



ST. THERESE

FULL-YEAR ENGLISH CURRICULUM

Academic Year 2026-2027

Preschool / Early Years English Immersion Program

Integrated with the 2026-2027 school project: "OLTRE I CONFINI - SCOPRIAMO UN MONDO A COLORI"

Curriculum framework developed from the provided weekly themes, dates, linguistic goals, letter sequence and source markers.



1. Curriculum Purpose and Source Basis

Purpose. This curriculum turns the year-long weekly planning sheet into a complete teaching framework for an early-years English program. It keeps the original weekly order and adds teachable language objectives, receptive-language goals, activity ideas, assessment evidence and cross-curricular links so teachers can plan consistently across the year.

Source basis. The weekly dates, themes, listed vocabulary/phrases, letter entries, review weeks, holidays/closures and the # markers are reproduced from the supplied “St. Therese ‘26-27” planning sheet. Where the source left objectives or content blank, the detailed curriculum below adds age-appropriate suggestions. These additions are curriculum-development recommendations rather than text taken from the source. The curriculum is also integrated with the school's 2026-2027 didactic/I.R.C. project “Oltre i confini - Scopriamo un mondo a colori” and its three UDAs spanning October-June.

Important planning notes from the source. Week 23 contains a possible February 8-10 closure (“Maybe 8-10 off”), and Week 43 contains “Grest start?”. Both should be confirmed against the final school calendar before printing the definitive staff version.

2. School-Wide Integrated Theme and I.R.C. Connection

Overall school theme. “OLTRE I CONFINI - SCOPRIAMO UN MONDO A COLORI” (Beyond Borders - Discovering a World of Colors). The integrating narrative is an intercontinental journey aboard a flying rainbow that crosses geographical barriers to meet children around the world.

I.R.C. meaning. The rainbow is presented as the biblical sign of covenant, universal friendship and peace in the story of Noah; the Earth is understood as a shared “common home” entrusted to everyone’s care and fraternity.

English-curriculum integration. The weekly English themes remain the language-learning structure, while the school-wide project provides a continuous values and cultural strand. Children use English to explore families, homes, animals, foods, celebrations, music, colors and the natural world, with recurring emphasis on welcome, gratitude, sharing, peace, joy, diversity and care for creation.

UDA / Period	Focus	I.R.C. values	English curriculum integration
UDA 1 - “Sotto lo stesso cielo - Le case e gli animali del Creato” October-December	Discover how children live around the world and the value of the “Grande Casa Comune” (Great Common Home).	Creation as a gift; the warmth of family; welcome - opening the door to others.	Families and friendship; autumn and nature; forest/farm animals; community helpers; Advent, gratitude, emotions and Christmas.
UDA 2 - “Fratelli a Tavola - I cibi della Terra come dono” January-March	Explore basic foods from other cultures, gratitude and the importance of sharing bread and meals.	Food as blessing and fruit of the Earth and human work; gratitude; sharing as a gesture of peace and fraternity.	Weather/climate and food; daily routines and mealtimes; cultural celebration foods; jungle/warm-climate foods; family table; Easter, bread and sharing; spring growth.
UDA 3 - “I Colori della Gioia - Canti e feste oltre i confini” April-June	Celebrate universal fraternity, moving beyond barriers, and prepare a shared final event.	Praise and joy through song and dance; unity in diversity, like the different colors of a rainbow.	Nature and life cycles; colorful fruit/vegetables; family and Mary; shapes, sports, oceans, summer and a final celebration through songs, movement and rainbow-themed displays.

Laboratories and documentation. Across all three UDAs, the school project calls for exploration and learning through play, the senses and different expressive languages. Verification/documentation is based on systematic observation, a competence grid and photographic documentation where permitted.

3. Annual Learning Goals

- **Listening & comprehension:** Follow increasingly complex classroom directions, understand familiar questions, identify key vocabulary in stories/songs, and respond appropriately through actions, pictures or short spoken answers.
- **Speaking & interaction:** Use greetings, polite requests, names, simple descriptions, basic needs, topic vocabulary and short sentence frames in daily classroom interaction.



- **Vocabulary development:** Build a broad bank of high-frequency early-years vocabulary through repeated thematic exposure, songs, stories, movement and play.
- **Phonological awareness:** Notice beginning sounds, repeat rhymes, clap syllables, hear sound differences and connect the source letter sequence to familiar words.
- **Early literacy:** Recognize selected letters, identify environmental print, join in predictable books/chants and make beginning attempts at tracing/copying words when developmentally appropriate.
- **Social-emotional language:** Express feelings, friendship, gratitude, turn-taking, kindness, classroom manners and respect through functional English.
- **Cross-curricular English:** Use English during art, music, movement, early maths, science/nature observation, simple life cycles, food, shapes, sport and seasonal celebrations.
- **Confidence & independence:** Use familiar English without waiting for translation, take part in routines, choose materials, ask for help and demonstrate understanding in practical contexts.
- **Global awareness & belonging:** Notice that children may live, eat, celebrate and play in different ways while sharing common needs, feelings, friendship and care for the same world.
- **Values through English:** Use simple English to practice welcome, gratitude, sharing, peace, kindness, joy and respect for creation within the school's I.R.C. and didactic project.

4. Core Teaching Approach

- Use English naturally and repeatedly in predictable routines, supported by gesture, visuals, real objects and modelling.
- Introduce a small number of target words and one or two sentence frames each week; recycle previous language every day.
- Teach through play: songs, TPR/movement, dramatic play, sensory activities, stories, art, simple experiments and outdoor observation.
- Prioritize comprehension before production. Children may first point, choose, act or match before they are expected to speak.
- Keep phonics playful and oral. The source letter order is followed, but letter work should remain short, multisensory and connected to meaningful vocabulary.
- Use short formative assessment moments rather than formal testing: observation, picture choice, naming, following directions, retelling with props, sorting, matching and mini-conversations.
- Differentiate by allowing three response levels: non-verbal response, single word, and short phrase/sentence.



- Keep the school-wide rainbow journey visible through recurring references to the world, children, homes, foods, celebrations and the “common home”; the project connection should enrich the weekly English objective rather than replace it.

5. Recurring Classroom English

Arrival	Good morning. Hello. How are you? Put your bag here. Take off your coat. Sit down, please.
Needs	Toilet, please. Water, please. Help me, please. More, please. Finished.
Transitions	Table time. Clean up. Line up. Make a circle. Come here. Let's go. Wait. Stop. Listen. Look.
Learning	Show me... Point to... Find... Match... Choose... Count... What is it? What color is it? Who is this?
Social language	Please. Thank you. You're welcome. My turn. Your turn. Can I play? ___ is my friend.
End of day	Clean up. Put it away. Goodbye. See you tomorrow. Have a nice day.

6. Weekly Teaching Cycle

Day 1 - Introduce	Introduce the theme with realia/pictures, 3-5 core words, one song or chant and a simple movement response.
Day 2 - Understand	Revisit vocabulary through matching, sorting, “show me”, “find”, action commands and a short story.
Day 3 - Use	Create opportunities for children to use the target words/phrase in play, craft, sensory work or role-play.
Day 4 - Extend	Add one or two new words, a simple question/answer, early maths/science link or phonological-awareness activity.
Day 5 - Review & observe	Recycle the week's language in games and a mini performance/story retell; record brief observational evidence.

7. Assessment and Reporting

- Track whether each child can: (1) understand the target language, (2) respond non-verbally, (3) produce a word, and (4) use a short phrase independently.
- Collect evidence through teacher notes, annotated photos of activities where permitted, samples of tracing/drawing, vocabulary checks and short one-to-one conversations.
- Review progress at the end of each thematic block, especially during the source-designated review weeks.
- Report growth in Listening/Comprehension, Speaking, Vocabulary, Participation/Confidence and Early Phonics/Literacy rather than relying on a single score.



- For the integrated school project, also document participation in welcome, sharing, gratitude, care-for-creation and collaborative celebration experiences through systematic observation, competence-grid notes and photographs where consent permits.

8. Year at a Glance

Month	Weeks	Themes	Curriculum emphasis
September	Weeks 1-4	Welcome & classroom routines; All About Me; Greetings; My Family / St. Therese feast day	Settling in, functional English, identity and belonging
October	Weeks 5-8	Friends; Autumn; Forest Animals; Halloween / All Saints Day	Settling in, functional English, identity and belonging
November	Weeks 9-13	Community Helpers; Body Parts; Farm Animals; Begin Advent; Thanksgiving	People, body, animals, gratitude, feelings and seasonal/religious language
December	Weeks 14-17	Emotions & Feelings; Christmas; two no-school weeks	People, body, animals, gratitude, feelings and seasonal/religious language
January	Weeks 18-21	Review; Winter; Arctic Animals; Weather	Seasonal science, weather talk and review
February	Weeks 22-25	Carnevale & Colors; Valentine's Day; Pete the Cat; Daily Routines	Color, affection/friendship, story language and self-care routines
March	Weeks 26-30	Jungle Animals; Opposites; Father's Day; Easter; Spring	Describing, comparison, celebrations and spring change
April	Weeks 31-34	Bugs; Butterfly Life Cycle; Vegetables; Fruits	Nature, life cycles and healthy-food vocabulary
May	Weeks 35-39	Mother's Day / Virgin Mary; Dinosaurs; Shapes; Sports; Oceans & Sea Life	Family, shapes, movement, prehistoric and ocean topics
June	Weeks 40-43	Ice Cream & Flavors; Summer; Celebration; flexible GREST transition week to confirm	Summer language, celebration, cumulative review and transition



9. Detailed Weekly Curriculum

The following weekly plans retain the source sequence. Vocabulary beyond the exact source words, receptive objectives, activities and assessment evidence are added to make each week teachable as a complete curriculum unit.

Week 1 | Sept 7-11 | Welcome, classroom routines

Theme & language	Please; Thank you; Toilet, please; Water, please
Linguistic objective	Use polite requests for basic needs and participate in classroom routines.
Comprehension objective	Follow routine directions such as table time, line up and lunch time; respond to simple one-step commands.
Letter / source #	— —
Suggested learning experiences	Routine picture cards; role-play asking for water/toilet; clean-up song; line-up game; classroom scavenger hunt.
Assessment evidence	Responds to 3-5 routine cues; independently uses at least one polite request.
Integrated school theme / I.R.C. link	Whole-year theme launch: introduce the flying rainbow as a symbol of a shared journey; all children belong under the same sky and in one colorful world.

Week 2 | Sept 14-18 | All About Me

Theme & language	My name is...; I am ___ years old
Linguistic objective	Introduce self using name and age with support.
Comprehension objective	Understand "What is your name?" and "How old are you?"; identify self in photos/mirror activities.
Letter / source #	— —
Suggested learning experiences	Name song; mirror talk; self-portrait; age-number matching; pass-the-ball introductions.
Assessment evidence	Says own name; indicates age with word, fingers or sentence frame.
Integrated school theme / I.R.C. link	Whole-year theme launch: every child is unique and belongs to the shared world; self-portraits can become the first "children of the world" display.

Week 3 | Sept 21-25 | Greetings

Theme & language	Hello; Good morning; Goodbye
Linguistic objective	Use greetings appropriately at arrival and departure.
Comprehension objective	Choose the correct greeting for arrival/departure and respond when greeted.
Letter / source #	c 1
Suggested learning experiences	Greeting circle; hello/goodbye song; puppet dialogues; door greeting helper; sound hunt for /c/.
Assessment evidence	Initiates or responds to a greeting; recognizes letter c in a simple display.
Integrated school theme / I.R.C. link	Whole-year theme launch: greetings help children meet one another across boundaries; friendship begins by saying hello and welcoming others.



Week 4 | Sept 28-Oct 2 | My Family; St. Therese feast day

Theme & language	Mom; Dad; Brother; Sister; Grandma; Grandpa
Linguistic objective	Name close family members using “This is my…” with picture support.
Comprehension objective	Identify family members from pictures/descriptions and follow “Show me…” prompts.
Letter / source #	m 2
Suggested learning experiences	Family photo talk; family tree craft; dollhouse role-play; St. Therese gratitude/kindness activity; /m/ sound game.
Assessment evidence	Names 2-4 family words; matches m to familiar /m/ words.
Integrated school theme / I.R.C. link	Bridge into UDA 1: family warmth is shared across many different homes and cultures; St. Therese feast day can reinforce welcome and care for others.

Week 5 | Oct 5-9 | Friends

Theme & language	___ is my friend; friend; play; share
Linguistic objective	Use a simple friendship sentence and social language during play.
Comprehension objective	Understand “Who is your friend?”, “My turn/your turn”, and sharing instructions.
Letter / source #	a —
Suggested learning experiences	Friendship circle; paired building; friendship handprint art; “Can I play?” role-play; /a/ listening game.
Assessment evidence	Uses “friend” in a phrase and participates in turn-taking language.
Integrated school theme / I.R.C. link	UDA 1 - Accoglienza: friendship means opening the door to others; use play and turn-taking to practice welcome, kindness and inclusion.

Week 6 | Oct 12-16 | Autumn

Theme & language	Leaves; Trees; Nature; Red; Yellow; Brown; Fall
Linguistic objective	Name key autumn objects/colors and use “I see…” with support.
Comprehension objective	Find/identify autumn items and follow sorting directions by color/size.
Letter / source #	t 3
Suggested learning experiences	Leaf walk; leaf sorting; tree collage; autumn sensory tray; /t/ sound with tree/twig words.
Assessment evidence	Identifies at least 3 autumn words; follows a two-choice sorting instruction.
Integrated school theme / I.R.C. link	UDA 1 - Common Home: autumn nature is part of the shared Earth entrusted to our care; observe, collect and respect natural materials.



Week 7 | Oct 19-23 | Forest animals

Theme & language	Fox; Owl; Deer; Squirrel; Forest
Linguistic objective	Name familiar forest animals and answer “What is it?” with one word or phrase.
Comprehension objective	Identify animals from sounds, silhouettes or clues; understand “It lives in the forest.”
Letter / source #	review —
Suggested learning experiences	Animal movement game; owl craft; forest small-world play; sound/footprint matching; review c/m/a/t.
Assessment evidence	Correctly identifies 3 forest animals and recalls previously introduced letters/sounds.
Integrated school theme / I.R.C. link	UDA 1 - Creation as gift: forest animals are creatures sharing the common home; connect animal language with gentle care for living things.

Week 8 | Oct 26-30 | Halloween; All Saints Day

Theme & language	Pumpkin; Ghost; Candy; Costume; Saint
Linguistic objective	Use simple theme vocabulary and “I see a...” / “It is...” phrases.
Comprehension objective	Identify Halloween objects; distinguish simple “scary/not scary” or “same/different” pictures.
Letter / source #	s 4
Suggested learning experiences	Pumpkin counting; costume vocabulary; ghost action game; All Saints kindness/light activity; /s/ sound hunt.
Assessment evidence	Names 2-4 theme words and follows simple themed instructions.
Integrated school theme / I.R.C. link	UDA 1 - Universal community: celebrations may look different, while kindness, respect and belonging connect children; All Saints reinforces the idea of one wider family.

Week 9 | Nov 2-6 | Community helpers

Theme & language	Fireman; Police officer; Doctor; Teacher; <u>Help</u>
Linguistic objective	Name community helpers and say “A ____ helps us.”
Comprehension objective	Match helpers to tools/places and understand simple “Who helps...?” questions.
Letter / source #	r —
Suggested learning experiences	Role-play clinic/fire station; helper-tool matching; dress-up; emergency vehicle sounds; /r/ listening practice.
Assessment evidence	Matches at least 3 helpers to their jobs/tools; produces one helper word.
Integrated school theme / I.R.C. link	UDA 1 - Caring for the common home: community helpers care for people and places; connect helping jobs with service and responsibility.



Week 10 | Nov 9-13 | Body Parts

Theme & language	Head; Mouth; Eyes; Nose; Ears; Hands
Linguistic objective	Name main body parts and use “This is my...” / “Touch your...” language.
Comprehension objective	Follow body-part commands and identify parts on self, doll or picture.
Letter / source #	i 5
Suggested learning experiences	Head-Shoulders song; Simon Says; body outline; five-senses mini stations; /i/ sound game.
Assessment evidence	Follows 4 body-part commands and names at least 3 parts.
Integrated school theme / I.R.C. link	UDA 1 - Unity and dignity: children may look different, but all share the same basic body parts, needs and value; use inclusive picture materials.

Week 11 | Nov 16-20 | Farm animals

Theme & language	Cow; Horse; Sheep; Goat; Pig; Chicken
Linguistic objective	Name farm animals and use “It is a...” / animal sounds.
Comprehension objective	Identify animals by sound; sort farm/not-farm; understand “Where is the...?”
Letter / source #	p —
Suggested learning experiences	Farm small-world play; animal-sound bingo; milking/cotton sensory play; barn craft; /p/ sound with pig.
Assessment evidence	Identifies 4 farm animals and responds to simple “Where/What” prompts.
Integrated school theme / I.R.C. link	UDA 1 - Creation as gift: farm animals are part of the shared world; connect animals with homes, food and responsible care.

Week 12 | Nov 23-27 | Begin Advent (Nov 29-Dec 24)

Theme & language	Advent; Wait; Prepare; Candle; Light
Linguistic objective	Use simple Advent words and language of waiting/preparing.
Comprehension objective	Understand a short sequence such as “First we wait, then we celebrate”; follow candle/color directions.
Letter / source #	review 6
Suggested learning experiences	Advent wreath craft; count candles; quiet listening; kindness chain; review s/r/i/p.
Assessment evidence	Shows understanding of 2-3 Advent concepts through pointing/actions; recalls recent sounds.
Integrated school theme / I.R.C. link	UDA 1 - Welcome: Advent is a time of waiting and preparing; link classroom preparation with opening our hearts and making space for others.



Week 13 | Nov 30-Dec 4 | Thanksgiving

Theme & language	Thank you; Thankful; Food; Family; Friend
Linguistic objective	Say "Thank you" and complete "I am thankful for..." with a word/picture choice.
Comprehension objective	Identify people/things we can be thankful for and understand simple gratitude questions.
Letter / source #	b —
Suggested learning experiences	Thank-you card; gratitude circle; food sorting; shared "thankful tree"; /b/ sound with bread/bird/book.
Assessment evidence	Uses "thank you" appropriately and contributes one gratitude word/choice.
Integrated school theme / I.R.C. link	UDA 1 - Gratitude: say thank you for food, family, friends and the gifts of the Earth; this also prepares the transition toward UDA 2.

Week 14 | Dec 7-11 | Emotions and feelings

Theme & language	Happy; Angry; Sad; Scared; Tired
Linguistic objective	Name basic feelings and use "I am..." with facial/visual support.
Comprehension objective	Identify emotions from faces, tone and simple situations; understand "How do you feel?"
Letter / source #	f 7
Suggested learning experiences	Emotion mirror; feelings dice; calm-down breathing; story faces; /f/ sound practice.
Assessment evidence	Correctly matches 3 feelings and expresses own feeling with word/gesture.
Integrated school theme / I.R.C. link	UDA 1 - Family warmth and empathy: recognize emotions in ourselves and others; kindness helps the classroom feel like a welcoming home.

Week 15 | Dec 14-18 | Christmas

Theme & language	Jesus; Christmas tree; Lights; Ornaments; Star; Gift
Linguistic objective	Name familiar Christmas items and join in short seasonal phrases/songs.
Comprehension objective	Identify items in a nativity/Christmas scene and follow "Put the ___ on/in..." directions.
Letter / source #	o —
Suggested learning experiences	Nativity story with props; decorate tree; ornament patterns; Christmas song; /o/ sound hunt.
Assessment evidence	Names 3 Christmas words and follows placement directions using props.
Integrated school theme / I.R.C. link	UDA 1 - Peace and universal friendship: Christmas links family, welcome, light and peace; use simple language of love, giving and belonging.



Week 16 | Dec 21-25 | No school

Theme & language	—
Linguistic objective	No new teaching objectives.
Comprehension objective	Holiday closure according to source plan.
Letter / source #	— —
Suggested learning experiences	Optional family take-home: sing one English song and review greetings/Christmas vocabulary.
Assessment evidence	No formal assessment.
Integrated school theme / I.R.C. link	No formal school activity. Optional home-school continuity: gratitude, peace, family and care for the common home.

Week 17 | Dec 28-Jan 1 | No school

Theme & language	—
Linguistic objective	No new teaching objectives.
Comprehension objective	Holiday closure according to source plan.
Letter / source #	— —
Suggested learning experiences	Optional home review of name, greetings, colors and family vocabulary.
Assessment evidence	No formal assessment.
Integrated school theme / I.R.C. link	No formal school activity. Optional home-school continuity: gratitude, peace, family and care for the common home.

Week 18 | Jan 4-8 (4-6 off) | Review

Theme & language	previous vocabulary and classroom language
Linguistic objective	Re-activate key language from September-December.
Comprehension objective	Demonstrate understanding of familiar instructions, topic pictures and routine questions after the break.
Letter / source #	g 8
Suggested learning experiences	Picture review stations; “show me” games; favorite-song recap; mixed-theme bingo; /g/ sound introduction.
Assessment evidence	Teacher notes which routines/vocabulary are retained and which need reteaching.
Integrated school theme / I.R.C. link	Transition to UDA 2: review the rainbow journey and introduce food/mealtimes as experiences shared by children in every part of the world.



Week 19 | Jan 11-15 | Winter

Theme & language	Cold; Snow; Sweater; Coat; Hat; Ice
Linguistic objective	Describe winter weather/clothing using single words and "It is cold."
Comprehension objective	Choose suitable winter clothing and identify cold/snow/ice from pictures or sensory examples.
Letter / source #	review —
Suggested learning experiences	Dress-the-bear game; ice experiment; winter clothes relay; snowflake art; review prior sounds.
Assessment evidence	Selects correct winter clothing and uses 2-3 winter words.
Integrated school theme / I.R.C. link	UDA 2 - Foods and climate: winter weather affects what people wear and eat; compare a few simple winter foods from different places through pictures or realia.

Week 20 | Jan 18-22 | Arctic animals

Theme & language	Penguin; Whale; Polar bear; Seal; Ice
Linguistic objective	Name arctic animals and use "It can swim/walk." with modelling.
Comprehension objective	Match animals to arctic environment and understand simple movement/size clues.
Letter / source #	h 9
Suggested learning experiences	Penguin waddle race; ice habitat tray; animal sorting; whale movement/music; /h/ sound practice.
Assessment evidence	Identifies 3 arctic animals and responds to one "can" action cue.
Integrated school theme / I.R.C. link	UDA 2 - Earth and food: explore how people and animals find food in cold regions and reinforce respect for different environments.

Week 21 | Jan 25-29 | Weather

Theme & language	Sunny; Windy; Rainy; Cloudy; Hot; Cold
Linguistic objective	Answer "What's the weather like?" with a word or short phrase.
Comprehension objective	Look outside/at a picture and select the correct weather symbol; follow weather-action commands.
Letter / source #	j —
Suggested learning experiences	Daily weather reporter; wind experiment; rain-stick; dress-for-weather game; /j/ sound play.
Assessment evidence	Chooses correct weather symbol and uses at least 2 weather words independently.
Integrated school theme / I.R.C. link	UDA 2 - Weather and the table: climate affects what grows; match simple sunny/rainy/cold places with familiar food or crop pictures.



Week 22 | Feb 1-5 | Carnevale & colors

Theme & language	Party; Colors; Mask; Costume; Red; Blue; Yellow
Linguistic objective	Name common colors and use "It is ____." / "I like ____."
Comprehension objective	Sort/match by color and understand "Find something ____."
Letter / source #	u 10
Suggested learning experiences	Mask decorating; color hunt; ribbon dance; color mixing; /u/ listening with familiar words.
Assessment evidence	Identifies 4+ colors and follows color-based directions.
Integrated school theme / I.R.C. link	UDA 2 - Celebration foods: Carnival colors and foods can show that traditions differ across cultures while joy and sharing are common.

Week 23 | Feb 8-12 (possible Feb 8-10 closure - confirm) | Valentine's Day

Theme & language	Heart; Love; Kind; Friend; Hug
Linguistic objective	Use friendly phrases such as "I like you," "You are my friend," or "Happy Valentine's Day."
Comprehension objective	Identify hearts/people/friendship actions and understand simple kindness choices.
Letter / source #	I —
Suggested learning experiences	Heart sorting/counting; friendship cards; kindness role-play; heart movement path; // sound practice.
Assessment evidence	Uses one friendship phrase and identifies 2-3 theme words; calendar closure to be confirmed.
Integrated school theme / I.R.C. link	UDA 2 - Sharing and kindness: love for friends includes sharing; practice polite table language through a pretend or real shared-snack routine.

Week 24 | Feb 15-19 | Book: Pete the Cat

Theme & language	Shoes; Colors; Walk; Song; <u>Happy</u>
Linguistic objective	Join repeated lines from the story and describe shoes by color.
Comprehension objective	Sequence key story events/pictures and answer "What color are the shoes?"
Letter / source #	review 11
Suggested learning experiences	Interactive read-aloud; shoe-color matching; sequencing cards; shoe print art; review recent letters.
Assessment evidence	Places 3 story events in order and recalls color vocabulary.
Integrated school theme / I.R.C. link	UDA 2 - Gratitude routine: pair the story work with a short table-time routine using please, thank you, sharing and turn-taking language.



Week 25 | Feb 22-26 | Daily routines

Theme & language	Brush your hair; Brush your teeth; Wash; Dress; Eat; Sleep
Linguistic objective	Talk about simple self-care routines using action phrases.
Comprehension objective	Sequence morning/evening routines and follow action commands.
Letter / source #	d —
Suggested learning experiences	Routine picture sequence; toothbrush demo; action charades; doll-care role-play; /d/ sound game.
Assessment evidence	Orders 3 routine steps and performs/labels 2-3 actions.
Integrated school theme / I.R.C. link	UDA 2 - Daily life at the table: include breakfast/lunch/dinner in routine sequencing and practice polite mealtime language.

Week 26 | Mar 1-5 | Jungle animals

Theme & language	Monkey; Tiger; Lion; Snake; Elephant
Linguistic objective	Name jungle animals and use “I see a...” / “It is big/small.”
Comprehension objective	Identify animals from partial pictures/sounds and follow animal-movement directions.
Letter / source #	w 12
Suggested learning experiences	Jungle obstacle course; animal masks; footprint matching; story walk; /w/ sound play.
Assessment evidence	Identifies 4 jungle animals and follows movement commands.
Integrated school theme / I.R.C. link	UDA 2 - Foods of warm places: use pictures of fruits or staple foods from warm/jungle regions and connect them to the Earth and human work.

Week 27 | Mar 8-12 | Opposites

Theme & language	Big/small; open/shut; up/down; fast/slow; hot/cold
Linguistic objective	Use paired descriptive words in simple comparisons.
Comprehension objective	Demonstrate understanding by choosing/acting the correct opposite.
Letter / source #	e —
Suggested learning experiences	Opposite action game; sorting objects; open/shut song; size towers; /e/ listening game.
Assessment evidence	Correctly responds to at least 4 opposite pairs.
Integrated school theme / I.R.C. link	UDA 2 - Food language through opposites: use hot/cold, big/small, full/empty or open/shut during pretend meal and food-sorting play.



Week 28 | Mar 15-19 | Father's Day

Theme & language	Dad; Father; Love; Strong; Help
Linguistic objective	Use a simple family appreciation phrase such as "I love my dad/family."
Comprehension objective	Understand simple descriptions and identify family-member pictures/items.
Letter / source #	n 13
Suggested learning experiences	Card/craft; "My dad/family likes..." picture choice; family song; /n/ sound game.
Assessment evidence	Produces one appreciation phrase or selects words/pictures to complete it.
Integrated school theme / I.R.C. link	UDA 2 - Family table: celebrate fathers/families through gratitude and the idea of eating, helping and sharing together.

Week 29 | Mar 22-26 | Easter (28th)

Theme & language	Easter; Jesus; Cross; Egg; Bunny; Spring
Linguistic objective	Name familiar Easter symbols and join in a short seasonal/religious story sequence.
Comprehension objective	Identify key pictures and understand first/next/last in a very simple Easter sequence.
Letter / source #	k —
Suggested learning experiences	Easter story props; egg color hunt; patterning; basket sorting; /k/ sound practice.
Assessment evidence	Recognizes 3 Easter words and sequences 2-3 story/event pictures.
Integrated school theme / I.R.C. link	UDA 2 - Easter and sharing: connect age-appropriate Easter language with bread, gratitude, sharing, peace and new life.

Week 30 | Mar 29-Apr 2 | Spring

Theme & language	Flowers; Rain; Sunny; Grow; Green; Warm
Linguistic objective	Describe spring using simple nouns/adjectives and "I see..." sentences.
Comprehension objective	Identify signs of spring and follow simple planting/weather directions.
Letter / source #	review 14
Suggested learning experiences	Nature walk; seed planting; flower counting; spring weather chart; review letters/sounds.
Assessment evidence	Finds 3 signs of spring and uses 2+ spring words.
Integrated school theme / I.R.C. link	Bridge from UDA 2 to UDA 3: spring brings growth, food and color; thank the Earth for its gifts and begin the "colors of joy" strand.



Week 31 | Apr 5-9 | Bugs

Theme & language	Bee; Ant; Ladybug; Spider; Bug
Linguistic objective	Name common minibeasts and use “It has...” with number support.
Comprehension objective	Identify bugs from pictures and match to simple features/movement.
Letter / source #	q —
Suggested learning experiences	Bug hunt; magnifier observation; playdough insects; counting legs/spots; introduce q through visual/sound awareness.
Assessment evidence	Names 3 bugs and matches one bug to a visible feature.
Integrated school theme / I.R.C. link	UDA 3 - Praise and joy: notice the many colors and movements of bugs; sing and move together as a joyful class community.

Week 32 | Apr 12-16 | Butterfly life cycle

Theme & language	Egg; Caterpillar; Chrysalis; Butterfly; first/next/last
Linguistic objective	Use the four life-cycle words and simple sequence language.
Comprehension objective	Put life-cycle stages in order and understand change/growth vocabulary.
Letter / source #	v 15
Suggested learning experiences	Life-cycle cards; caterpillar craft; movement transformation; story/read-aloud; /v/ sound awareness.
Assessment evidence	Sequences the 4 stages with support and names at least 2 stages.
Integrated school theme / I.R.C. link	UDA 3 - Unity in diversity: each butterfly stage is different but belongs to one life cycle; use a rainbow display to celebrate change and growth.

Week 33 | Apr 19-23 | Vegetables

Theme & language	Carrot; Tomato; Potato; Pea; Lettuce; Vegetables
Linguistic objective	Name vegetables and use “I like / I don’t like...” with support.
Comprehension objective	Sort vegetables by color/size and identify them from realia/pictures.
Letter / source #	x —
Suggested learning experiences	Market role-play; vegetable printing; taste/smell observation if allowed; sorting; letter x visual recognition.
Assessment evidence	Names 3 vegetables and communicates one preference.
Integrated school theme / I.R.C. link	UDA 3 - Earth’s colorful gifts: revisit gratitude while exploring vegetable colors; connect food, growth and shared meals.



Week 34 | Apr 26-30 | Fruits

Theme & language	Apple; Banana; Orange; Pear; Strawberry; Fruit
Linguistic objective	Name fruits and ask/answer simple preference questions: "Do you like...?"
Comprehension objective	Identify fruits from clues/color and sort fruit vs vegetable.
Letter / source #	y 16
Suggested learning experiences	Fruit shop; fruit salad pretend-play; graph favorite fruit; matching halves; /y/ sound awareness.
Assessment evidence	Names 4 fruits and answers a like/dislike question.
Integrated school theme / I.R.C. link	UDA 3 - Diversity in color and taste: compare fruits from different places and create a class rainbow fruit display.

Week 35 | May 3-7 | Mother's Day; May 1: The Virgin Mary

Theme & language	Mom; Mother; Mary; Love; Kind; Flowers
Linguistic objective	Use simple appreciation and family/religious vocabulary in a card, song or short sentence.
Comprehension objective	Identify key people/symbols from pictures and follow simple craft instructions.
Letter / source #	z —
Suggested learning experiences	Mother's Day card; flower craft; Mary-themed gentle story/song as appropriate; /z/ sound awareness.
Assessment evidence	Uses one appreciation word/phrase and follows a short sequence of craft directions.
Integrated school theme / I.R.C. link	UDA 3 - Joy, family and faith: express love and gratitude for mothers and Mary through flowers, song, movement and art.

Week 36 | May 10-14 | Dinosaurs

Theme & language	Dinosaur; Big; Small; Long; Teeth; Tail
Linguistic objective	Describe dinosaurs using familiar adjectives/body-part words.
Comprehension objective	Match dinosaur pictures by size/features and understand simple "It has..." clues.
Letter / source #	review 17
Suggested learning experiences	Dinosaur dig sensory tray; footprint measuring; fossil rubbings; descriptive guessing game; cumulative sound review.
Assessment evidence	Uses 2 descriptive words and identifies a dinosaur from a simple clue.
Integrated school theme / I.R.C. link	UDA 3 - Learning together: compare dinosaur sizes and features, then combine children's different ideas in one shared class mural or story.



Week 37 | May 17-21 | Shapes

Theme & language	Circle; Square; Triangle; Rectangle; Star; Shape
Linguistic objective	Name common shapes and use "It is a..." / "I see a..."
Comprehension objective	Find shapes in the environment and follow "Put the ___ on/under..." directions.
Letter / source #	— —
Suggested learning experiences	Shape hunt; build pictures from shapes; sorting; movement shapes with bodies/rope; review known letters.
Assessment evidence	Identifies 4 shapes and follows a shape-position instruction.
Integrated school theme / I.R.C. link	UDA 3 - Rainbow unity: different shapes and colors can make one picture, just as different children make one community.

Week 38 | May 24-28 | Sports

Theme & language	Run; Jump; Kick; Throw; Ball; Football; Sport
Linguistic objective	Use action verbs and "I can..." with movement.
Comprehension objective	Follow sport/action commands and match equipment to actions.
Letter / source #	— 18
Suggested learning experiences	Mini sports stations; action dice; ball skill vocabulary; team cheer; action-song review.
Assessment evidence	Follows 4 action commands and uses "I can..." with one action.
Integrated school theme / I.R.C. link	UDA 3 - Joy through movement: explore sports and games as ways children play together; emphasize teamwork, fairness and friendship beyond borders.

Week 39 | May 31-June 4 | Oceans & Sea Life

Theme & language	Ocean; Fish; Whale; Shark; Octopus; Shell
Linguistic objective	Name sea animals and use "It can swim." / "I see a..."
Comprehension objective	Identify sea animals and sort ocean/not-ocean; understand simple size/number clues.
Letter / source #	— —
Suggested learning experiences	Ocean sensory bin; fish counting; sea-creature movement; shell sorting; under-the-sea story.
Assessment evidence	Identifies 4 sea-life words and sorts items accurately.
Integrated school theme / I.R.C. link	UDA 3 - Common Home: oceans connect continents; care for sea life and the shared planet through songs, movement and simple environmental language.



Week 40 | June 7-11 | Ice cream and flavors

Theme & language	Ice cream; Chocolate; Vanilla; Strawberry; Flavor; Please
Linguistic objective	Order/request a flavor using “___, please” and express preference “I like...”
Comprehension objective	Understand flavor choices and quantity words such as one/two scoops in play.
Letter / source #	— 19
Suggested learning experiences	Ice-cream shop role-play; flavor graph; scoop counting; pretend menu; polite-request review.
Assessment evidence	Uses a polite request and communicates a flavor preference.
Integrated school theme / I.R.C. link	UDA 3 - Joy and sharing: ice-cream flavors celebrate variety and preference; practice choosing politely, sharing and accepting different tastes.

Week 41 | June 14-18 | Summer

Theme & language	Summer; Hot; Sun; Beach; Hat; Water; Holiday
Linguistic objective	Talk about summer weather/objects using familiar frames.
Comprehension objective	Choose suitable summer items and understand safety/routine language in outdoor play.
Letter / source #	— —
Suggested learning experiences	Pack-a-summer-bag game; beach sensory play; sun/hat matching; summer song; year vocabulary game.
Assessment evidence	Identifies 4 summer items and follows a two-step packing instruction.
Integrated school theme / I.R.C. link	UDA 3 - Colors of joy: summer songs, movement and outdoor play can highlight how children enjoy the season in different ways.

Week 42 | June 21-25 | Celebration

Theme & language	Celebrate; Song; Friend; Teacher; Favorite; Goodbye
Linguistic objective	Use end-of-year language: “My favorite is...”, “Thank you”, “Goodbye.”
Comprehension objective	Understand review questions and participate in a simple class celebration routine.
Letter / source #	— 20
Suggested learning experiences	Favorite-theme stations; class book; song performance; certificates; friendship/thank-you circle.
Assessment evidence	Participates in a short end-of-year interaction and demonstrates retained vocabulary from several themes.
Integrated school theme / I.R.C. link	UDA 3 - Final event: celebrate universal friendship with songs, dance, rainbow colors and a display of the year's English learning.



Week 43 | June 28-July 2 (GREST start?? - confirm) | Flexible transition / GREST handover

Theme & language	review language; summer routines; goodbye
Linguistic objective	No new core language recommended until the final calendar and GREST plan are confirmed.
Comprehension objective	Use the week for cumulative review, transition routines and informal language observation if school is in session.
Letter / source #	— —
Suggested learning experiences	Flexible review games; outdoor English; portfolio completion; transition to GREST vocabulary only if confirmed.
Assessment evidence	Final informal observation; no new formal target unless the week is confirmed as a teaching week.
Integrated school theme / I.R.C. link	Transition/closure: if school is in session before GREST, use a simple rainbow goodbye and review the three project messages - welcome others, share with gratitude, and celebrate together.

10. End-of-Year Expected Outcomes

- Understands the majority of familiar classroom routines and common one- to two-step directions supported by context.
- Uses greetings, polite requests, needs language and simple social phrases with increasing independence.
- Names vocabulary across major themes including family, body, animals, weather, colors, food, shapes, sports and seasons.
- Answers simple familiar questions with a word, choice, gesture or short phrase and can participate in patterned exchanges.
- Retells or sequences very short familiar stories/processes using pictures and key words.
- Recognizes a growing set of letters from the source sequence and can associate some with familiar beginning sounds/words.
- Shows confidence joining English songs, chants, movement games, art/science activities and dramatic play.
- Demonstrates positive classroom behaviors through English such as please/thank you, turn-taking, friendship and asking for help.

11. Teacher Planning Notes

- Confirm all school closures and special-event dates before final staff distribution, especially Week 23 and Week 43.
- The source “#” markers are reproduced as given; their internal operational meaning should be confirmed if they refer to a resource pack, reporting cycle or phonics sequence.
- Keep a weekly record of words children understand versus words they can independently say; receptive language will normally develop first.
- Repeat target language across snack, transitions, outdoor play and creative activities so English is functional rather than limited to a single lesson slot.
- For mixed-age groups, keep the same theme but vary output: younger children point/act/name; older children use short sentences, sequencing and simple questions.

