



Garcilaso School

ANNUAL PROGRAM

YOUNG STARS 1

General Objectives

To help students:

- Listen to English with proper understanding.
- Speak English correctly, producing sounds with the proper stress and intonation.
- Read, comprehend, and interpret a text in English.
- Write in English correctly and meaningfully.
- Acquire knowledge of the elements of English.
- Develop interest in English.
- Use planning, drafting, and editing skills to improve their work.
- Express themselves creatively and imaginatively.
- Speak clearly and audibly in ways which take account of their listeners.
- Become enthusiastic and reflective readers.

PLAN ANUAL 1ER GRADO 2023



I. DATOS INFORMATIVOS:

- 1.1. Institución Educativa : “Grupo Garcilaso”
- 1.2. Área : Inglés
- 1.3. Grado : Primero de primaria
- 1.4. Secciones : A – B - C
- 1.5. Duración : Del 1 de Marzo al 5 de Mayo
- 1.6. Profesor :
- 1.7 Bimestre : Primer

FIRST QUARTER

| <u>FIRST QUARTER</u> | | | | | |
|----------------------|--|---|--|---|---|
| MODULE | COMMUNICATION OBJECTIVES | LANGUAGE | VOCABULARY | ACTIVITIES | EVALUATIONS |
| 1 HELLO | <ul style="list-style-type: none"> - Greeting someone - Introducing yourself - Identifying the main characters of the book - Introducing oneself and inquiring about one's name - Identifying numbers 1 -5 - Asking and answering about one's well-being | <ul style="list-style-type: none"> - Hello / Bye-bye - What's your name? / I'm ... - How are you? Fine, thanks | <ul style="list-style-type: none"> - Greetings - Roon, Matt, Ron, Tina, Lisa - Numbers 1 – 5 - Shapes | <ul style="list-style-type: none"> - Songs - Look and listen - Pair / group work - Games and projects | <ul style="list-style-type: none"> - Role plays - Projects Presentations |
| 2 SCHOOL | <ul style="list-style-type: none"> - to sing a song - to give and follow orders - to identify classroom objects - to present objects - to learn and identify the colours | <ul style="list-style-type: none"> - Stand up. - Clap your hans. - This is a | <ul style="list-style-type: none"> -Imperatives: Stand up., Sit down., Clap your hans. - Classroom objects: pen, pencil, book, bag - Colours: red, blue, green, yellow, pink orange | <ul style="list-style-type: none"> - | |

PLAN ANUAL 1ER GRADO 2023



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- 1.5. Duración : Del 15 de Mayo al 21 de Julio
- 1.6. Profesor :
- 1.7 Bimestre : Segundo

SECOND QUARTER

| MODULE | COMMUNICATION OBJECTIVES | LANGUAGE | VOCABULARY | ACTIVITIES | EVALUATIONS |
|----------------------|--|---|---|---|---|
| 3 NUMBERS | <ul style="list-style-type: none"> - to identify the numbers 6-10 - to ask about one’s age - to learn to offer a present to a friend - to talk about physical appearance | <ul style="list-style-type: none"> - How old are you? - I’m (six) - You’re (seven) - Happy birthday. - This is for you. - I am (your friend). - You are (my friend). - He’s (tall). - She’s (short). | Numbers: 6-10 Nouns: friend, racoon, legs, cake Adjectives, tall, short, funny | <ul style="list-style-type: none"> - Songs - Look and listen - Pair / group work Games and projects | <ul style="list-style-type: none"> - Role plays - Projects - Presentations |
| 4 AT HOME | <ul style="list-style-type: none"> - To identify family members - To identify pets - To talk about one’s pet | <ul style="list-style-type: none"> - Who’s that? It’s my (sister). - This is my pet. It’s a (cat). - This is my (fish). It’s (yellow). - Where’s Roon? On/Under the sofa. | Family: mum, dad, brother, sister Pets: mouse, cat, dog, rabbit, fish, bird Sea animals: octopus, dolphin | | |

- To identify furniture
- To identify prepositions of place
- To ask and answer about location

Nouns: pet
Furniture: sofa, table

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- 1.5. Duración : Del 7 de Agosto al 6 de Octubre
- 1.6. Profesor :
- 1.7 Bimestre : Tercero

THIRD QUARTER

| <u>THIRD QUARTER</u> | | | | | |
|-------------------------|---|--|--|---|---|
| MODULE | COMMUNICATION OBJECTIVES | LANGUAGE | VOCABULARY | ACTIVITIES | EVALUATIONS |
| 5 LET’S PLAY | <ul style="list-style-type: none"> - To identify toys - To talk about possession - To ask and answer about possession - To talk about/describe toys - To give and follow orders - To describe objects by size | <ul style="list-style-type: none"> - I’ve got a (bike). - Have you got a plane? Yes. / No. - I’ve got a(doll). It’s (new). - I haven’t got a (bike). - Look! - Listen! | Toys: kite, boat, train, bike, ball, plane, robot, teddy bear, doll, car Adjectives: new, old, big, small Actions: listen, look, run, stop | <ul style="list-style-type: none"> - Songs - Look and listen - Pair / group work Games and projects | <ul style="list-style-type: none"> - Role plays - Projects - Presentations |
| 6 FOOD | <ul style="list-style-type: none"> - To identify food - To express likes and dislikes | <ul style="list-style-type: none"> - I like (oranges). - I don’t like (apples). I like (bananas). - Five tomatoes, please. | Food: oranges, pears, grapes, apples, bananas, uts, tomatoes, fish, eggs, pasta, pizza, burgers, | | |

- To ask for something politely
- To ask and answer about one's likes and dislikes
- To identify healthy and unhealthy food

- Here you are.
- Thanks.
- Do you like (pasta)?
Yes. / No.

crisps, ice cream, biscuits,
chocolate

PLAN ANUAL 1ER GRADO 2023



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 1.5. Duración : Del 16 de Octubre al 22 de Diciembre
 1.6. Profesor :
 1.7 Bimestre : Cuarto

FOURTH QUARTER

| MODULE | COMMUNICATION OBJECTIVES | LANGUAGE | VOCABULARY | ACTIVITIES | EVALUATIONS |
|------------------------------|--|--|--|---|---|
| 7 MY BODY | <ul style="list-style-type: none"> - to identify and talk about parts of the face and body - to give and follow orders - to talk about possession | <ul style="list-style-type: none"> - Touch your (nose). - He has got brown eyes. - She has got long hair. | Parts of the face: eyes, ears, mouth, nose Parts of the body: arms, head, toes, hair, trunk, tail Adjectives: long Colours: brown Actions: turn around, stamp your feet, close your eyes Animal: elephant Nouns: girl, boy | <ul style="list-style-type: none"> - Songs - Look and listen - Pair / group work - Games and projects | <ul style="list-style-type: none"> - Role plays - Projects - Presentations |
| 8 OUT THERE | <ul style="list-style-type: none"> - To talk about the weather - To identify actions - To talk about ability | <ul style="list-style-type: none"> - It's (hot). - I can (climb). - I am at the (park). | Weather: hot, cold, windy | | |

- To talk about places
- To talk about one's location
- To identify animals
- To ask about quantity

- How many (birds) can you see?
- I can see (three birds).

Actions: jump, climb, sing
Places: park, beach, zoo
Animals: snake, fox, bear
Nouns: tree, flower



ANNUAL PROGRAM

YOUNG STARS 2

General Objectives

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- Read, comprehend and interpret a text in English.
- Write in English correctly and meaningfully.
- Acquire knowledge of the elements of English.
- Develop interest in English.
- Use planning, drafting and editing skills to improve their work.
- Express themselves creatively and imaginatively.
- Speak clearly and audibly in ways which take account of their listeners.
- Become enthusiastic and reflective readers.

PLAN ANUAL 2DO GRADO 2023

I. DATOS INFORMATIVOS:

- 1.1. Institución Educativa : “Grupo Garcilaso”
 1.2. Área : Inglés
 1.3. Grado : Segundo de primaria
 1.4. Secciones : A - B
 1.5. Duración : Del 1 de Marzo al 5 de Mayo
 1.6. Profesor : Cinthya Espinoza Reyes
 1.7 Bimestre : Primer

FIRST QUARTER

| MODULE | COMMUNICATION OBJECTIVES | LANGUAGE | VOCABULARY | ACTIVITIES | EVALUATIONS |
|------------------------------|--|--|---|---|---|
| 1 HELLO THERE! | <ul style="list-style-type: none"> - Greeting someone - Introducing oneself to a friend - Asking and answering about one's name - Asking and answering about one's well-being - Asking about one's age - Identifying numbers 1 – 10 - Identifying plural nouns - Identifying and talking about objects - Identifying colors | <ul style="list-style-type: none"> - Hello / hi - What's your name? - I'm (Jane) / My name is (Jane) - This is my (friend, Tom) - How are you? Fine, thank you - How old are you? I'm (eight) - Boy – boys (plurals) - What's this? It's a (book) - It's an (apple) | <ul style="list-style-type: none"> - Greetings - Numbers 1 – 10 - Colors: red, blue, orange, green, yellow, purple, orange | <ul style="list-style-type: none"> - Songs - Look and listen - Pair / group work - Games and projects | <ul style="list-style-type: none"> - Role plays - Projects Presentations |
| 2 MY FAMILY | <ul style="list-style-type: none"> - Identifying family members - Identifying rooms in a house | <ul style="list-style-type: none"> - Who's that? - It's my /mum). - Is that your (dad)? | <ul style="list-style-type: none"> Family members Rooms of the house Adjectives | | |

- Asking and answering about location
- Describing people

- Yes, it is. / NO, it isn't.
- Where's the (bag)?
- In the (kitchen).
- He's/She's/It's (tall).
- He/She/it isn't (tall).
- Is he/she (happy)?
- Yes, he/She is. /
- No, he/She isn't.

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SECOND QUARTER

| MODULE | COMMUNICATION OBJECTIVES | LANGUAGE | VOCABULARY | ACTIVITIES | EVALUATIONS |
|--------------------------------|--|--|---|---|---|
| 3 THAT'S ME | <ul style="list-style-type: none"> - Identifying parts of the face - Talking about possession - Identifying pets / animals - Asking and answering about possession - Identifying plural nouns - Identifying toys - Identifying useful items/gadgets | <ul style="list-style-type: none"> - I've got (blue eyes). - I haven't got (green eyes). - Have you got a (cat)? - Yes, I have. / No, I haven't. - (He) has got a (ball). - (He) hasn't got a (robot). - Has (he) got a (ball)? - Yes, (he) has. / No, (he) hasn't. - Man-men (plurals – irregular) | <ul style="list-style-type: none"> - Parts of the face / head - Animals: cat, parrot, monkey, mouse, fox - Toys - Man-men, mouse-mice, fox-foxes (plurals - irregular) - Gadgets | <ul style="list-style-type: none"> - Songs - Look and listen - Pair / group work Games and projects | <ul style="list-style-type: none"> - Role plays - Projects - Presentations |
| 4 ON THE FARM | <ul style="list-style-type: none"> - Identifying actions - Talking about ability | <ul style="list-style-type: none"> - I can ride a (camel). - You can ride a (bike). - Can you (run)? | <ul style="list-style-type: none"> - Actions: ride a camel, ride a horse, ride a bike, | | |

| | | | | | | |
|--|---|---|---|--|--|--|
| | <ul style="list-style-type: none"> - Asking and answering about ability - Identifying (farm) animals - Giving and following orders | <ul style="list-style-type: none"> - Yes, I can. / NO, I can't. - It can (run). - It can't (fly). - Stand up! | <ul style="list-style-type: none"> paint, climb, smile, take a photo, run, fly, jump - I can ride a (camel). You can ride a (bike). It can't (fly). - Animals: cow, goat, chicken, lizard, frog, duck, dog - Imperatives: Stand up! | | | |
|--|---|---|---|--|--|--|

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THIRD QUARTER

| MODULE | COMMUNICATION OBJECTIVES | LANGUAGE | VOCABULARY | ACTIVITIES | EVALUATIONS |
|------------------------|--|---|---|---|---|
| 5 ALL ABOUT TIME | <ul style="list-style-type: none"> - Asking about quantity - Revising numbers 1-10 - Identifying the numbers 11-12 - Identifying household objects - Asking for the time - Telling the time on the hour - Making suggestions - Describing people | <ul style="list-style-type: none"> - How many (clocks) can you see? (Eleven). - What's the time? It's (two) o'clock. - Let's (run)! / Let's (run)! What now? - I'm (hungry) / You're (tired). - Beautiful, thirsty, sad, tired | <ul style="list-style-type: none"> Numbers -10 / 11-12 Time-related Nouns Adjectives | <ul style="list-style-type: none"> - Songs - Look and listen - Pair / group work Games and projects | <ul style="list-style-type: none"> - Role plays - Projects - Presentations |

| | | | | | | |
|--|---|--|--|--|--|--|
| <p style="text-align: center;">6</p> <p>MY LIKES</p> | <ul style="list-style-type: none"> - Identifying and talking about food and drinks - Saying what one wants - Talking about likes and dislikes - Identifying and describing animals - Identifying school subjects - Asking and answering about what one likes / doesn't like | <ul style="list-style-type: none"> - Food and drink. lemonade, grapes, milk, juice, biscuits - I want (milk), please. Here you are. Thank you. You're welcome. - I like (zebras). They're (beautiful). I like (music). I don't like (karate). Do you like (maths)? Yes, I do. / No, I don't. - Maths, English, PE, Science - Do you like (Maths)? Yes, I do. / No, I don't. | <p>Food and drinks</p> <p>Animals</p> <p>School subjects</p> | | | |
|--|---|--|--|--|--|--|

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FOURTH QUARTER

| MODULE | COMMUNICATION OBJECTIVES | LANGUAGE | VOCABULARY | ACTIVITIES | EVALUATIONS |
|-------------------------|---|---|---|---|---|
| 7 SCHOOL IS GREAT | <ul style="list-style-type: none"> - Talking about things that exist in a classroom - Identifying classroom objects - Identifying and talking about places - Identifying and talking about furniture / things in a room | <ul style="list-style-type: none"> - What's in the (classroom)? There's a (notebook). There are (two boys). Is there a (radio) in the (classroom)? Yes, there is. / No, there isn't. - What's in the (classroom)? There's a (notebook). There are (two boys). - Is there a (radio) in the (classroom)? - Yes, there is. / No, there isn't | <ul style="list-style-type: none"> Classroom Objects Places Furniture | <ul style="list-style-type: none"> - Songs - Look and listen - Pair / group work - Games and projects | <ul style="list-style-type: none"> - Role plays - Projects - Presentations |

| | | | | | | |
|--|---|--|--|--|--|--|
| | <ul style="list-style-type: none"> - Asking and answering questions about things / people in a place | <ul style="list-style-type: none"> - Places: museum, care, playground, library, garden, school | | | | |
| <p style="text-align: center;">8 MY CLOTHES</p> | <ul style="list-style-type: none"> - Identifying clothes - Talking about what someone is wearing - Asking and answering about what someone is wearing - Talking about the weather | <ul style="list-style-type: none"> - Clothes: T-shirt, cap, dress, skirt, trousers, coat, scarf, sunglasses, shorts, jacket, vest - I'm wearing (a cap) - Are you wearing (a coat)? - Yes, I am. / No, I'm not. - (He) is wearing (sunglasses). - Is (he) wearing (a jacket)? - Yes, (he) is. / No, (he) isn't. | <p>Clothes Weather Materials</p> | | | |

