ENGLISH FOREIGN LANGUAJE

EARLY CHILDHOOD EDUCATION



RED COLEGIOS teresianos
Provincia Teresiana Nuestra Señora de la Paz
Nicaragua-Costa Rica

GENERAL OBJECTIVES:

1. To read, comprehend and critically analyze various types of written texts in different formats and media, developing an informed and reflective thinking; as well as enjoying independent and fluent reading as a source of knowledge and personal satisfaction.

2. To produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.

3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVES BY STAGE:

1. Understands and communicates information, opinions, and feelings through texts, images, gestures, and other visual resources, while developing the ability to predict, interpret, and relate explicit information to everyday contexts.

2. Develops pre-writing abilities in English through tracing, drawing, matching, and copying simple words with the support of images, sounds, colors, and familiar objects, while strengthening fine motor coordination and basic vocabulary recognition.

3. Communicates orally in English through simple words, short phrases, and familiar expressions in order to greet, name, describe, respond, express basic preferences, and actively participate in songs, games, classroom routines, and everyday interactions with appropriate support.

4. Recognizes and understands familiar sounds, words, short phrases, songs, rhymes, and simple oral messages in English related to everyday routines and contexts, with the support of visual cues, gestures, movement, and teacher guidance.

FIRST LEVEL OBJECTIVE:

To recognize basic English words, sounds, gestures, and instructions, and respond through actions, pointing, brief expressions, and simple written strokes, with visual, auditory, and gestural support.

ASSESSMENT CRITERIA:

1. Understands information through gestures, images, and simple texts, relating it to elements of their environment.
2. Reproduces simple strokes using visual and auditory resources, progressively controlling basic movements to begin developing writing skills.
3. Recognizes basic words, sounds, and expressions in familiar situations with visual or gestural support.

CONTENTS

CONTENTS	SKILLS
UNIT 1: MY SCHOOL AND MY BODY	
Topics: Greetings, classroom language, school places, body parts, senses, feelings, hygiene, movement, colors red/yellow and numbers 1–3.	Recognizes greetings, school objects, body parts and feelings using pictures and gestures; follows one-step commands; joins action songs; draws or traces simple lines. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 2: MY FAMILY AND MY ROUTINES	
Topics: Family members, home, self-care actions, clothes, feelings, big/small, colors, counting and bedtime stories.	Points to family members and familiar routines; follows wash, dress and sleep commands; repeats family and care words; represents home through drawings. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 3: MY COMMUNITY AND PLAY	
Topics: Community places and helpers, transportation, safety signs, toys, shapes, colors, numbers and positional language.	Identifies familiar community images, vehicles, toys and shapes; responds to stop/go and simple location commands; names items with modeling; sorts and traces shapes. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)

UNIT 4: NATURE AND ANIMALS	
Topics: Pets, farm and wild animals, plants, water, sun, rain, animal sounds, caring for nature, songs and picture stories.	Recognizes animals and natural elements through sounds and pictures; imitates sounds and movements; matches pictures and draws nature items. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 5: MY COUNTRY AND CULTURE	
Topics: Nicaragua, flag colors, familiar celebrations, music, traditional food, family customs, respect and belonging.	Recognizes national symbols and familiar cultural images; participates in simple songs and movement games; names selected colors and objects; makes a cultural collage. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 6: THE UNIVERSE AND THE SKY	
Topics: Day and night, sun, moon, stars, sky, weather, light/dark, basic time routines, counting and stories.	Identifies sun, moon, stars and day/night from images; follows sky-themed commands; repeats words in rhymes; represents the sky using drawings and shapes. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)

ATTITUDES

1. Show interest in listening, observing, and sharing images, songs, and simple stories to express ideas logically.
2. Practice habits of organization, cleanliness, and personal hygiene, and care for plants, animals, and materials in their surroundings.
3. Demonstrate respect, responsibility, and a willingness to follow rules and contribute to a positive learning environment.
4. Express positive messages and demonstrate respectful attitudes toward others.
5. Accept and respect their own bodies and those of others, participating in games and activities without stereotypes.
6. Follow instructions attentively and respectfully, and express ideas and emotions using kind words.
7. Learn to share and help others when they need assistance.

GENERAL OBJECTIVES:

1. To read, comprehend and critically analyze various types of written texts in different formats and media, developing an informed and reflective thinking; as well as enjoying independent and fluent reading as a source of knowledge and personal satisfaction.

2. To produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.

3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVES BY STAGE:

1. Understands and communicates information, opinions, and feelings through texts, images, gestures, and other visual resources, while developing the ability to predict, interpret, and relate explicit information to everyday contexts.

2. Develops pre-writing abilities in English through tracing, drawing, matching, and copying simple words with the support of images, sounds, colors, and familiar objects, while strengthening fine motor coordination and basic vocabulary recognition.

3. Communicates orally in English through simple words, short phrases, and familiar expressions in order to greet, name, describe, respond, express basic preferences, and actively participate in songs, games, classroom routines, and everyday interactions with appropriate support.

4. Recognizes and understands familiar sounds, words, short phrases, songs, rhymes, and simple oral messages in English related to everyday routines and contexts, with the support of visual cues, gestures, movement, and teacher guidance.

SECOND LEVEL OBJECTIVE:

To understand and associate simple English words and phrases with images, objects, actions, and everyday situations; follow instructions; and participate in brief exchanges, games, songs, and guided activities with increasing autonomy.

ASSESSMENT CRITERIA:

1. Predicts simple information from texts and images and relates it to their environment.
2. Matches simple words with images, objects, and actions from their environment.
3. Relates simple words and phrases to everyday situations and playful activities.

CONTENTS

CONTENTS	SKILLS
UNIT 1: MY SCHOOL AND MY BODY	
Topics: Expanded classroom commands, manners, permissions, school spaces, body parts, five senses, emotions, spatial words, colors and numbers 1–3.	Follows extended classroom directions; uses please, thank you and May I...? with support; identifies body parts and senses; copies or traces familiar words. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 2: MY FAMILY AND SELF-CARE	
Topics: Family members, household collaboration, daily hygiene, clothing actions, emotions, colors, shapes and counting 1–10.	Names family members and care routines in short phrases; sequences familiar actions; matches words to pictures; traces or copies selected vocabulary. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 3: MY COMMUNITY, FOOD AND SCHOOL	
Topics: Community helpers, services, transportation, traffic signs, school materials, fruits, vegetables, healthy food, colors, shapes and quantities.	Identifies people, places, vehicles and foods; responds to What color? and How many?; sorts healthy foods; matches and copies familiar words. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)

UNIT 4: NATURE, WEATHER AND STORIES	
Topics: Plants, animals and their care, water conservation, sun, rain, rainbow, weather questions, days, songs and short illustrated stories.	Recognizes natural elements and weather; answers What's the weather like? with support; predicts story events from pictures; matches words to images. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 5: MY COUNTRY AND TRADITIONS	
Topics: Nicaragua and its symbols, national colors, cultural celebrations, music, traditional food, community traditions and respectful participation.	Recognizes national and cultural images; uses basic words for symbols, food and celebrations; joins songs and cooperative games; copies selected vocabulary. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 6: THE UNIVERSE AND TIME	
Topics: Sun, moon, stars, planets as visual vocabulary, day/night, weather, days of the week, simple patterns, counting and sky stories.	Identifies celestial objects through pictures; relates day/night to routines; repeats short phrases and songs; matches or traces vocabulary with visual support. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
ATTITUDES	
1. Show interest in listening, observing, and sharing images, songs, and simple stories to express ideas logically. 2. Practice habits of organization, cleanliness, and personal hygiene, and care for plants, animals, and materials in their surroundings. 3. Demonstrate respect, responsibility, and a willingness to follow rules and contribute to a positive learning environment. 4. Express positive messages and demonstrate respectful attitudes toward others. 5. Accept and respect their own bodies and those of others, participating in games and activities without stereotypes. 6. Follow instructions attentively and respectfully, and express ideas and emotions using kind words. 7. Learn to share and help others when they need assistance.	

GENERAL OBJECTIVES:

1. To read, comprehend and critically analyze various types of written texts in different formats and media, developing an informed and reflective thinking; as well as enjoying independent and fluent reading as a source of knowledge and personal satisfaction.

2. To produce various types of texts independently to articulate and communicate their ideas, emotions, knowledge, and thoughts, while employing text creation structures, taking into account grammatical and punctuation aspects.

3. To evaluate oral messages and argue their ideas in a coherent and critical way for a fluent communication with different listeners and objectives in different contexts.

OBJECTIVES BY STAGE:

1. Understands and communicates information, opinions, and feelings through texts, images, gestures, and other visual resources, while developing the ability to predict, interpret, and relate explicit information to everyday contexts.

2. Develops pre-writing abilities in English through tracing, drawing, matching, and copying simple words with the support of images, sounds, colors, and familiar objects, while strengthening fine motor coordination and basic vocabulary recognition.

3. Communicates orally in English through simple words, short phrases, and familiar expressions in order to greet, name, describe, respond, express basic preferences, and actively participate in songs, games, classroom routines, and everyday interactions with appropriate support.

4. Recognizes and understands familiar sounds, words, short phrases, songs, rhymes, and simple oral messages in English related to everyday routines and contexts, with the support of visual cues, gestures, movement, and teacher guidance.

THIRD LEVEL OBJECTIVE:

To understand and express brief oral messages in English, respond to instructions and questions related to daily routines, identify and use frequently occurring vocabulary and expressions, and communicate ideas, emotions, and experiences through initial oral, visual, and written forms.

ASSESSMENT CRITERIA:

1. Shares feelings and thoughts using drawings and simple words to connect them with their surroundings.
2. Identifies words and short expressions in English through visual and auditory resources and guided activities.
3. Understands and expresses short oral messages and responds by carrying out the requested actions or instructions during daily routines.

CONTENTS

CONTENTS	SKILLS
UNIT 1: MY SCHOOL, MY BODY AND COMMUNICATION	
Topics: Greetings, polite expressions, permissions, feelings, two-step directions, school spaces, body parts, senses, hygiene and personal questions.	Responds to two-step instructions; exchanges greetings and simple questions; identifies feelings, body parts and school places; draws and labels familiar words. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 2: MY FAMILY, HOME AND RESPONSIBILITIES	
Topics: Family and home, household chores, hygiene routines, clothing, cooperation, emotions, action sequencing and everyday questions.	Describes familiar home routines with short phrases; orders two or three actions; identifies written action words; draws and labels a routine. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 3: MY COMMUNITY AND TRANSPORTATION	
Topics: Community helpers and services, shops, safety signs, transportation, directions, healthy foods, numbers, questions Who? What? Where?	Understands descriptions of community people and places; answers guided questions; identifies signs and transport words; draws and labels community scenes. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)

UNIT 4: NATURE, WEATHER AND THE ENVIRONMENT	
Topics: Plants and animals, water care, natural phenomena, seasons, days, weather, clothing choices, songs and illustrated stories.	Describes weather with short phrases; selects clothes for weather; identifies words in pictures and songs; shares ideas through labeled drawings. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 5: MY COUNTRY, IDENTITY AND CULTURE	
Topics: Nicaragua, national symbols, traditions, cultural celebrations, traditional food, music, places, respect for diversity and belonging.	Names selected national symbols and traditions; uses short phrases to share preferences; understands simple cultural stories; creates labeled cultural illustrations. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
UNIT 6: THE UNIVERSE AND OUR WORLD	
Topics: Sun, moon, stars, planets, day/night, sky observations, time and weather connections, sequencing, numbers and picture-based storytelling.	Identifies celestial objects and describes day/night using simple phrases; follows sequences in stories; asks or answers supported questions; creates a labeled sky scene. (Listening Comprehension; Oral Production; Emergent Reading; Pre-writing)
ATITUDES	
1. Show interest in listening, observing, and sharing images, songs, and simple stories to express ideas logically. 2. Practice habits of organization, cleanliness, and personal hygiene, and care for plants, animals, and materials in their surroundings. 3. Demonstrate respect, responsibility, and a willingness to follow rules and contribute to a positive learning environment. 4. Express positive messages and demonstrate respectful attitudes toward others. 5. Accept and respect their own bodies and those of others, participating in games and activities without stereotypes. 6. Follow instructions attentively and respectfully, and express ideas and emotions using kind words. 7. Learn to share and help others when they need assistance.	



PROVINCIA TERESIANA
NUESTRA SEÑORA DE LA PAZ
Compañía de Santa Teresa de Jesús

RED COLEGIOS teresianos
Provincia Teresiana Nuestra Señora de la Paz
Nicaragua-Costa Rica