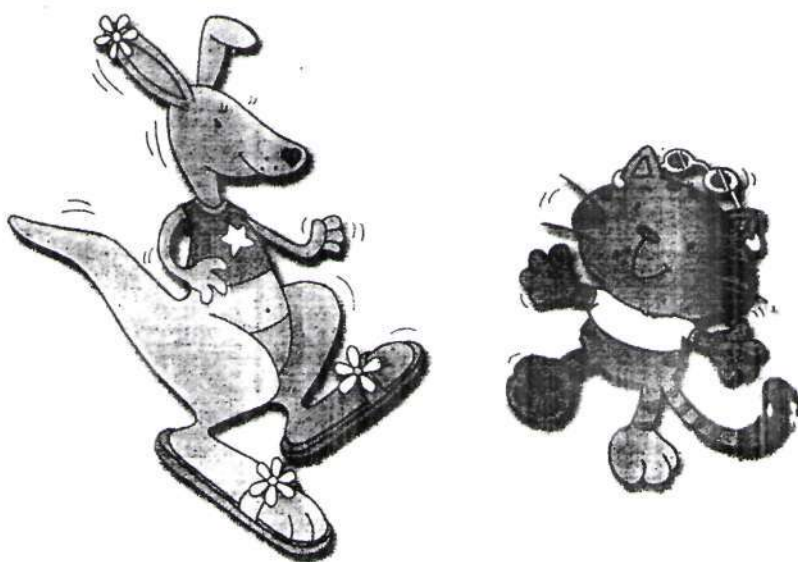


Cookie and friends

ПРОГРАММА

ОБУЧЕНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

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Syllabus guide

Cookie and Lulu Starter

Unit	Language	Aims	Areas of the curriculum
Unit 1 Friends	<p>Key vocabulary hello, bye-bye, Cookie the cat, Lulu the kangaroo, blue, no, yes</p> <p>Classroom language Stand up, stretch, sit down, wave, skip, close your eyes, Where's Cookie? Skip to Cookie/the treehouse, Jump, What colour is ...? Show me, Lulu, what have you got in your pouch? Clap hands, Dance, Point and circle, Sing, Find ... Point to ...</p> <p>Key vocabulary rain, sun, spider, bird, yellow, big, little</p> <p>Classroom language up, down the tree, Do you like? Hide.</p>	<p>Present the characters (Lulu and Cookie).</p> <p>Introduce the concept of learning a new language.</p> <p>Present simple greetings.</p> <p>Introduce the Hello and Bye-bye songs and classroom routines.</p> <p>Introduce simple actions and instructions in English.</p> <p>Recognize and follow simple instructions.</p> <p>Sing and/or do the actions to simple songs in English.</p> <p>Set up a routine for the English class.</p> <p>Present, recognize, and use the colour blue.</p> <p>Play guessing games.</p> <p>Work on oral comprehension.</p> <p>Encourage confidence.</p>	<ul style="list-style-type: none"> • Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Recognizing social groups: family and school. • Learning to respect the rules of behaviour within the child's social group. • Understanding oral instructions. • Expressing feelings through chants and songs. • Learning to recognize the first numbers. • Recognizing the properties of objects: colour. • Listening and participating in children's songs, dance, and movement. • Using the body as a means of expressing feelings.
Unit 2 Sun and rain		<p>Present the concept of big and little.</p> <p>Present the colour yellow and contrast it with blue.</p> <p>Present simple weather vocabulary.</p> <p>Present new TPR instructions and revise the old ones.</p> <p>Work on comprehension and a little language production.</p> <p>Introduce and discuss the topic of weather.</p> <p>Do folding and pairwork activities.</p> <p>Work on oral comprehension.</p> <p>Encourage confidence.</p>	<ul style="list-style-type: none"> • Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Understanding oral instructions and a story. • Expressing likes, feelings, needs, and desires through a story, chants, and song, individually and in groups. • Showing an interest in oral communication and respecting the rules of social interaction. • Recognizing the properties of objects: colour and size. • Listening and participating in children's songs, dance, and movement. • Showing an interest in role-play and acting out.
Unit 3 Toys	<p>Key vocabulary ball, dolly, plane, red, train, one, two</p> <p>Classroom language I've got a ... How many? 2</p>	<p>Present red and contrast it with the colours blue and yellow.</p> <p>Present toy vocabulary.</p> <p>Introduce the concept of play, using TPR.</p> <p>Revise songs and vocabulary.</p> <p>Present numbers one and two and counting in English.</p> <p>Sing songs in English.</p> <p>Play simple identifying and guessing games in English.</p> <p>Encourage confidence.</p>	<ul style="list-style-type: none"> • Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Understanding oral instructions. • Understanding the concept of number and quantity. • Understanding the combination of number, colour, and size. • Showing an interest in oral communication and respecting the rules of social interaction and conversation. • Listening and participating in children's songs, dance, and movement.

Unit	Language	Aims	Areas of the curriculum
Unit 4 Clothes	<p>Key vocabulary hat shoes trousers, nappy sad I like ...</p> <p>Classroom language Put on, take off ... Touch your ... How are you? Fine, please, thank you</p>	<p>Present <i>Please</i> and <i>Thank you</i>. Exchange greetings (<i>How are you?</i> <i>Fine</i>.) Discuss feelings (<i>happy</i> and <i>sad</i>). Present clothes vocabulary. Contrast <i>big</i> and <i>little</i> in relation to clothes. Recognize combinations of colour and size. Express preferences. Present new TPR instructions and revise the old ones. Revise songs and vocabulary. Sing songs in English. Play simple games in English. Do TPR and mime activities. Encourage confidence.</p>	<ul style="list-style-type: none"> • Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Understanding oral instructions and stories. • Expressing and understanding feelings, needs, and desires through a story, chants, songs, puzzles, individually and in groups. • Showing an interest in oral communication and respecting the rules of social interaction and conversation. • Listening and participating in children's songs, dance, and movement. • Using the body as a means of expressing feelings. • Showing an interest in role-play and acting out.
Unit 5 Animals	<p>Key vocabulary duck, rabbit, turtle, hop, green, three</p> <p>Classroom language Do you like the sun or the rain?</p>	<p>Present animal vocabulary. Present TPR instructions to encourage understanding of animal noises and movement. Present a new number (<i>three</i>). Find and count animals. Present words and concepts related to animals. Revise songs and vocabulary. Sing new songs in English. Practise craft work, creating a paper duck. Express likes. Play simple animal games. Encourage confidence.</p>	<ul style="list-style-type: none"> • Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Recognizing animals and their characteristics. • Understanding oral instructions. • Expressing likes and feelings through chants, and songs, individually and in groups. • Showing an interest in oral communication and respecting the rules of social interaction and conversation. • Listening and participating in children's songs, dance, and movement. • Learning the basics of art and craft to stimulate creativity. • Using movement to develop spatial awareness.
Unit 6 Body	<p>Key vocabulary foot/feet, hand(s), head, cold, hot</p> <p>Classroom language What do you wear when it's hot? What's on your feet? Tap your foot. Fall down. Nod your head.</p>	<p>Present parts of the body. Present temperature and other words related to weather. Present new TPR instructions and revise the old ones. Find and count. Identify objects by size and colour. Present words and concepts related to the seasons of the year. Revise songs and vocabulary. Sing new songs in English. Play simple matching games in English. Express likes. Encourage confidence.</p>	<ul style="list-style-type: none"> • Developing fine motor skills. • Helping and collaborating with others in games and daily life. • Learning to respect the rules of behaviour within the child's social group. • Learning about bodies. • Understanding oral instructions and a story. • Expressing feelings, needs, and desires through a story, chants, songs, and puzzles individually and in groups. • Showing an interest in oral communication and respecting the rules of social interaction and conversation. • Listening and participating in children's songs, dance, and movement. • Using the body as a means of expressing feelings. • Learning the basics of art and craft to stimulate creativity. • Using movement to develop spatial awareness.