



INGLESE PER TUTTI – ENGLISH CURRICULUM 26/27

A Year Discovering English

The English programme accompanies children throughout the entire school year through a gradual, engaging pathway designed for preschool age.

The main objective is to introduce children to the English language in a natural and spontaneous way, so that English becomes part of their everyday life and is not perceived as a “subject” to study.

Each week will be dedicated to a different theme, close to the children’s world and interests. The programme will follow the natural progression of the seasons, celebrations and significant moments of the year, creating continuity between what children experience and the vocabulary they encounter.

How We Will Work

Each weekly theme will not be approached solely through the learning of new vocabulary; instead, it will become the starting point for a complete educational pathway in English, designed to involve all areas of the child’s development.

Each week, a balanced range of age-appropriate activities will be offered:

- Montessori-inspired activities, with particular attention to independence, concentration, fine motor skills, practical life, classification and sensory experiences;
- songs, nursery rhymes and action songs, to internalise sounds, words and simple language structures through music, rhythm, gestures and repetition;
- storytelling and picture books, using stories and images to develop listening, comprehension, imagination and participation;
- arts & crafts, with drawing, painting, manipulative and creative activities linked to the weekly theme;
- sensory activities, to learn through touch, colours, scents, materials and exploration;
- gross & fine motor activities, to develop coordination, gross motor skills and fine motor skills;
- outdoor activities, games and experiences outdoors to use the language in real-life situations;
- role play and pretend play, to experience simple communicative situations through symbolic play;
- circle time, dedicated to greetings, routines, the calendar, weather, emotions and conversation;
- games & movement, because at preschool age the body is one of the main tools for learning;
- creative workshops and simple experiments, to stimulate curiosity, observation and the ability to make predictions;
- daily routines in English, so that expressions such as Good morning, Sit down, Stand up, Line up, Wash your hands, Let’s tidy up, Are you ready?, Please and Thank you become increasingly familiar and spontaneous.

English will therefore be experienced before it is formally studied: children will listen to and use English while they play, create, move, observe, sing and participate in daily routines.

Our Objectives

Throughout the year, we will work to develop familiarity with the sounds and rhythm of English, gradually expand vocabulary, understand simple instructions and requests, and encourage the spontaneous use of words and short expressions.

At the same time, the programme will contribute to the educational objectives of preschool: independence, socialisation, motor development, listening skills, creativity, expression of emotions, curiosity, respect for routines and rules, and confidence in one's own abilities.

LINGUISTIC OBJECTIVES

The language pathway will progressively develop listening, comprehension, speaking and interaction. Children will be guided to understand simple instructions and questions, expand and reuse vocabulary, produce short communicative structures such as My name is..., I am..., I have..., I like..., This is..., It is..., I can..., participate in routines and use English with increasing spontaneity.

Throughout the year, an initial phonological and pre-literacy pathway will also be introduced: listening for initial sounds, recognising selected letters, rhymes, image-word-sound association, pre-writing and visual and auditory discrimination activities, always through play and in an age-appropriate way.

LINK TO THE 2026/27 SCHOOL PROJECT – “BEYOND BORDERS”

The English programme will connect with the annual project “Beyond Borders – Discovering a World of Colours” through a symbolic journey guided by the rainbow. Homes, families, animals, foods, celebrations, music and traditions will become opportunities to discover that, although children live in different places, they share common needs, emotions and values. English will be a tool for meeting others and opening up to the world, strengthening welcome, friendship, peace, gratitude, sharing, respect for diversity and care for the Earth as our great “common home”.

The project will be organised into three main periods: October–December, “Under the Same Sky – The Homes and Animals of Creation”; January–March, “Brothers and Sisters at the Table – The Foods of the Earth as a Gift”; April–June, “The Colours of Joy – Songs and Celebrations Beyond Borders”.

SEPTEMBER

Welcome, Me & My Family

The first month will be dedicated to welcoming the children, getting to know one another and establishing classroom routines in English.

Week 1 – September 7–11 – Welcome & Classroom Routines

Please, Thank you, Toilet please, Water please, table time, line up, lunch time.

Week 2 – September 14–18 – All About Me

My name is..., I am ___ years old, boy, girl, eyes, hair.

Week 3 – September 21–25 – Greetings

Hello, good morning, goodbye. First introduction to the letter C.

Week 4 – September 28–October 2 – My Family & St. Therese Feast Day

Mum, dad, brother, sister, grandma, grandpa. First introduction to the letter M.

Linguistic objectives: understand and use greetings and polite expressions; introduce themselves with My name is... / I am...; understand classroom routine vocabulary; name the main members of the family; respond with a word, gesture or short phrase to simple personal questions.

Link to the annual project: welcoming and family introduce the theme of meeting others. Every child brings a story, a home and loving relationships that deserve respect.

OCTOBER

Friends, Autumn & Creation

With the arrival of autumn, children will explore friendship, nature, forest animals and seasonal celebrations through sensory and language experiences.

Week 5 – October 5–9 – Friends

___ is my friend, friend, play, share, together. Letter A.

Week 6 – October 12–16 – Autumn

Leaves, trees, nature, brown, orange, yellow, fall. Letter T.

Week 7 – October 19–23 – Forest Animals

Fox, owl, deer, squirrel, rabbit. Review week.

Week 8 – October 26–30 – Halloween & All Saints

Pumpkin, ghost, candy, bat, spider, saint. Letter S.

Linguistic objectives: use simple expressions linked to friendship; recognise and name autumn colours and elements; identify some forest animals; understand I can see... and It's a...; participate in seasonal songs, games and stories.

Link to the annual project: Unit 1 begins, “Under the Same Sky – The Homes and Animals of Creation”. Nature and animals will be presented as part of our great common home. Friendship helps children open the door to others and move beyond borders.

NOVEMBER

Our Community, Body & Farm Animals

This month will focus on people who help us, body awareness, farm animals and the beginning of Advent.

Week 9 – November 2–6 – Community Helpers

Firefighter, police officer, doctor, teacher, help. Letter R.

Week 10 – November 9–13 – Body Parts

Head, mouth, eyes, nose, ears, hands, feet. Letter I.

Week 11 – November 16–20 – Farm Animals

Cow, horse, sheep, goat, pig, chicken. Letter P.

Week 12 – November 23–27 – Begin Advent

Advent, wait, light, candle, hope, prepare. Review.

Week 13 – November 30–December 4 – Thanksgiving

Thank you, food, family, share, grateful. Letter B.

Linguistic objectives: name some professions and body parts; follow instructions such as Touch your... / Show me...; recognise farm animals; understand and use Thank you and expressions of gratitude; match words, pictures and simple actions.

Link to the annual project: in Unit 1, children will discover that people, families and animals all live under the same sky. Creation is presented as a gift and welcome as a concrete act of openness towards others.

DECEMBER

Feelings, Advent & Christmas

December will lead children towards Christmas through emotions, waiting, light, gratitude and simple Christian symbols.

Week 14 – December 7–11 – Emotions & Feelings

Happy, angry, sad, scared, calm. Letter F.

Week 15 – December 14–18 – Christmas

Jesus, Christmas tree, lights, ornaments, star, Merry Christmas. Letter O.

Week 16 – December 21–25 – No School

Week 17 – December 28–January 1 – No School

Linguistic objectives: express simple emotions with I'm happy/sad...; understand symbols and words related to Christmas; use social expressions such as Merry Christmas!; participate in songs and simple dramatisations.

Link to the annual project: Unit 1 comes to a close by highlighting the warmth of family, welcome and peace. Christmas lights and the rainbow become symbols of hope, covenant and brotherhood.

JANUARY

Winter, Arctic Animals & Weather

After the Christmas break, the programme will resume with a period of consolidation and an exploration of winter, Arctic animals and the weather.

Week 18 – January 4–8 – Review

Review of routines, greetings, family, body, emotions and Christmas vocabulary. Letter G.

Week 19 – January 11–15 – Winter

Cold, snow, sweater, ice, winter. Review.

Week 20 – January 18–22 – Arctic Animals

Penguin, whale, polar bear, seal, ice. Letter H.

Week 21 – January 25–29 – Weather

Sunny, windy, rainy, cloudy, cold, hot. Letter J.

Linguistic objectives: describe the weather with It's sunny/rainy...; identify winter elements and some Arctic animals; use It's a... / I can see...; understand simple contrasting concepts such as hot/cold.

Link to the annual project: Unit 2 begins, "Brothers and Sisters at the Table – The Foods of the Earth as a Gift". The winter season introduces common human needs: home, warmth, food, care and sharing.

FEBRUARY

Carnival, Love, Stories & Daily Routines

The month will alternate between celebration, emotions, shared reading and daily routines, with extensive use of role play, colours, music and movement.

Week 22 – February 1–5 – Carnival & Colours

Party, colours, mask, costume, dance, clown. Letter U.

Week 23 – February 8–12 – Valentine’s Day

Heart, love, friend, hug, kindness. Letter L. Possible school closure February 8–10, to be confirmed.

Week 24 – February 15–19 – Book: Pete the Cat

Shoes, colours, walk, sing, cat. Review.

Week 25 – February 22–26 – Daily Routines

Brush your hair, brush your teeth, wash your hands, get dressed, sleep. Letter D.

Linguistic objectives: describe colours and costumes; express affection and friendship with simple words; understand narrative sequences in a picture book; follow and verbalise daily routines using short action verbs.

Link to the annual project: friendship, kindness and caring for one another are linked to sharing. Daily routines help children reflect on needs shared by children in every part of the world.

MARCH

Animals, Opposites, Family & Easter

March will be a month rich in contrasts, animals, family celebrations and preparation for Easter.

Week 26 – March 1–5 – Jungle Animals

Monkey, tiger, lion, elephant, snake, parrot. Letter W.

Week 27 – March 8–12 – Opposites

Big/small, open/shut, fast/slow, up/down, hot/cold. Letter E.

Week 28 – March 15–19 – Father’s Day

Dad, father, love, card, family. Letter N.

Week 29 – March 22–26 – Easter

Jesus, Easter, cross, egg, bunny, chick, new life. Letter K.

Week 30 – March 29–April 2 – Spring

Flowers, rain, sunny, grow, green. Review.

Linguistic objectives: name jungle animals; understand and produce pairs of opposites; use simple expressions related to family; recognise Easter and spring vocabulary; use I can see..., It is..., I like... in guided activities.

Link to the annual project: Unit 2 concludes by highlighting gratitude, sharing and new life. Spring and Easter introduce the theme of renewal, while food and the fruits of the Earth can be explored as gifts to be shared.

APRIL

Spring Nature, Bugs, Life Cycles & Food

April will encourage children to observe nature closely, discovering small creatures, transformations and foods from the Earth.

Week 31 – April 5–9 – Bugs

Bee, ant, ladybird, spider, bug, wings. Letter Q.

Week 32 – April 12–16 – Butterfly Life Cycle

Egg, caterpillar, cocoon, butterfly, grow, change. Letter V.

Week 33 – April 19–23 – Vegetables

Carrot, tomato, potato, peas, lettuce, vegetable. Letter X.

Week 34 – April 26–30 – Fruits

Apple, banana, pear, orange, strawberry, fruit. Letter Y.

Linguistic objectives: identify insects, the main stages of the butterfly life cycle, fruit and vegetables; understand action verbs such as grow/change/eat; express preferences with I like... / I don't like...; count and classify simple items.

Link to the annual project: Unit 3 begins, “The Colours of Joy – Songs and Celebrations Beyond Borders”. Nature is presented as a common home to respect. Fruit and vegetables provide opportunities to talk about gratitude for the gifts of the Earth and foods found in different cultures.

MAY

Family, Dinosaurs, Shapes, Sports & Sea Life

May will bring together Mother's Day, discovery, movement and early logical-spatial concepts, leading towards the sea.

Week 35 – May 3–7 – Mother's Day & The Virgin Mary

Mum, mother, Mary, love, flower, family. Letter Z.

Week 36 – May 10–14 – Dinosaurs

Dinosaur, big, small, long, teeth, tail. Review.

Week 37 – May 17–21 – Shapes

Circle, square, triangle, rectangle, star, heart.

Week 38 – May 24–28 – Sports

Run, jump, kick, throw, ball, football, basketball. Indicator 18.

Week 39 – May 31–June 4 – Oceans & Sea Life

Sea, ocean, fish, dolphin, whale, shark, octopus, turtle.

Linguistic objectives: describe loved ones using simple words; use adjectives such as big/small/long; recognise and name shapes; understand sports-related action verbs; identify sea animals and respond to What is it? / What can it do? with visual support.

Link to the annual project: children will celebrate the beauty of unity in diversity. Families, animals, games and activities can be different, yet all contribute to a world rich in colour. Song, movement and cooperation prepare the children for the final part of the journey.

JUNE

Summer, Flavours & Celebration

The final month will be dedicated to summer, flavours, review and celebrating the journey completed together.

Week 40 – June 7–11 – Ice Cream & Flavours

Ice cream, chocolate, vanilla, strawberry, sweet, flavour. Indicator 19.

Week 41 – June 14–18 – Summer

Summer, sun, hot, beach, sea, holiday, hat.

Week 42 – June 21–25 – Celebration

Review of the year: songs, movement, favourite words and short phrases. Indicator 20.

Week 43 – June 28–July 2 – Transition / Possible GREST Start

Week to be confirmed according to the GREST calendar. Review activities, language games and final goodbyes.

Linguistic objectives: consolidate vocabulary from the year; talk about preferences with I like... / My favourite is...; use short memorised phrases during songs and performances; participate with increasing spontaneity in games, routines and short exchanges in English.

Link to the annual project: the End of Year Celebration will revisit “The Colours of Joy”: songs, movement, friendship, peace and togetherness. The rainbow will become the final symbol of a group in which every child is unique and everyone grows together.

READY FOR PRIMARY SCHOOL

A pathway dedicated to children in their final preschool year

For children preparing to enter Primary School in the following school year, the programme provides a gradual introduction to the linguistic, graphic, phonological and logical skills they will need, while always maintaining a playful, age-appropriate preschool approach.

Throughout the year, activities will include:

- Pre-writing & Fine Motor Skills: pre-writing, lines, curves, sequences, tracing paths and hand-eye coordination activities;
- Letters & Sounds: recognition of letters and initial sounds, image-word-sound association and phonological games;
- Numbers & Early Maths: numbers, quantities, classification, sequencing, shapes and simple logical-mathematical concepts in English;
- Listening & Comprehension: listening to short stories, instructions and dialogues to understand English without constantly relying on translation;
- Speaking & Vocabulary: consolidation of vocabulary, answering simple questions, describing pictures and expressing preferences;
- School Readiness: independence, the ability to follow instructions, respect a work sequence, complete an activity and take care of personal materials.

OUR ENGLISH JOURNEY

Our aim is not to ask children to memorise long lists of vocabulary, but to allow them to experience the English language. Words encountered during one week are not abandoned when the next theme begins: they return in routines, songs, stories and everyday activities, allowing continuous and progressive consolidation.

Each child is supported according to their own pace: at first, they may simply listen and observe; later, they will begin to recognise words and instructions and, gradually, feel confident using English spontaneously.

The final objective is not only to build an initial language foundation, but above all to develop a positive relationship with English, based on curiosity, confidence and the pleasure of communicating.

Listen. Play. Discover. Create. Speak.

English becomes part of their world.