

Unit Starter A	Title	Theme	Communication Objectives
1	My Class	school	to introduce oneself and exchange greetings; to identify classroom objects; to identify the colours <i>red</i> and <i>yellow</i> ; to identify circles and numbers 1–3
2	My Home	family members and rooms in a house	to greet and take leave; to identify family members and rooms in a house; to identify the colours <i>blue</i> and <i>green</i> ; to identify squares, circles and the numbers 1–4
3	My Body	parts of the body	to identify parts of the body; to identify feelings and the sizes <i>big</i> and <i>small</i> ; to identify the colours <i>black</i> and <i>brown</i> ; to identify triangles and the numbers 1–5
4	My Clothes	clothes	to identify items of clothing; to describe the weather; to use polite expressions; to identify the colours <i>orange</i> and <i>purple</i> ; to identify rectangles
5	My Toys	toys	to identify toys; to make polite requests; to use polite expressions; to identify the colours <i>pink</i> and <i>white</i> ; to identify shapes and the numbers 1–7

## Starter B

1	Helpers	community helpers and their vehicles	to identify community helpers and vehicles; to use polite expressions; to identify the numbers 1–9
2	The Playground	playground equipment and activities	to identify playground equipment; to identify actions; to say what one is doing; to identify the numbers 1–10
3	Animals	pets and zoo animals	to identify pets and zoo animals; to identify animal actions and sounds; to make polite requests
4	Food	food	to identify food items and receptacles; to say what one is doing; to use polite expressions
5	Party Food	parties and food	to identify food and party items; to express likes and dislikes; to make polite requests; to identify colours, shapes and the numbers 1–10

Language Objectives Starter A	Learning Strategies/ Thinking Skills	Content Connections
to understand commands; to understand questions with <i>is</i>	to classify; to follow instructions; to listen to language models; to manipulate objects; to use visual cues; to use charts and songs, mime and gestures	Art; Language Maths; Music
to understand commands; to understand questions with <i>is</i> ; to use <i>this is</i> in sentences; to understand plural nouns and the prepositions <i>in</i> and <i>on</i>	to classify; to follow instructions; to listen to language models; to use mime and gesture; to use visual cues	Art; Language Maths; Music
to understand commands; to answer questions with <i>What</i> and <i>How many</i> ; to use adjectives; to understand the prepositions <i>is</i> , <i>on</i> and <i>under</i>	to classify; to follow instructions; to listen to language models; to manipulate objects; to use mime and gesture; to use visual cues	Art; Language Maths; Music
to understand commands; to understand questions with <i>is</i> and <i>are</i> ; to use plural nouns; to use <i>this is</i> and <i>these are</i> in sentences	to classify; to follow instructions; to listen to language models; to make associations; to manipulate objects; to use visual cues	Art; Language Maths; Music
to understand commands; to use plural nouns; to use <i>this is</i> and <i>these are</i> in sentences; to use negation with <i>be</i>	to classify; to follow instructions; to listen to language models; to manipulate objects; to use prior knowledge; to use visual cues	Art; Language Maths; Music

## Starter B

to understand commands; to understand questions with <i>What</i> , <i>Who</i> and <i>How many</i> ; to understand the prepositions <i>in</i> , <i>off</i> , <i>on</i> and <i>out of</i>	to classify; to follow instructions; to listen to language models; to make associations; to manipulate objects; to use visual cues; to place new words in context	Art; Language Maths; Music Social Studies
to understand commands; to understand questions with <i>What</i> and <i>How many</i> ; to use the present continuous tense; to understand the prepositions <i>into</i> , <i>out of</i> , <i>up</i> and <i>down</i>	to follow instructions; to listen to language models; to manipulate objects; to use mime and gesture; to use prior knowledge; to use visual cues	Art; Language Maths; Music
to understand commands; to answer questions with <i>What</i> and <i>Which</i> ; to use adjectives; to use the present continuous tense; to understand the prepositions <i>behind</i> and <i>in front of</i>	to classify; to follow instructions; to listen to language models; to use mime and gesture; to use prior knowledge; to use visual cues	Art; Language Maths; Music
to understand commands; to answer questions with <i>What</i> ; to use the present continuous tense; to understand the prepositions <i>in</i> and <i>on</i>	to classify; to follow instructions; to listen to language models; to manipulate objects; to use prior knowledge; to use visual cues	Art; Language Maths; Music Social Studies
to understand commands; to answer questions with <i>What</i> ; to use the present continuous tense; to understand the preposition <i>next to</i>	to classify; to follow instructions; to listen to language models; to manipulate objects; to use prior knowledge; to use mime and gesture; to use prior knowledge; to use visual cues	Art; Language Maths; Music; Social Studies