

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 basic 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, members of the family, 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, understand simple contractions (*I'm ..., I've got ..., haven't, don't, It's ..., isn't*).

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.
 write simple facts about themselves if they are given prompts or a model.

	Unit	Vocabulary	Metalinguistic reflection	Recognition	Production	Integration & CLIL & COOL KIDS
LINGUISTIC CONTENTS	Welcome unit Welcome back! New friends	Characters: <i>Wendy, Max, Fred, Patty, Spooky</i> Greetings: <i>Good morning / Good afternoon. How are you?</i>	Greet and take leave. Introduce oneself and others.	Instructions: <i>Read. Listen. Point. Match. Circle. Find. Colour. Draw.</i> <i>What's your name? What's your surname?</i>	<i>Hi! Hello! Good morning! Good afternoon! Bye-bye! Goodbye! How are you? I'm fine, thank you. I'm / My name is (Juan). My surname is (Perez). This is (Wendy).</i>	
	Unit 1 Fred's party	Colours: <i>red, blue, yellow, green, pink, purple, orange, white, brown, black</i> Toys: <i>doll, ball, bike, teddy bear, skateboard, plane</i>	Describe toys.	<i>What is it? Is it a (car)? What colour is it? What number is (red)?</i>	<i>It's a (teddy bear). It's (pink). It isn't (white).</i>	Characters. Colours. Numbers. CLIL Numbers and counting (Maths): 1 -10 COOL KIDS Friends from around the world
	Unit 2 At school	School objects: <i>ruler, pen, pencil, pencil case, rubber, sharpener, book, schoolbag</i> Characteristics: <i>old / new</i>	Describe school objects. Talk about quantity. Indicate possession.	<i>Have you got a (pen)? Is it (old)? What colour is it? Is it (green)?</i>	<i>I've got a (pen). I've got a (blue pencil case). It isn't (old). I haven't got (a ruler) Have you got (a ruler)? Yes / No. It's old / new.</i>	Characters. Colours. Numbers. Toys. CLIL Good behaviour at school (Citizenship) COOL KIDS Busy school days
	Unit 3 My family	Family members: <i>family, mother / mum, father / dad, brother, sister, grandmother / grandma, grandfather / grandpa, uncle, aunt, cousin</i>	Describe the family.	<i>Who's this? Have you got a (brother)? Is this your (sister)?</i>	<i>This is my (sister). I've got (two cousins). I haven't got a (brother).</i>	Characters. Colours. Numbers. Toys. School objects. CLIL Numbers and counting (Maths): 1-20 COOL KIDS All families are different
	Unit 4 At the farm	Farm animals: <i>cow, pig, donkey, rabbit, horse, sheep, chicken, cat, dog</i> Characteristics: <i>big / small</i>	Describe animals. Talk about quantity. Indicate possession.	<i>What is it? How many (cows)? What colour is it? Is it a (pig)? What is your favourite animal? Have you got a (cat)?</i>	<i>I've got a (dog). This is my (dog). It is (big). It isn't (small).</i>	Characters. Colours. Numbers. Toys. School objects. Family. CLIL Pets or not pets? (Natural Science) COOL KIDS Taking care of animals
	Unit 5 My favourite food	Food and drink: <i>cake, fruit, cheese, meat, sweets, ice cream, bread, pizza, yoghurt, hamburger, juice, milk, soup, chocolate, salad, bread, fish, chips</i> Feelings: <i>hungry / thirsty</i>	Express preference.	<i>Do you like (soup)? What is your favourite food? What is it?</i>	<i>I like (salad). I don't like (meat). I'm hungry / thirsty. Please. Thank you. Excuse me.</i>	Characters. Colours. Numbers. Toys. School objects. Family. Farm animals. CLIL A healthy diet (Natural Science) COOL KIDS Good manners at the table