divides children in groups of three. - Children tell each other which of the three things (skip, touch toes, stand on one leg) they can and can't do. - T takes children to a large space so they can demonstrate. | <p>Parts of the body</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/lecture/contentUnits/23023/43769</p> <p>Bingo: Body parts</p> <p>https://languages.akelius.com/subjects/en/1988/units/locations/20453/method/GAME/contentUnits/24437/28345/content</p> <p>Body parts</p> <p>https://languages.akelius.com/subjects/en/1988/units/locations/20453/method/lecture/contentUnits/23186/28051</p> |
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| | | | <p>3. A classroom survey</p> <ul style="list-style-type: none"> - Children do a simple survey of their friends' abilities and report back to the class about their friends and then write sentences. - Teacher provides a model on the board, e.g. (Name) can skip and touch his toes, but he can't stand on one leg. <p>4. A new singer</p> <ul style="list-style-type: none"> - Children work in groups and re-write the song as if one of the other animals is singing. - Children sing their new songs to the class and the other children guess the animal. | <p>Song; activities</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20426/method/SONG/contentUnits/26841/23093/content</p> <p>Grammar</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/grammar</p> <p>Animals</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/lecture/contentUnits/23071/44042</p> |
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| 8 | Holidays | <ul style="list-style-type: none"> - Vocabulary: At the beach - Suggesting, accepting, rejecting. - Listening reading a song - Where's/where are...? - Reading: The top of the hill. - Reading and writing about the country - Review - Test - Holiday weather - Project about the weather and ELP - Quiz time | <p>1. What do you like?</p> <p>Teacher says, e.g. "On holiday I like eating ice cream. I don't like looking for shells." And writes the examples on the board.</p> <p>In groups of four, children take turns to say what they like and don't like doing on holiday.</p> <p>Teacher elicits from the class the most popular holiday activities.</p> <p>2. Making suggestions</p> <p>Children draw a simple survey table.</p> <p>They choose and write four holiday activities down the left side of the table.</p> | <p>Song - Likes</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20426/method/SONG/contentUnits/26843/23091/content</p> <p>Lecture: Break</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20428/method/lecture/contentUnits/23063/44017</p> <p>Game: What do you do at school?</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20428/method/GUESSING/contentUnits/23064/44018/content</p> |
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| | | <p>Children do a mingling activity, making suggestions to their classmates.</p> <p>They write the name of the classmates who respond Good idea.</p> <p>Children need to find at least four people for each activity.</p> <p>3. Imagine</p> <p>Children close their eyes. Say It's a lovely day at the beach. What can you see?</p> <p>Give children thinking/ visualization time and then elicit their ideas of a lovely day at the beach.</p> <p>4. Weather poster</p> | <p>Lecture: Garden</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20426/method/lecture/contentUnits/23040/43827</p> <p>Geography</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/geography/contentUnits/41223/44625/content</p> <p>Song about friends</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20426/method/SONG/contentUnits/26843/23091/content</p> |
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| | | | <p>In groups of four, children choose one or two of the countries from the Warm-up. They use the Internet or Geography books to learn about the weather in that country at different times of year.</p> <p>They make a poster to display in the classroom</p> | |
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Grade IV









Young stars 4

FIRST PERIOD PLANNING

September-December

Key Competences Learning Outcomes









The young learner:

-  listens carefully to short stories and identifies the main characters;
-  sings songs in English using the learnt vocabulary and following a given pattern;
-  pronounces the words correctly but he/she makes some mistakes;
-  expresses his/her feeling in very simple and short sentences;
-  names colours, sports , objects, family members etc.;
-  works individually, in pairs and groups to carry out the tasks given by following the instructions used for class rules;
-  prepares a very simple project using pictures, colours, words and simple sentences;
-  participates in games organised in class by listening carefully to peers and teacher;



Subject Competences Learning Outcomes

The young learner:

-  introduces him/herself , his/her family and friends by saying his/her name in very short sentences;
-  describes objects and people using colours and adjectives describing the outer appearance and some feelings;
-  describes simple actions that he/she can do and ask and answer very simple questions using “can” and ready made templates;
-  listens to very simple stories and finds simple details;
-  describes picture using the present continuous tense;
-  tells the time following the examples in the book;
-  writes very short descriptive sentences following a given model;
-  uses his/her ELP (European Language Portfolio) for self assessment.



| Nr. | Topics | Topics per hour | Learning situations | Akelius destination |
|-----|--|--|--|---|
| 1 | Hello! Nice to meet you | <ul style="list-style-type: none"> - Hello!- Listening; reading; speaking - Hello!- orders; colours and numbers - Hello!- Bingo game; asking and answering questions about objects; expressing likes and dislikes - Nice to meet you!- song & game - Young Stars- Listening and speaking, questions | <p>1. Likes and dislikes</p> <p>Teacher asks children to draw some fruits and colour them. In groups they say what is the fruit they like and the one they don't like and act short dialogues.</p> <p>2. I can</p> <p>Teachers present children with a situation: suppose they meet someone they don't know and ask and answer questions:</p> <ul style="list-style-type: none"> a. Introduce yourself b. What you like /dislike | <p>Expressing likes and dislikes</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20295/method/lecture/contentUnits/22925/43066</p> <p>Hello song</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/SONG</p> <p>Introducing yourself and friends-</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/204</p> |



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| | | <p>and answers, using opposites of adjectives</p> <ul style="list-style-type: none"> - Our world- reading and listening, speaking and writing - Let`s play- pair work talking - Cross-curricular –Art - Story-listening; reading; speaking; writing. - Project and ELP | <p>c. What you can do/cannot do (sports and games)</p> <p>3. Bingo</p> <p>Children pretend they are playing telebingo and teacher gives them different roles. In this way they practice numbers. Teacher helps with ready models for children to use as questions and answers in this game.</p> | <p>24/method/lecture/contentUnits/23009/43739</p> <p>Adjectives</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20297/method/lecture</p> <p>Bingo game – numbers</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20423/method/GAME</p> <p>Music – Beethoven</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20295/method/music</p> |
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| 2 | Me and my family | <ul style="list-style-type: none"> - Me and my family- song; members of the family - Young stars- listening and speaking, pair work; role play- physical appearance - Young stars- have/has got, writing; game - Our world- listening and reading, subject pronouns & possessive adjectives; pair work - Let`s play- game; listening; speaking - Cross-curricular- song- parts of the body - Story –listening; reading; | <p>1. My family tree</p> <p>Teacher presents children with models of different family trees. Children choose one and with the help of their parents and teacher draw their own family tree and present it to the class. Then they are encouraged to ask and answer questions to each other about their family trees.</p> <p>2. Clothes</p> <p>Teacher ask children to draw their favourite clothes and name them. Then they colour them as they wish and present the drawing to the</p> | <p>Pronouns (me-my)</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/grammar</p> <p>Describing people</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/lecture</p> <p>Family tree</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20762/method/GUESSING</p> <p>Song- People around me</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/SONG/contentUnits/26844/23090</p> |
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| | | <ul style="list-style-type: none"> - Project (my family tree) and ELP | <p>class and naming all the colours they have used.</p> | <p>Guessing – Who is it? https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/GUESSING</p> <p>Memory game-colours https://languages.akelius.com/subjects/en/1970/units/locations/20296/method/GAME/contentUnits/21674/42901/content</p> |
| 3 | What are you doing? | <ul style="list-style-type: none"> - What are you doing- song practicing present continuous tense (WB) - Young Stars- listening, reading, speaking and work book exercises (WB) | <p>1. Messaging</p> <p>Teacher presents children with a situation and divides the class in two groups. (1 and 2) All the children of groups one pretend that they are on holiday by the sea and send messages to their friends (group 2) who are on holiday on the</p> | <p>Telling the time https://languages.akelius.com/subjects/en/1970/units/locations/20294/method/lecture</p> <p>Flashcards https://languages.akelius.com/subjects/en/1985/units/locations/20762/method/flashcards</p> |



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| | <ul style="list-style-type: none"> - Young Stars- questions and answers; short forms, writing sentences - Describing pictures. - Our world- listening and reading and writing; - Let`s play- listening and speaking; a guessing game - Cross-curricular (PE)- reading and writing - Story- listening, reading, speaking, writing - Self assessment ELP and Project, test | <p>mountain. They exchange messages every day describing what they are doing and what the weather is like. Teacher helps with words and pronunciation and spelling.</p> <p>2. Telling the time</p> <p>Children in pairs ask and answer questions about the time and prepare a guessing game themselves following the model on page 34.</p> | <p>Football</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/culture</p> <p>Evening routine</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/SONG</p> <p>Present continuous</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/grammar/contentUnits/23018/43747</p> <p>Go shopping</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20426/method/lecture/contentUnits/23039/43818</p> |
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SECOND PERIOD PLANNING

January-March

Key Competences Learning Outcomes









The young learner:

-  listens carefully to short stories;
-  sings songs in English using the learnt vocabulary and following a given pattern;
-  pronounces the words correctly but he/she makes some mistakes;
-  identifies the true or false information in a short story;
-  expresses his/her preferences about food in very simple and short sentences;
-  names professions;
-  follows school and class rules and participates in games organised in class;
-  prepares a very simple project using pictures, colours, words and simple sentences;
-  works individually, in pairs and groups to carry out the tasks given;
-  listens carefully to peers and teacher;



Subject Competences Learning Outcomes

The young learner:

-  talks about places and locations using prepositions of place;
-  talks about things he/she must or mustn't do;
-  asks about prices and says the numbers from 20 to 100;
-  talks about road signs in very simple sentences;
-  identifies and talks about food and drinks expressing his/her preference in short, simple sentences;
-  asks and answers questions about countable and uncountable nouns;
-  orders food in a restaurant using simple sentences;
-  uses his/her ELP (European Language Portfolio) for self assessment;



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| 4 | Here and there | <ul style="list-style-type: none"> - This is my town!-song, listening, speaking, games WB exercises - Our world- listening and speaking, Rules –must / mustn` t –WB exercises - Let`s play- numbers - Cross-curricular (social sciences); street signs; writing; WB exercises - Story –Listening, reading, role play; WB exercises - Star skills – Project, ELP | <p>1. Rules!</p> <p>Teacher presents children with different situations and children in groups are asked to write rules for those specific situations:</p> <ol style="list-style-type: none"> a. Class rules b. School rules c. Home rules d. Museum rules e. Swimming pool rules <p>Children first discuss and then decide which rules to include in the poster they have to prepare.</p> <p>2. Traffic!</p> <p>Teacher assks children to prepare posters with traffic or road signs. Then children are asked to act out simple dialogues taking different</p> | <p>Song: Traffic lights</p> <p>https://languages.akelius.com/subjects/en/1970/units/locations/20293/method/SONG</p> <p>Numbers</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20423/method/lecture/contentUnits/23001/43789</p> <p>Object pronouns</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/grammar</p> <p>next to</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/lecture/contentUnits/23025/43773/content</p> |
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| | | | roles. (police warden, pedestrian, etc) | Location of food in a supermarket https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/lecture/contentUnits/23079/44026 |
| 5 | Day by day | <ul style="list-style-type: none"> - Day by day- song- listening and speaking. - Young stars- Simple present- Questions and answers “do” “does” ; WB exercises - Our world- People at work! Listening, reading, writing; professions; WB exercises | 1. My week Children are asked to design their own week schedule. Then they are put into pairs and find what they have in common. The next step will be presenting the schedule to the class. teachers monitors and helps with vocabulary. teacher also encourages children to use adverbs of frequency. | At work https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/lecture Memory game https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/GAME Song: I am at school https://languages.akelius.com/subjects/en/1985/units/locations/20428/method/SONG/contentUnits/26846/31159 |



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| | | <ul style="list-style-type: none"> - Let`s play- game- birthday listening; speaking - Cross-curricular (geography)- seasons; WB exercises - Story- The twelve months- listening, reading, role play - Project;Portfolio- ELP – self assessment | 2. Survey Children are asked to carry out a simple survey finding out their friends` birthdays and list them according to the months of the year. Then they group birthdays according to the seasons and discuss how to celebrate birthdays in each season. | Geography: Icecream https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/geography/contentUnits/41223/44625/content Days of the week https://languages.akelius.com/subjects/en/1986/units/locations/20443/method/grammar/contentUnits/42523/48453 |
| 6 | My favourite food | <ul style="list-style-type: none"> - I want some fruit!-song – practicing there is/there are; listening –speaking- writing - Young stars- Listening and speaking; practicing | 1. My recipe! In groups children are asked to prepare a recipe. Children first ask their parents and then come to class with ideas. | Food shopping https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/lecture Recipe |



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| | | <p>questions and answers with “some” and “any”.</p> <ul style="list-style-type: none"> - Our world-What`s your favourite food? <p>Listening, speaking, reading</p> <ul style="list-style-type: none"> - Let`s play: acting out a dialogue. - Cross-curricular (home science) writing; - ELP and Project - Test or task. - Story –The wishing table-acting out, Star skills. | <p>In groups they decide what to write and teacher helps with vocabulary. after preparing the recipe , a representative of each group presents it to the class pretending to be a chef. Children might ask and answer questions.</p> | <p>https://languages.akelius.com/subiects/en/1985/units/locations/20431/method/recipe/contentUnits/41224/45738</p> <p>What is in your fridge</p> <p>https://languages.akelius.com/subiects/en/1985/units/locations/20431/method/building</p> <p>Memory game - Food</p> <p>https://languages.akelius.com/subiects/en/1985/units/locations/20431/method/GAME</p> |
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THIRD PERIOD PLANNING

April-June

Key Competences Learning Outcomes









The young learner:

-  listens carefully to short stories, peers and teacher;
-  sings songs in English using the learnt vocabulary and following a given pattern;
-  pronounces the words correctly but he/she makes some mistakes;
-  identifies the true or false information in a short story;
-  prepares a simple holiday plan for him/herself;
-  gives information about his/her activity in the past;
-  participates in class and school activities;
-  prepares a very simple project using pictures, colours, words and simple sentences and presents it to the class;
-  works individually, in pairs and groups to carry out the tasks given;



Subject Competences Learning Outcomes

The young learner:

-  describes actions that happened in the past using very simple sentences and verbs in simple past;
-  asks and answer questions about actions that happened in the past;
-  talks about ancient people and civilisations;
-  talks about sports, free-time activities and means of transport;
-  identifies and compares animals using the degrees of adjectives;
-  talks about holiday and future plans using “going to”;
-  describes and compares people using adjectives and their comparative degree;
-  uses his/her ELP (European Language Portfolio) for self assessment.



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| 7 | In the past | <ul style="list-style-type: none"> - In the past – Reading; speaking, song - Young Stars- reading; listening; speaking - Past Simple – WB exercises - Our world- Listening; Reading, speaking, writing - Let`s play- Sports Centre- Speaking - Cross-curricular: Means of Transport - Story-The Emperor`s nightingale; Role playing; WB exercises - Project | <p>1. In the past</p> <p>The class is divided into groups and each group has a specific task:</p> <p>a. Suppose you were in an amusement park yesterday. Make a list of the activities you did there and prepare a poster to present it to the class.</p> <p>b. Suppose you were in the forest last weekend. Make a list of the activities you did there and prepare a poster to present it to the class.</p> <p>c. Suppose you were at the beach last weekend. Make a list of the activities you did there and</p> | <p>Football</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/culture</p> <p>Getting around</p> <p>https://languages.akelius.com/subjects/en/1986/units/locations/20448/method/lecture/contentUnits/23154/47463</p> <p>The little prince</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20565/method/AUDIOBOOK/contentUnits/25817/16268</p> |
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| | | | <p>prepare a poster to present it to the class.</p> <p>d. Suppose you lived in ancient Greece/ Egypt/ China. What activities you did at that time.</p> | <p>Architecture: Grand Bazaar</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20426/method/architecture</p> |
| 8 | The world around us | <ul style="list-style-type: none"> - We love animals!-song; reading, speaking, WB exercises - Young Stars- Reading; Speaking - Adjectives –superlatives and comperatives degrees; WB exercises - Our World- Quiz time! - Let`s Play- Holiday plans; Listening and speaking, WB exercises | <p>1. Survey</p> <p>The class is devided into groups and each group has a specific task:</p> <p>a. Find who is the tallest and the shortest person in the class. For this survey children will have to prepare a chart and measure all their friends and then present the findings in front of the class.</p> <p>b. Find who is the youngest and the oldest person in the class. For this survey children will have</p> | <p>Animals</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/lecture/contentUnits/23071/44042</p> <p>Degrees of adjectives</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/grammar/contentUnits/24946/44001</p> <p>Recepie (adjectives)</p> |



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| | | <ul style="list-style-type: none"> - Revision ,Test or task - Project ELP –self assessment - Cross-curricular - Story- Go, Papigo, Go! reading; listening; speaking; Role Play | <p>to prepare a chart and write down all their friends` birthdays and then present the findings in front of the class.</p> <p>c. Find who is the funniest person in the class. - competition</p> | <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/recipe</p> <p>Travelling</p> <p>https://languages.akelius.com/subjects/en/1986/units/locations/20448/method/geography</p> <p>Story: The little prince</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20565/method/AUDIOBOOK</p> |
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Grade V









Young stars 5

FIRST PERIOD PLANNING

September-December

Key Competences Learning Outcomes











The young learner:

-  reads and understands short stories and identifies the main characters in them;
-  sings songs and does very simple quizzes and questionnaires;
-  pronounces the words correctly but he/she makes some mistakes;
-  expresses his/her feeling in simple and short sentences;
-  names colours, sports, objects, family members etc;
-  follows the instructions given by listening carefully to peers and teacher;
-  prepares a very simple project using pictures, colours, words and simple sentences working individually, in pairs or group.
-  participates actively in games organised in class;



Subject Competences Learning Outcomes

The young learner:

-  describes daily routines using simple sentences and verbs in simple present;
-  describes past events using simple past and past time expressions;
-  describes simple past actions that he/she could do and ask and answer very simple questions using “could” and ready-made templates;
-  listens to very simple stories and finds simple details;
-  uses intensifiers to emphasise an adjective or an adverb;
-  writes very short descriptive sentences following a given model;
-  uses correctly the punctuation marks;
-  understands historic facts in very simple texts;
-  compares and contrasts using the degrees of adjectives in very simple sentences;
-  uses his/her ELP (European Language Portfolio) for self assessment;



| Nr. | Topics | Topics per hour | Learning situations | Akelius destination |
|-----|--------|---|---|---|
| 1 | People | <ul style="list-style-type: none"> - Portfolio-Presenting the ELP (European Language Portfolio) and describing the A1 Level. - Questionnaire-speaking; WB exercises. - Young Stars- Listening, speaking and reading. - Our World- Listening, speaking, reading and writing. - Present Simple and Present Progressive | <p>1. People I know</p> <p>Class is divided into groups and children speak about the things they are good at. After that each group is given a task:</p> <p>Group A: what are your parents good at?</p> <p>Group B: What are your brothers and sisters good at?</p> <p>Group C: What are your relatives good at?</p> <p>Group D: What are your neighbours good at?</p> <p>Teacher helps with vocabulary.</p> | <p>Introducing myself</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/lecture</p> <p>Present Continuous</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/grammar/contentUnits/23018/43747</p> <p>Present Tenses</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20426/method/lecture/contentUnits/23041/43828</p> |



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| | | <ul style="list-style-type: none"> - Let`s talk -Listening and reading, Dialogues. - Writing an email –WB exercises. - Project <p>11. Reading time- Listening, speaking and reading – Role plays</p> | <p>1. It`s all about me</p> <p>In pairs children ask each other about their personal details. (name, address, favourite sport, favourite subject) and then</p> <ol style="list-style-type: none"> a. They play the dialogue in front of the class b. they present their friends to the class. <p>Teacher helps with information cards and new vocabulary.</p> | <p>Vocabulary</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/lecture/contentUnits/23025/43773</p> <p>What is this?</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/GUESSING</p> <p>Song:Guess who?</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/SONG/contentUnits/43881/50046</p> |
| 2 | Looking back | <ul style="list-style-type: none"> - Looking back- Song - Guessing Game; WB exercises | <p>1. My activities</p> <p>Children are divided into groups and each group is assigned a task:</p> | <p>Song: Evening routine</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/SONG</p> |



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| | | <ul style="list-style-type: none"> - Young stars- Listening, speaking and reading. - Questions and answers in Simple Past Tense. - Our world- Listening and Speaking, WB exercises. - Let`s talk- could - Writing a diary page; WB exercises - Reading time - Cross- Curricular (history) - Listening and Speaking; WB exercises. - Revision and Star Skills(WB). | <p>Group A: children talk about the activities they did last weekend.</p> <p>Group B: Children talk about activities they did during winter holidays.</p> <p>Group C: Children talk about activities they did last summer.</p> <p>Then they present to class the list of activities they have written down in each group</p> <p>1. Illyrians</p> <p>Children are asked to find information and different photos about Illyrians. They discuss in class about the facts they have found and describe the photos they have</p> | <p>Healthy routine</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/science</p> <p>Vincent van Gogh</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/art</p> <p>Sagrada Famiglia</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/history</p> |
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| | | <ul style="list-style-type: none"> - ELP –self assessment and Project | brought. Teacher helps with vocabulary and sentence structures. | |
| 3 | Let's learn! | <ul style="list-style-type: none"> - Let`s learn!- quiz. - Degrees of adjectives- WB exercises. - Young Stars- listening; reading; speaking, WB exercises - Our world- listening; reading. - Let`s talk-Sports games. - Revision. - Test or task - ELP, Project. - Games and activities | <p>1. Famous sportsmen</p> <p>Children work in groups and gather information about famous sportsmen.</p> <p>Each member of a group is given a specific task:</p> <ol style="list-style-type: none"> What the person is famous for. Outer appearance. His/her early life. His/her achievement. Draw a picture of him/her. | <p>Bridges</p> <p>https://languages.akelius.com/subjects/en/1986/units/locations/20449/method/architecture/contentUnits/42877/48263</p> <p>Math: Units of measurements</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20428/method/MATH</p> <p>Mesurements</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20428/method/math%20drills</p> |



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| | | <ul style="list-style-type: none"> - Reading time, WB exercises - Role play, songs | <p>2. Being green</p> <p>Children in groups brainstorm on:</p> <p>Group A: Why people cut trees?</p> <p>Group B: Why trees are important?</p> <p>Group C: How can we save trees?</p> <p>Then children prepare posters to raise the awareness of the importance of trees and protecting the environment.</p> | <p>Bedtime</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/lecture/contentUnits/25177/44037</p> <p>Football</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/culture</p> |
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SECOND PERIOD PLANNING

January-March

Key Competences Learning Outcomes









The young learner:

-  listens carefully to short stories;
-  sings songs in English using the learnt vocabulary and following a given pattern;
-  pronounces the words correctly but he/she makes some mistakes;
-  identifies the true or false information in a short story;
-  expresses his/her preferences about food in very simple and short sentences;
-  names professions;
-  follows school and class rules and participates in games organised in class;
-  prepares a very simple project using pictures, colours, words and simple sentences;
-  works individually, in pairs and groups to carry out the tasks given;
-  listens carefully to peers and teacher;



Subject Competences Learning Outcomes

The young learner:

-  talks about places and locations using prepositions of place;
-  talks about things he/she must or mustn't do;
-  asks about prices and says the numbers from 20 to 100;
-  talks about road signs in very simple sentences;
-  identifies and talks about food and drinks expressing his/her preference in short, simple sentences;
-  asks and answers questions about countable and uncountable nouns;
-  orders food in a restaurant using simple sentences;
-  uses his/her ELP (European Language Portfolio) for self assessment.



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| 4 | What happened? | <ul style="list-style-type: none"> - The blackout!-song - Young Stars-reading, listening and speaking. - Memory game. - Our world- My first and last safari!-Reading - Listening and speaking. - WB exercises. - Let`s talk- matching game. - Writing a report; WB exercises. - Reading and speaking- The Giraffe Escape. - Grammar review-Past progressive; WB exercises. | <p>1. Accidents</p> <p>Children are given different situations where an accident has happened.</p> <p>They describe the accident to the other groups and children from the other groups ask questions.</p> <p>At the end they write a very simple report.</p> <p>2. Interviews</p> <p>After dealing with the text Great Explorers, the children take roles (interviewer; James Cook, Columbus est) and role play using the learnt vocabulary and using simple questions and answers.</p> | <p>Evening routine https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/SONG</p> <p>Good morning https://languages.akelius.com/subjects/en/1985/units/locations/20427/method/lecture</p> <p>Guessing: What do I do? https://languages.akelius.com/subjects/en/1985/units/locations/20427/method/GUESSING</p> <p>Song: Telling the time https://languages.akelius.com/subjects/en/1970/units/locations/20294/method/SONG/contentUnits/28183/25349</p> <p>Time https://languages.akelius.com/subjects/en/1970/units/locations/20294/method/lecture</p> |
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| | | <ul style="list-style-type: none"> - Cross-curricular-Great explorers. - Games and other activities. | | |
| 5 | Eating right | <ul style="list-style-type: none"> - Are you healthy? Quiz, Speaking. - Young stars- much and many- WB exercises. - Our world- Healthy eating! Listening and reading. - A few- a little; WB exercises. - Let`s talk-breakfast- lunch -dinner listening; speaking. - Writing a recipe. | <p>1. Food Pyramid</p> <p>In groups children prepare very simple food pyramids using colors and pictures and then they prepare short simple dialogues and presentations with the help of the teacher.</p> <p>Some other children prepare some simple rules on eating right.</p> <p>2. Let`s cook!</p> <p>In groups children prepare simple recipes using the vocabulary learnt.</p> | <p>Food shopping</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/lecture</p> <p>Grammar: some, any, much, many</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/grammar</p> <p>Math: How much...? How many...?</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/MATH</p> <p>Exercise: How much...? How many...?</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/math%20drills</p> |



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| | | <ul style="list-style-type: none"> - WB exercises and role plays. - Reading, listening and reading. - Writing a short story using jumbled sentences. - WB exercises. Revision. - Speaking – A guessing game. | Then they try giving instructions on how to cook something very simple. | Recipe https://languages.akelius.com/subjects/en/1985/units/locations/20431/method/recipe/contentUnits/41224/45738 |
| 6 | Time for science! | <ul style="list-style-type: none"> - Colour Riddles!-Quiz – practicing which/that in relative clauses; listening –speaking. - Young stars- Listening and speaking; practicing | 1. Board Game Children are asked to prepare a simple board game using the knowledge they have on other subjects. Teacher helps with vocabulary. | Colors https://languages.akelius.com/subjects/en/1985/units/locations/20763/method/art Song: People around me (colors) https://languages.akelius.com/subjects/en/1985/units/locations/20425/method/SONG/contentUnits/26844/23090 |



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| | | <p>who in relative clauses. WB exercises.</p> <ul style="list-style-type: none"> - Our world-Great inventions... by accident! Listening and Reading. - Speaking –role play. WB exercises. - Let`s talk: acting out dialogues. - Revision –WB exercises. - Test or task. - Project; ELP –Portfolio. - Games and role plays. - Cross-Curricular; home science. | <p>Then they play the game.</p> <p>2. Food facts</p> <p>Children are asked to prepare a simple questionnaire about eating habits. After doing the questionnaires with friends and children from other classes they prepare a simple graph to represent the findings. Teacher helps with vocabulary.</p> | <p>Memory game: Professions</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/GAME</p> <p>Bingo: Professions</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20429/method/GAME/contentUnits/24944/44225</p> |
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THIRD PERIOD PLANNING

April - June

Key Competences Learning Outcomes









The young learner:

-  listens carefully and understands simple short stories;
-  sings songs in English using the learnt vocabulary and following a given pattern;
-  pronounces the words correctly but he/she makes some mistakes;
-  identifies the true or false information in a short story;
-  expresses his/her likes about everyday activities or hobbies in very simple and short sentences;
-  follows rules and participates in games organised in class;
-  prepares simple class event using maps and simple directions;
-  works individually, in pairs and groups to carry out the tasks given;
-  listens carefully to peers and teacher;



Subject Competences Learning Outcomes

The young learner:

-  talks about free time activities, festivals and special days;
-  talks about future plans using going to;
-  writes a birthday card or a postcard;
-  uses simple phrases to accept or refuse an invitation;
-  tells a short story by using the linking words such as first, then, next, finally;
-  gives simple direction instructions such as go straight, turn left/right;
-  expresses his likes or dislikes using simple sentences;
-  uses his/her ELP (European Language Portfolio) for self assessment.



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| 7 | Planning the future | <ul style="list-style-type: none"> - Planning the future-song - Speaking and Workbook exercises. - Young Stars- Reading, listening; Future tense. - Young stars- puzzle and workbook exercises. - Our world- Special days- Reading, listening and speaking-WB exercises. - Let`s talk- accepting and refusing. - Writing a postcard; - Reading and speaking- Etiquette round the world. | <p>1. At the park</p> <p>Children in groups are asked to create their own amusement park. They draw pictures and name all the games and then they make a simple plan of what they are going to do when they are in the park. Each group them present to the class.</p> <p>2. My card</p> <p>First children brainstorm on different occasions that they send postcards to friends or relatives. Then the teacher groups children and each group has to write on postcard for a different occasion.</p> <p>3. My international friend</p> | <p>Grammar: Tomorrow</p> <p>https://languages.akelius.com/subjects/en/1986/units/locations/20443/method/grammar/contentUnits/23111/47374</p> <p>Geography: Icecream</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20430/method/geography/contentUnits/41223/44625/content</p> <p>Free time activities</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/lecture/contentUnits/23012/43742</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/lecture/contentUnits/23011/43741</p> <p>Culture: Languages</p> |
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| | | <ul style="list-style-type: none"> - Speaking –traditions in my country. - Revision – Grammar. Project and ELP- European Language Portfolio | <p>Children work in pairs and role play. They pretend they come from other countries and greert each other according to the traditions of that country.</p> | https://languages.akelius.com/subjects/en/1985/units/locations/20424/method/culture |
| 8 | Let`s have fun | <ul style="list-style-type: none"> - Let`s have fun- Song. - Young stars- reading and giving directions. - Our world- Kate`s Blog, listening and reading. - Like doing; WB exercises - Let`s talk- advertisements, listening; speaking. | <p>1. Travelling around</p> <p>In groups children create a simple map of their neighbourhood. Then they role play and prestend they are in a car and give directions of how to move around according to the map.</p> <p>2. My Blog</p> <p>Children are asked to pretend create their own blog and write</p> | <p>Song: Activites</p> <p>https://languages.akelius.com/subjects/en/1985/units/locations/20426/method/SONG/contentUnits/26841/23093/content</p> <p>Song: Giving directions</p> <p>https://languages.akelius.com/subjects/en/1986/units/locations/20449/method/SONG/contentUnits/27022/23108</p> <p>Directions</p> |



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| | <ul style="list-style-type: none"> - Writing an invitation; WB exercises. Reading- The voyge. - Speaking and WB exercises. - Revision - Written test or task. - Cross-curricular- Geography-Seasons. - WB exercises. - Project work; Portfolio- ELP –self assessment. - Board Games (WB). | <p>short paragraphs about their likes and dislikes about their hobbies and free-time activities.</p> <p>3. Our class event</p> <p>Sudents are asked to think of a class ebvent they are going to organize. Then they prepare an invitation to the event for their parents and create the event map.</p> | <p>https://languages.akelius.com/subjects/en/1986/units/locations/20449/method/lecture/contentUnits/26807/47474</p> <p>Travelling</p> <p>https://languages.akelius.com/subjects/en/1986/units/locations/20448/method/geography</p> |
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