

YEAR 3

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
1 My Classroom	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> Verb to be (inverted questions and short answers)	Listening and responding to basic greeting phrases	Understanding basic social and classroom interaction	SI: interacting in a simple way provided the interlocutor speaks slowly and clearly	Writing simple sentences related to self-	IW: Learners create a name plate.	Literacy	Good citizen (Social awareness)	
	-develop ability to make introductions on self	Pronouns: <i>I, you, it, they</i>	Listening to basic questions in a conversation related to self	Understanding the main idea of short sentences related to self	SP: introducing self by providing basic information	self-introduction writing names of classroom objects	IW: Learners add speech bubbles to a class or a family photo to introduce people using the structures taught.	Cooperative learning		
	-attain basic competence in terms of supervised completion of simple tasks	Question words: <i>What, How many</i>	Following basic classroom instructions	Understanding the main idea of short sentences related to classroom instructions and objects	SP: pointing and asking questions about classroom objects	Answering simple inverted questions using simple words about classroom objects	IW: Learners complete a very simple table/form.	Personal and social capability (Inter-personal communication, Social interaction)		
		Demonstratives: <i>this/that</i>	Listening to short texts related to classroom environment	Identifying letters of the alphabet and learning spelling of classroom objects	SP: counting by using numbers (1-20)	Writing sentences related to possessions	GW: Learners make flashcards of the classroom objects or name tags for door, board, table, chair etc.	Creativity		
		<u>Lexis:</u>	Listening and responding to simple questions about classroom objects	Reading and understanding simple sentences about classroom objects	SP: producing sentences giving numbers of things	Using numbers (1-20) in relevant sentences	IW: Learners draw a school			
		<i>I have got...</i>	Listening for understanding numbers and colours of		SI: engaging in simple conversations related to numbers and	Identifying features of				

			objects	Reading and understanding very simple sentences related to personal possessions	colours of objects in learners' immediate environment SI: asking and answering questions about phone numbers	school environment and classroom objects	bag and write their name, surname, school, class and teacher name on it. WCA: Game <i>Spelling Bee</i> WCA: Game <i>Simon Says</i> (classroom Instructions) PW: Learners make a display <i>My Pencil Case</i> or <i>My School Bag</i> and name the objects. WCA: Game <i>Bingo</i> WCA: Songs <i>Five Little Ducks</i> <i>Ten Little Indians</i> <i>1, 2, 3, 4, 5 Fish</i>			
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							prepare an ID card for family members and themselves (name, surname, age, parents' job, number of sisters/brothers, etc.)			
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3 Body and Appearance	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> <i>Have got/has got</i> (affirmative, question form and short answer)	Listening and understanding basic self-description phrases	Reading and understanding short texts about people and their physical appearance	SP: describing someone’s physical appearance in short sentences	Writing sentences describing self by using related adjectives	IW: Learners do craft projects by using words related to body.	Literacy	Good citizen (Collaboration, Social awareness) Safety and taffic (Health literacy)	
	-develop ability to make introductions on self	Possessive pronouns: <i>his/her</i>	Listening and understanding short sentences / utterances about functions of senses	Understanding short descriptions of people in their immediate environment	SI: exchanging very basic information about others’ or pets’ body parts using related adjectives	Writing short descriptive sentences	PW: Learners search magazines or the Internet for pictures that describe the adjectives taught and prepare a display using the related adjectives.	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction)		
	-attain basic competence in terms of supervised completion of simple tasks	<u>Lexis:</u> Size (adjectives)	Listening and understanding a recording about keeping clean	Reading and understanding simple sentences related to senses and what people can do with them	SI: asking and answering questions related to self and others’ physical appearance	Writing short sentences about family members’ physical features	taught and prepare a display using the related adjectives.	Creativity		
	- develop reflective and self-assessment skills through portfolio work	Appearance (adjectives)						Problem solving		
		Body						ICT literacy		
		Senses								
	-acquire basic CMC related skills for English language learning						IW: Learners bring their photos to the classroom and give a very short presentation on the colour of eyes, hair, clothes. WCA: Game <i>Guess Who</i> WCA: Songs <i>Head, shoulders,</i>			

							<i>knees and toes</i> <i>Hokey Cokey</i> GW: <i>My Monster</i> In groups, learners make a monster mask with different numbers of eyes, ears, mouths and noses and talk about it or play a game. Each group member's mask will be created by all members. <u>Portfolio</u> <u>Dossier:</u> IW: Learners make a poster <i>My senses</i>.			
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		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
4 Colours and Clothes	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> <i>What are you wearing?</i>	Listening and answering questions about the colour of learners’ eyes, hair and clothes	Reading and identifying clothing items in short texts	SP: naming and identifying clothing items	Writing names of clothing items and their colours	WCA: Game <i>Washing Line</i>	Literacy	Good citizen (Collaboration, Social awareness)	Quiz 2: <i>at the end of Unit 4 including units 3 & 4- four skills</i> (20%)
	-develop ability to make introductions on self	<u>Lexis:</u> Clothes	Listening and responding to simple questions about clothing items	Reading and understanding sentences about what people are wearing	SP: saying colours of familiar objects	Responding, with a word or phrase, to simple questions about clothes and weather	GW: Learners prepare a poster on clothes and label each item for weather condition.	Personal and social capability (Inter-personal communication, Social interaction)	Safety and traffic (Health literacy)	Homework (10%)
	-attain basic competence in terms of supervised completion of simple tasks	Weather	Listening and understanding a text about weather	Reading and understanding phrases about weather and different landscapes	SP: talking about what someone is wearing	Describing people by giving information about their clothes	PW: Learners prepare traffic lights .	Problem solving		Participation (10%)
	- develop reflective and self-assessment skills through portfolio work	Landscape			SI: exchanging information on weather, colours and clothing items by using relevant lexis and structures	Writing simple sentences describing different weather and places	IW: Learners listen to a short text about clothes and colour the related pictures.	Creativity		Portfolio (15%)
	-acquire basic CMC related skills for English language learning	Colours			SI: asking and answering questions about appropriate clothing for different weather and places		PW: Game <i>Guess Who</i>	ICT literacy		
							GW: Learners bring different clothes from home and prepare a fashion show			

							on <i>Funny Clothes</i> (Each student will say what he/she is wearing). <u>Portfolio Dossier:</u> IW: Learners search the Internet for their traditional clothes for men and women. Then they print, cut out and paste related pictures into their portfolio.			<i>four skills</i> (4 skills) (25%)
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5 My Home	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u>	Listening to a short text and identifying vocabulary related to rooms of the house	Reading and identifying house related vocabulary in short texts	SP: saying what people are doing in a picture	Writing a descriptive short paragraph about one’s house	PW: Learners exchange short descriptions/e-mails about their houses and the main features of their environment.	Literacy	Good citizen (Social awareness, Environmental literacy) Safety and traffic (Health literacy)	
	-attain basic competence in terms of supervised completion of simple tasks	Present Continuous Tense (affirmative and question form)	Listening and extracting information about the actions of people in the rooms of a house	Reading and understanding about current and continuous actions	SP: producing short sentences related to buildings and providing information about their shapes	Writing sentences describing activities at home using related action words	GW: Learners design a shelter or a house for animals.	Cooperative learning		
	- develop reflective and self-assessment skills through portfolio work	<u>Lexis:</u>	Listening and recognizing actions in pictures	Reading and understanding a short text related to daily activities at home	SI: asking and answering questions related to activities at home	Writing sentences about daily activities / chores	PW: Learners draw actions on a paper and they try to guess the actions.	Personal and social capability (Inter-personal communication,Social interaction)		
	-acquire basic CMC related skills for English language learning	Actions						Creativity		
	- develop sensitivity to environmental problems	House			SP: describing the actions happening at the moment of speaking		PW: Learners search the Internet for information on different house shapes in the world and make a poster <i>House</i>	ICT literacy		
								Critical thinking		

							<i>Shapes.</i> WCA: Songs <i>This is the way</i> <i>The wheels on the bus</i> <u>Portfolio Dossier:</u> IW: Learners do a project about their dream house and its shape. Then they give very short presentations on their project.			
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6 Animals	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u>	Listening and identifying names of animals	Understanding simple sentences about animals	SP: identifying and naming farm animals	Writing names of animals	WCA: Guess the animal (miming animals)	Literacy	Sensitive and effective citizenship (Collaboration, Social awareness Environmental literacy) Safety and traffic (Health literacy)	Quiz 1: <i>at the end of Unit 6 including units 5 & 6 - four skills</i> (20%)
	-attain basic competence in terms of supervised completion of simple tasks	Present Continuous Tense (affirmative and question form)	Listening to and responding appropriately to questions about animals' physical and emotional state	Reading and understanding sentences related to how people feel	SP: talking about animals and what they are doing	Writing sentences to describe what animals are doing	WCA: Song <i>Old Mc Donald had a Farm</i>	Cooperative learning		
	- develop reflective and self-assessment skills through portfolio work	<u>Lexis:</u>		Comprehending a short text about animals	SP: talking about the importance of being kind to animals	Responding with a word or phrase to simple questions about animals, their actions and emotions	IW: Learners prepare a classroom display about their pet, a wild or farm animal.	Personal and social capability (Inter-personal communication, Social interaction)		
	-acquire basic CMC related skills for English language learning	Actions		Reading and understanding about current and continuous actions	SI: exchanging information on animals and pets providing actions, number, and colours		GW: Learners search the Internet for information on Cyprus donkeys and give a short related presentation.	Creativity		
	- develop sensitivity to environmental problems	Animals	Listening for specific information in short texts about animals	Reading and understanding about current and continuous actions			IW: Learners look at a picture and write sentences about different animals' actions.	Problem solving		
		Feelings and emotions (adjectives)						ICT literacy		
							Entrepreneurship (Initiative taking/self-direction)			

							<u>Portfolio</u> <u>Dossier:</u> <i>IW: Be Kind To Animals</i> Learners will draw pictures and write sentences.			
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7 Food	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> <i>I like/I don't like</i> <i>I eat/drink for breakfast/lunch/ dinner</i>	Listening and recognizing food related vocabulary in short sentences	Reading and understanding the main idea of short texts with vocabulary related to learners' most immediate environment	SP: speaking about food they have got for different occasions	Writing sentences about daily routines of self and others related to nutrition	PW: Learners prepare a restaurant menu.	Literacy	Good citizen (Collaboration, Social awareness, Cross-cultural awareness) Safety and traffic (Health literacy)	
	-develop ability to make introductions on self	<i>He/she eats/drinks... for breakfast/lunch/ dinner</i>	Listening and understanding simple conversations about likes and dislikes	Reading and understanding simple texts related to people and the food they have got	SI: asking and answering simple questions about what someone has got to eat or drink	Expressing food choices of people in learners' immediate environment by writing short sentences using related vocabulary	IW: Learners draw/create plates for each day of the week and draw the food they like on plates.	Cooperative learning		
	-attain basic competence in terms of supervised completion of simple tasks	<u>Lexis:</u> Food Days of week	Listening and understanding simple conversations about what one has got to eat or drink for different occasions	Reading and understanding short texts about food (indicating if it is salty, sweet, healthy or unhealthy)	SI: practicing asking and answering questions about own and peers' food choice	Writing sentences about their favourite food	GW: Learners prepare a poster <i>Sweet and Salty Food</i> .	Personal and social capability (Inter-personal communication, Social interaction)		
	- develop reflective and self-assessment skills through portfolio work		Listening and understanding simple phrases about the days of the week				IW: Learners search the Internet for information on some famous food in other countries/cultures.	Creativity		
	-acquire basic CMC related skills for English language learning						PW: Learners prepare a poster on	Problem solving		
							<u>Portfolio Dossier:</u> PW: Learners prepare a poster on	ICT literacy		

					good/bad for learners' health SI: asking and answering simple questions about likes and dislikes		healthy food and display it at school.			
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8 My Toys	-develop understanding of familiar phrases and expressions in English	<u>Grammar:</u> Question word: <i>Where</i>	Listening and recognizing vocabulary related to toys and games	Reading and understanding sentences related to toys in learners' immediate environment	SP: saying what is present in a picture	Using names of toys in sentences when describing a picture	IW: Learners listen to information and circle the correct toy.	Literacy	Good citizen (Collaboration, Social awareness)	Quiz 2: <i>at the end of Unit 8 including units 5, 6, 7 & 8- four skills</i> (20%)
	-develop ability to make introductions on self	Prepositions of place: <i>in, on, under, near</i>	Listening and understanding a short recording about a room / house description	Reading and understanding a short description of a house and its objects	SP: talking about their favourite toy using two or three sentences	Writing sentences describing toys and their location in a room	IW: Learners listen to a short text and draw toys and furniture in their correct places.	Personal and social capability (Inter-personal communication (Inter-personal communication, Social interaction))		
	-attain basic competence in terms of supervised completion of simple tasks	<u>Lexis:</u> Furniture	Listening to a dialogue or a short text and extracting information about location of things in a room	Understanding information related to position of objects in a room/house	SP: saying location of things in a room or a house	Writing a descriptive short paragraph about one's bedroom/house	PW: Craft activity Learners make toys for children in need.	Creativity		
	- develop reflective and self-assessment skills through portfolio work	Toys						Problem solving Entrepreneurship (Initiative taking/self-direction)		
		Personal belongings			SI: asking and answering questions about where things are		IW: Learners prepare a poster on their bedroom and write two or three sentences to describe it. WCA: Game <i>Where is my plane?</i> One of the learners			

							draws her/his toy somewhere in a picture (without showing to the class) and the rest of the class ask questions and try to find where the toy is. <u>Portfolio</u> <u>Dossier:</u> IW: Learners draw their favourite toy and write two or three sentences about it.			
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	environmental problems						present it to the class.			
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