

YEAR 4

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 School	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs -develop ability to make introductions on self and others -develop basic competence in terms of supervised completion of simple tasks and problem-solving in English -acquire basic CMC related skills for English language learning and use	The English Alphabet Previous routine interaction <u>Grammar:</u> Present Continuous Tense (affirmative/interrogative) Wh-questions (e.g. <i>What is she doing?/Can I ..., please? /May I ...? (asking for permission)</i> Singular/ Plural nouns <i>There is/are</i> (affirmative, interrogative) Preposition of time:<i>on</i> Personal	Understanding and responding to routine classroom instructions Listening and singing a song about classroom activities	Identifying numbers Identifying the letters of the alphabet and learning spelling of numbers	SP: Articulating sounds of English SI: Interacting in pairs in a simple way by asking each other about what they are doing SP: Spelling and pronouncing words related to the classroom and school SP: Saying what objects there are in the classroom by using short sentences SI: Asking for permission as relevant to classroom and school life	Writing about classroom objects in short phrases and sentences Writing simple phrases and sentences about own regular school subjects (on each week day on the timetable)	GW: Learners present in groups what others are doing in the class (i,e, <i>School Day Activities</i>).	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Problem solving ICT literacy Critical thinking	Good citizen (Collaboration, Social awareness)	

		pronouns: <i>I, you, we, they, he, she, it</i> Possessive adjectives: <i>My, your, his, her, our, their, its</i> Possessive 's Wh- questions: <i>What, Whose, How many</i> <u>Lexis:</u> School School subjects Classroom objects Week days Classroom activities Maths words Numbers 11-100			SP: Talking in simple sentences about school subjects on the timetable					
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2 Games and Sports	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>What do/does you/they/he/she like/love doing?</i> <i>...like/love/likes/loves + V(ing) (gerund)</i>	Understanding and completing a simple table by listening to a short recording about parts of the body	Reading about parts of the body and identifying them in pictures	SI: Asking and answering about things learners have	Writing about functions of parts of the body	WCA: Learners discuss what equipment they need when they play games and sports.	Cooperative learning	Good citizen (Social awareness, Collaboration, Cross-cultural awareness)	Quiz 1: <i>at the end of Unit 2 including units 1 & 2- four skills (20%)</i>
	-develop ability to make introductions on self and others	<i>Have got/ Has got (affirmative, negative, interrogative)</i>	Listening and identifying sounds of musical instruments	Reading about likes of others	SP: Demonstrating animals and their body parts by using short simple sentences		WCA: Learners discuss the importance of turn-taking when speaking at school and at home.	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	<u>Lexis:</u> Outdoor activities	Listening and identifying likes of others		SI: Asking and answering about what learners like or love doing		ICT literacy	Problem solving		
	-develop reflective and self-assessment skills through portfolio work	Games and sports					Critical thinking			
	-acquire basic CMC related skills for English language learning and use	Body parts (verbs)								
		Playground equipment								
		Musical instruments					<u>Portfolio Dossier:</u> GW: Learners conduct a mini-survey about likes of others and draw a simple chart on the computer.			

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			Listening	Reading	Speaking	Writing				
3 My House	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense <i>to be</i> with contractions (e.g. <i>I'm, She 's, We're, I'm not, isn't, aren't</i>)	Understanding and responding to the main idea of a short sentence related to relatives	Reading and understanding short texts about people, family, and friends	SP: Spelling the names of the family members	Writing short sentences or phrases (using common adjectives) to describe people in learners' immediate surrounding	WCA: Learners ask and answer about what people are doing in a given picture and match their names.	Cooperative learning	Good citizen (Social awareness, Collaboration, Environmental literacy) Safety and traffic (Health literacy)	
	-develop ability to make introductions on self and others	Present Continuous Tense (affirmative, negative, interrogative)	Understanding and answering simple questions related to relatives	Reading and understanding the main idea of a short text related to relatives	SI: Asking and answering simple questions about family relationships			Personal and social capability (Inter-personal communication, Social interaction) Creativity		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Determiners: <i>This/ that/ these/ those</i>	Understanding and completing short texts about people, family and friends	Reading and understanding simple questions related to relatives	SP: Describing people in learners' immediate surrounding by using common adjectives in simple sentences	Writing about what people in a given picture are doing	IW /GW: Learners place pictures of furniture into the picture of a room.	Problem solving Critical thinking		
	-develop reflective and self-assessment skills through portfolio work	Wh-question: <i>Where</i>								
		Prepositions of place: <i>between, next to, in front of in, on, under,</i>								
		<u>Lexis:</u> Family/Relatives Household objects and furniture Rooms and								
	-develop sensitivity to environmental problems and									

	societal values	sections Description (adjectives)								
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			Listening	Reading	Speaking	Writing				
4 My Home Town	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>There is/are</i> (yes/no questions)	Understanding and answering questions related to short texts about places in a town	Reading and understanding short texts about description of places	Sl: Asking and answering about the location of landmarks	Writing simple directions for safe road crossing	WCA: Learners search the Internet for information on ‘zebra crossing’ (why is it called ‘zebra crossing?’) and discuss its importance.	Cooperative learning	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 and others	<i>want to/wants to + verb</i> (sentence/question form)		Reading about places in a town, and transport in the world	SP: Talking about what learners want to do	Writing short phrases and sentences about the location of landmarks in own and other countries		Personal and social capability (Inter-personal communication,Social interaction)	Safety and traffic (traffic rules)	Homework (10%)
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Prepositions of place: <i>near, next to, in, between, over (there)</i>	Listening and following simple directions for safe road crossing	Reading about landmarks in the hometown and around the world	Sl: Asking and answering about places in a town		GW: Learners write simple sentences on cards starting with ‘I want to’ (Group A) and ‘There is a’(Group B) (matching the needs and the places).	Problem solving		Participation (10%)
		Preposition : <i>by</i>		Reading about what people want to do				ICT literacy		Portfolio (15%)
	-acquire basic CMC related skills for English language learning and use		Listening and identifying the location of places on a given map					Critical thinking		End of Semester Exam: <i>at the end of Unit 4 including units 1, 2, 3 & 4 - four skills</i> (4 skills) (25%)

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5 Jobs and Occupations	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> 'do/does' (wh-interrogative) 'want to be/wants to be' Wh-question: What	Understanding and answering short texts about jobs Listening for specific information on jobs and occupations of people around the world	Reading and understanding short texts related to jobs Reading basic descriptions of jobs and guessing what the jobs are by tracing the clues	SP: Introducing self, family and others in the immediate environment by providing basic information about home, occupations and job SI: Asking and answering about jobs and occupations of community members (i.e. family or other people) SI: Asking and answering about Dream jobs to others in a class survey (what's your dream job?/ What do you want to be?)	Writing simple phrases and sentences about self and people in learners' immediate environment, about their jobs Writing about their 'Dream Jobs' in short sentences	WCA: Learners make a list of jobs on board (jobs that help people and animals). GW: Learners use materials/pictures to guess people's jobs. <u>Portfolio Dossier:</u> After conducting a mini survey in class learners display information in graphs (bar chart, table etc.).	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Problem solving Entrepreneurship (Initiative taking/self-direction) Critical thinking	Good citizen (Collaboration, Social awareness)	
	-develop ability to make introductions on self and others	<u>Lexis:</u> Jobs and occupations	Listening and relating the subject area to the job			Thinking and writing about what jobs people do at school and in town				
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Areas of interest		Reading and understanding a short story about dream jobs						
	-develop									

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		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
6 Daily Life	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense ‘other verbs’ (affirmative form/interrogative/negative/yes-no questions)	Understanding and responding to questions on familiar topic(s)	Reading and understanding short texts about daily routines	SP: Speaking about the main features of learners’ daily routines at home	Writing, in short sentences with relevant time expressions, about learners’ daily routines at home	GW: Learners prepare a clock poster (i.e. a type of clock) and present it to the class.	Cooperative learning	Good citizen (Collaboration, Environmental literacy, Social awareness)	Quiz 1: <i>at the end of Unit 6 including units 5 & 6 - four skills (20%)</i>
	-develop ability to make introductions on self and others	Preposition of time: <i>on, at</i>	Listening for specific information in short texts on familiar topics	Reading about the history of clocks used long time ago	SI: Asking and answering about the time through short sentences	Writing about learners’ free time and what they do in their free time, such as sports and games	IW: Learners make a video/ sound recording of their daily routines (optional).	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Wh-question: <i>What time (e.g. What’s the time? /what time is it? What time do you go to bed?/ when</i>	Listening to and understanding the main idea of a short text relevant to the topic	Reading the hours of a clock	SI: By asking simple questions, eliciting and understanding familiar information from other people	Writing short sentences to tell the time based on both analog and digital clocks		Creativity		
	-develop	<u>Lexis:</u> Daily activities	Listening to identify at what time of a day certain activities are done	Reading and understanding a simple TV schedule provided by the teacher			<u>Portfolio Dossier:</u>	Problem solving	ICT literacy	
		Time-related expressions						Entrepreneurship (Initiative taking/self-direction)		
		Expressions for opinion								
		History of clocks								
			Listening and ordering daily activities		SP: Saying when learners are free and what they do		IW: Learners search the Internet for information on a famous person and	Critical thinking		

	reflective and self-assessment skills through portfolio work -acquire basic CMC related skills for English language learning and use -develop sensitivity to environmental problems and societal values				in their free time SI: Exchanging information and responding in short conversations to people about their daily lives		write about his/her daily life.			
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		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
7 Food and Meals	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Requesting: <i>I'd like/ I want/ I don't want</i> <i>Can I have...?</i> <i>I like/ I don't like/Do you like...?/Yes. I do/No, I don't</i>	Listening for and understanding specific information in short texts about people's likes and dislikes	Reading and understanding short texts about people's likes and dislikes	SP: Stating likes and dislikes in short sentences SP: Linking words or phrases with the connectors 'and' and 'or' in short sentences	Writing about learners' likes and dislikes in short sentences	WCA: Learners discuss about healthy and unhealthy foods. PW: Learners role play about societal values for healthy food.	Cooperative learning Personal and social capability (Inter-personal communication,Social interaction) Creativity	Good citizen (Collaboration, Social awareness, Environmental literacy)Cross-cultural awareness, Safety and traffic (Health literacy)	
	-develop ability to make introductions on self and others	Conjunctions: <i>or, and</i>	Listening for specific information in short simple texts about countries and nationalities	Reading and answering questions related to short texts about people's likes and dislikes	SI: Requesting things and food in polite question form	Connecting words or phrases with the connectors 'and' and 'or' in short sentences	Writing simple phrases and sentences about local food of learners' own country and lives	Problem solving Entrepreneurship (Initiative taking/self-direction) Critical thinking		
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Prepositions of place: <i>from, in</i>		Reading and understanding short texts about local meals	SI: Expressing preference for things and food in short sentences	Writing simple phrases and sentences about local food of learners' own country and lives	IW / GW: Handcraft Learners make flags of different countries.	ICT literacy		
	-develop reflective and self-assessment skills through portfolio work	Present Simple Tense <i>to be</i>		Reading about where different fruits come from	SI: Thanking for things and food requested in short simple		PW: Learners role play being at a party, and make dialogues for requesting and			
		Wh- question: <i>Where fruit comes from</i>		Reading and identifying countries and nationalities						
	-acquire basic CMC related skills for English	<u>Lexis:</u> Flora and fauna								

	language learning and use -develop sensitivity to environmental problems and societal values	Fruit and vegetables Common food and drinks Local meals Countries and nationalities What people eat around the world			dialogues SP: Naming common food and drinks, fruit and vegetables, and local meals SP: Using simple phrases and sentences related to learners' own country and nationality SI: Asking and answering about country and nationality of people in learners' immediate environment		thanking. PW: Learners write a strange recipe. <u>Potfolio</u> <u>Dossier:</u> IW/ GW: Learners search the Internet for information about traditional food around the world.			
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		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
8 Animals	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>Can/can't</i> (for ability) (affirmative, negative, interrogative)	Understanding short texts about animals and their abilities	Reading and understanding short texts about animals and their abilities	SP: Stating in simple sentences what learners can or cannot do	Writing simple sentences about what learners can or cannot do	IW: Learners search the Internet and prepare on their computers a poster on their favourite animals.	Cooperative learning	Good citizen (Collaboration, Social awareness Environmental literacy)	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 and others	Conjunctions: <i>and, but</i> <i>Have got/ Has got</i>	Understanding and answering questions about animals and their abilities	Reading and answering questions about animals and their abilities	SP: Stating in simple sentences what animals can or cannot do	Writing simple sentences about what animals can or cannot do	PW: Learners interview others on their abilities.	Creativity	Problem solving	
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	<u>Lexis:</u> Flora and fauna Names of animals Animal habitats		Reading and understanding short texts about nature	SP: Linking words or phrases with the connectors 'and' and 'but' in short sentences	Connecting words or phrases with the connectors 'and' and 'but' in short sentences	<u>Portfolio Dossier:</u> GW: Each group makes a chart on learners' abilities by asking another group 'Can you ...?'	ICT literacy		
	-develop reflective and self-assessment skills through portfolio work	Opinion (adjectives) Description (adjectives and verbs)			SI: Asking people about their abilities and giving short answers when asked	Writing short sentences or phrases (using common adjectives) to describe animals in learners' immediate surrounding				
	-acquire basic CMC related skills for English				SP: Naming common					

	language learning and use -develop sensitivity to environmental problems and societal values				domestic and wild animals SP: Appreciating animals in learners' immediate surrounding by using common adjectives in simple sentences SP: Referring to the main features of the environment (its flora and fauna) and landscape in short simple sentences	Writing short phrases about animals and their physical appearance (e.g. a big elephant)				
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9 Festivals and Celebrations	-develop understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense	Understanding and responding appropriately to questions about the weather	Reading and understanding simple texts about the weather	SP: Referring to the main features of the environment (its weather) in short simple sentences	Writing about what to wear in different weather conditions	IW/ PW: Learners search the Internet for information on festivals/ special days in their own and other countries.	Cooperative learning	Good citizen (Collaboration, Environmental literacy, Social awareness,Cross-cultural awareness)	Homework (10%)
	-develop ability to make introductions on self and others	Wh-questions (e.g. <i>What do we wear in winter?/ What's the weather like?</i>)	Understanding comparisons about people and places	Reading and understanding simple texts about people's clothes	SI: In short conversations asking and answering about clothes and weather		IW/PW: Learners find a thief/ missing person by reading a related description/one reads, the other finds the thief/missing person.	Personal and social capability (Inter-personal communication, Social interaction)		Participation (10%)
	-develop basic competence in terms of supervised completion of simple tasks and problem-solving in English	Preposition of time: <i>in</i>	Understanding words and phrases about clothes		SP: Naming seasons and months and relating them to each other		<u>Portfolio Dossier:</u>	Creativity		Portfolio (15%)
	-develop reflective and self-assessment skills through portfolio work	Time adverbs: <i>always, never</i>	Understanding words and phrases about weather		SP : Producing short simple phrases or sentences about clothes and weather		GW: Learners prepare a poster on seasonal activities.	Problem solving		End of Semester Exam: at the end of Unit 9 including all units - four skills (25%)
		<u>Lexis:</u> Seasons						ICT literacy		
		Months						Entrepreneurship (Initiative taking/self-direction)		
		Weather						Critical thinking		
		Clothes								
		What clothes people wear in different seasons								

	-acquire basic CMC related skills for English language learning and use -develop sensitivity to environmental problems and societal values	Seasonal activities International and local festivals and Special Days			poster of seasonal activities to the class in groups					
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