

Listening

recognise basic time words (e.g. days, months) and phrases about the weather in simple phrases and sentences if spoken slowly and clearly.
 understand some basic words and phrases to show politeness (*please, thank you, excuse me, sorry ...*), greetings (*hello, hi*), leave-taking (*goodbye, bye*).

follow short basic classroom instructions (*colour, draw ...*) and simple negative instructions (*don't run, don't shout ...*) if supported by pictures or gestures. Understand simple spoken commands as part of a game (*put up your hand, clap, stand up, sit down, jump ...*).

understand simple feedback from the teacher (*Great! Excellent!*).

recognise words and simple phrases related to familiar topics and adjectives (e.g. when people introduce themselves (name), numbers, colours, classroom objects, toys, etc.).

understand simple questions asking for basic personal information or information about objects if addressed slowly and clearly (*What's your name? Have you got ...? Do you like ...? What colour ...? Is it ...?*).

get the gist of a simple song or short simple stories if told slowly, clearly and supported by pictures or gestures.

Speaking

use basic informal expressions for greeting and leave-taking (*hello, hi, goodbye, bye*), for talking about how they are / feel (*How are you? Fine, thanks.*) and for introducing themselves (*I'm ...*).

say what day of the week it is and what the weather is like using basic phrases.

produce very short fixed expressions, using gestures to ask for help when necessary (*pencil, please ...*), to show politeness (*please, thank you ...*) and to take part in basic games (*My turn. Your turn ...*).

repeat single words if spoken slowly and clearly.

recite a short simple rhyme, chant or song if supported by pictures or choreographies.

give a simple evaluation using a fixed expression (*yes / no, good / bad*).

name everyday classroom objects, numbers, people, shapes, parts of the body, toys, and food items using single words (if supported by pictures or gestures).

answer short simple questions related to personal information using a single word or phrase (name, preferences, possessions ...).

describe objects using a few simple words (colours, quantity) if supported by pictures.

read aloud familiar single words and basic phrases.

Reading

recognise simple time words (days of the week, months of the year, seasons, weather conditions) written in capital letters.

recognise basic instructions written in capital letters (*read, colour, count, listen ...*).

recognise a range of basic everyday nouns and adjectives (characters' names, school objects, colours, numbers, parts of the body, toys, food, etc.) written in capital letters (if supported by pictures).

understand the relationship between words of the same vocabulary set (e.g. colours, toys ...) written in capital letters.

understand basic sentences naming and / or describing familiar everyday items if supported by pictures and written in capital letters.

understand basic phrases in short simple texts (songs, chants ...) written in capital letters.

Writing

copy dates using numbers and words in capital letters.

copy some short familiar words presented in capital letters.

copy short phrases containing only familiar words if presented in capital letters.

label simple pictures related to familiar topics by copying single words in capital letters.

link letters to sounds when copying basic familiar words in capital letters.

	Unit	Vocabulary	Metalinguistic reflection	Recognition	Production	Integration & CLIL
LINGUISTIC CONTENTS	Welcome unit Welcome	Characters: <i>Spooky, Kelly, Milly, Benny, Freddy</i>	Greet and take leave. Introduce oneself.	<i>What's your name? Who's this? Is this (Spooky)?</i>	<i>Hello! Hi! Goodbye. Bye-bye. I'm (Lucía). It's (Spooky).</i>	
	Unit 1 At school	School objects: <i>schoolbag, pen, book, pencil case, rubber, pencil, ruler</i> Colours: <i>red, yellow, blue, pink, green</i>	Describe school objects.	<i>What colour is it? Is it (green)? Have you got a ...? What's your favourite ...?</i>	<i>It's (a pen). It's (blue). I've got (a ruler). My pencil case is ...</i>	Characters CLIL Shapes (Maths): <i>square, triangle, rectangle, circle</i>
	Unit 2 At the playground	Numbers 1 to 10 Colours: <i>brown, orange, white, purple, black</i>	Describe school objects. Talk about quantity.	<i>What number is it? What colour is it? Is it ...? How many ...?</i>	<i>It's a (pencil). It's (orange). Three rubbers. My favourite school object / colour / number is ...</i>	Characters School objects Colours CLIL My body (Science): <i>ears, eyes, nose, mouth, fingers, toes, hand</i>
	Unit 3 My toys	Toys: <i>bike, skateboard, doll, ball, kite, scooter, videogame, plane, car, teddy bear</i>	Describe toys. Talk about quantity. Indicate possession.	<i>What colour is it? What colour is the (plane)? What is it? Have you got ...? How many ... have you got?</i>	<i>It's a (ball). It's (red). I've got (three balls).</i>	Characters School objects Colours Numbers 1-10 CLIL Old and new (Social Studies): <i>old ball, new doll</i>
	Unit 4 Picnic time	Food: <i>cake, fruit, vegetables, cheese, meat, sweets, ice-cream, bread, popcorn, pasta, hamburger, pizza, yoghurt, apple, plum, banana, orange, pear</i>	Express preference.	<i>What's this? Is it ...? Do you like ...? What food do you like? I'm hungry. Yummy! Yuck!</i>	<i>I like (cheese).</i>	Characters School objects Colours Numbers 1-10 Toys CLIL Healthy food (Science): <i>Healthy food, not healthy food</i>