

English 1 Curriculum

Number of lessons per week									Total
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	
2	2	3	3	3	3	3	3	3	25

Subject	English 1
Field	Language and Language Communication
Characteristic	Subject English develops pupils' communication skills from introduction to the sound system of English through understanding the sound/graphic relationships of the language to gradual mastering of both basic and extended vocabulary, grammatical structures and complete sentences. Pupils learn to understand teachers' instructions and react accordingly, understand the meaning of simple texts and are able to communicate elementary information related to the topics discussed in class. Pupils learn facts about English speaking countries and are able to react in everyday situations. .
Content, time and organization definition of the subject (specific information important for its implementation into practice)	<p>Subject English is based on educational field Language and Language Communication and put into practice in branches Foreign language and Second foreign language. According to Common European Framework of Reference (CEFR) the following language skills are developed:</p> <ul style="list-style-type: none"> • Speaking skills • writing • understanding reading • understanding listening <p>At primary school (years 1 – 5) English is taught 13 lessons per week, at lower-secondary school (years 6 – 9) English is taught 12 lessons per week. In years 1 and 2, pupils have 2 English lessons per week, in years 3 to 9, they have 3 lessons per week.</p> <p>The lessons cover all cross-sectional topics. On leaving primary school, pupils are expected to reach A2 level according to CEFR.</p> <p>English lessons last 45 minutes and take place in the language study or in the classrooms, most of which are</p>

Subject	English 1
	<p>equipped with interactive whiteboards or data projectors with computer software. Classes are divided into language groups because a smaller number of pupils allows their active participation in lessons. Pupils work with studentsbooks, workbooks and working sheets. They can also play various language board games. Frontal instructions are combined with pairwork and groupwork.</p> <p>Teaching English at primary school concentrates on creating a positive relationship with English through various dramatic, musical, creative and physical activities. This practice is followed by strenghtening the vocabulary, grammatical structures and communication skills at lower-secondary level. At both levels, teacher's aides are part of the educational process</p> <p>From year 1, pupils can take part in various English competitions (English Star, English Jungle) or English conversation competition at lower-secondary. They can also attend various English after-school activities. Teachers offer individual help in their consultation hours. Lower-secondary pupils can experience annual intensive English courses (English week) or visit Great Britain on school trips.</p>
<p>Educative and educational strategies, common procedures used by teachers to create and develop pupils'key competences</p>	<p>Learning competences:</p> <ul style="list-style-type: none"> • pupils are taught to search for keywords, from year 2 to sum up a written text • use various information sources both at school and when doing homework • ask straightforward questions • learn from their mistakes (explaining, giving an example,...) • evaluate their work, defend their decisions and courses of work • evaluate their own as well as others'share of work <p>Problem solving competences:</p> <ul style="list-style-type: none"> • we offer problem tasks in lessons so that pupils can learn to use age appropriate procedures • we choose open questions which leave space for pupils to express their opinions on how to solve a problem • we teach pupils self-reflection and develop their competence of assessing their own share of • we choose model situations where pupils learn to solve problems • pupils can participate in international projects <p>Communicative competences:</p> <ul style="list-style-type: none"> • pupils are expected to use a foreign language (English or German) in lessons • pupils are taught the rules of correct communication • pupils are taught to communicate with different age groups

Subject	English 1
	<ul style="list-style-type: none"> • present the results of their work in front of others • respect other opinions as well as to successfully present their own • cooperate in groups • distinguish between formal and informal communication • pupils meet native speakers in various projects • attend theatre performances in English • lower-secondary pupils visit English speaking countries
	<p>Social and personal competences:</p> <ul style="list-style-type: none"> • pupils are taught to cooperate in pairs and groups • help and respect each other in teamwork • realize their role and position within a group • respect the achievements of their classmates • use different means of presenting their work • self-evaluate and assess their own skills • teachers choose tasks demanding cooperation • that allow the participation of all pupils • Lower-secondary pupils participate in international projects
	<p>Civic competences:</p> <ul style="list-style-type: none"> • pupils are taught to respect all kinds of differences • introduced to ecology • learn facts (not only) about the English speaking countries they visit • participate in project days and various competitions
	<p>Work competences:</p> <ul style="list-style-type: none"> • pupils are taught to respect the rules and behave safely • finish their work in good quality and on time • work independently with a text, a map or a plan <p>teachers offer both short-time and long-time projects which teach pupils to plan their work in advance</p>

Subject	English 1
	<ul style="list-style-type: none"> encourage pupils to work with new technologies
Pupils' assessment	Pupils are assessed by marks, verbally or by combination of both in accordance with the rules of school assessment (as given in school rules).

English language 1	Year 1	
Educative and educational strategies	<ul style="list-style-type: none"> Learning competences Problem solving competences Communicative competences Social and personal competences Civic competences Work competences 	
RVP outputs	ŠVP outputs	Syllabus
CJ-3-1-01 understands teacher's simple instructions and questions which are given slowly and carefully, and reacts in both verbal and non-verbal way	with the help of pictures answers questions like: Who is it? What is it? How many? Can you see?, What's that?, Do you like...?	Who's this?, What's this?, How many?, Can you see?, What's that?, Do you like?
CJ-3-1-02 repeats and uses short familiar words and sentences	says hello introduces himself/herself counts to 10	hello my name is 1-10
CJ-3-1-03 with visual support understands the meaning of a short simple text	repeats chants sings songs	Who's this?, Where's my T-shirt?, How old are you? Where's Otto?
		The hello song, 10 little fingers, My favourite T-shirt, Happy birthday I wash my hands, Are you happy?
CJ-3-1-04 with visual support understands the meaning of a short simple spoken text which is spoken slowly and carefully	connects pictures with words	numbers, animals, colours, toys, family, clothes, picture bingo
CJ-3-1-05 connects spoken and visual form of the		Pass the word

English language 1	Year 1	
same word		
Sectional topics, overlaps, connections		
PERSONALITY AND SOCIAL EDUCATION – meeting people		
Getting to know each other in a group		
PERSONALITY AND SOCIAL EDUCATION - self-knowledge and self-conception		
Learning about oneself		
PERSONALITY AND SOCIAL EDUCATION - communication		
Practicing effective communication in different situations		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		
Developing cooperation skills		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		
Learning about the culture of English speaking countries		

English language 1	Year 2	
Educative and educational strategies	<ul style="list-style-type: none"> • Learning competences • Problem solving competences • Communicative competences • Social and personal competences • Civic competences • Work competences 	
RVP outputs	ŠVP outputs	Syllabus
CJ-3-1-01 understands teacher's simple instructions and questions which are given slowly and carefully, and reacts in both verbal and non-verbal way	Answers teacher's and classmates' questions on various topics	Can zebras run? How many...? Do you like...? Can you see...? What are you wearing? Are you wearing...?
CJ-3-1-02 repeats and uses short familiar words	Introduces his classmate	This is my friend. It's a red clock. I'm swimming.

English language 1	Year 2	
and sentences	describes things, people and activities talks about his likes and dislikes describes the position of things	I've got big ears. I like lemonade. I don't like lemonade. I've got spots on my face
CJ-3-1-03 with visual support understands the meaning of a short simple text	Reads and understands short texts on various topics	Take-home English – animals, colours, food, face, rooms, A Christmas Play, An Easter Play, I'm hungry
CJ-3-1-04 with visual support understands the meaning of a short simple spoken text which is spoken slowly and carefully	Reproduces short comics, simple songs and chants	How many cars?, Do you like soup?, I've got spots on my face. Where's my phone?, It's my dress!, Let's go! Can you snap like a crocodile? Listen it's a red clock, Look at my face, Jingle Bells, The Easter Song The Alphabet Chant, I don't like coffee, Where's my sock?, Are you wearing something red?
CJ-3-1-05 connects spoken and visual form of the same word	Connects pictures and words or short sentences on various topics	playroom safari, I'm hungry school time, summertime, playtime
CJ-3-1-06 with visual and textual support writes words and short sentences	Copies vocabulary on discussed topics Fills in a crossword, a wordsearch or a chart With visual support fills in missing words in a sentence	animals – fill in school, food, body I like..., I don't like..., I've got blue eyes..., Where's my sock?, Are you wearing...?
Sectional topics, overlaps, connections		
PERSONALITY AND SOCIAL EDUCATION – meeting people		
Getting to know each other in a group		
PERSONALITY AND SOCIAL EDUCATION - self-knowledge and self-conception		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		
Developing cooperation skills		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		
Learning about the culture of English speaking countries		

English language 1	Year 3	
Educative and educational strategies	<ul style="list-style-type: none"> • Learning competences • Problem solving competences • Communicative competences • Social and personal competences • Civic competences • Work competences 	
RVP outputs	ŠVP outputs	Syllabus
CJ-3-1-01 understands teacher's simple instructions and questions which are given slowly and carefully, and reacts in both verbal and non-verbal way	Talks about simple topics Acts according teacher's instructions	Who's this?, How are you?, What colour is the book?, Is this a car?, Do you like apples?, Where's the book?, Whose jumper is this? hands up, hands down, stand up, sit down, turn around, touch your head
CJ-3-1-02 repeats and uses short familiar words and sentences	Counts to 20 describes school things, toys, meals, furniture, people, clothes	1–20 school, toys, food, furniture, people, adjectives, clothes
CJ-3-1-03 with visual support understands the meaning of a short simple text	Answers simple questions on various topics	reading into writing – an email, food, hobbies, my room, describing people, clothes
CJ-3-1-04 with visual support understands the meaning of a short simple spoken text which is spoken slowly and carefully	Reproduces simple songs and chants Understands the meaning of comics and simple texts about English speaking countries	Who's this?, Oh, Jack!, Colin in the Computerland, Is this a car?, How many ice-creams?, Let's play football!, Is that Pam?, The hat, In Britain A game in the garden, I've got a ball, In the street, Tall and short, I don't like this jumper Show me something red, I'm a red robot, Do you want an apple?, I like pizzas, Hide and seek
CJ-3-1-05 connects spoken and visual form of the same word	During listening connects and colours correct answers and pictures	listening – family, numbers, school, colours, toys, food, I like..., I don't like..., furniture, prepositions of place, rooms, describing people, clothes, body
CJ-3-1-06 with visual and textual support writes words and short sentences	Understands written texts and gives short answers connects words and short sentences with pictures	colours, Quizzy's questions, rooms in the house, appearance

English language 1	Year 3	
	fills in crosswords Writes short simple texts about himself/herself colours pictures after reading a text	school, Quizzy and Ziggy, colours, toys, appearance toys, furniture about me, I like..., I don't like prepositions of place
Sectional topics, overlaps, connections		
PERSONALITY AND SOCIAL EDUCATION – meeting people		
Getting to know each other in a group		
PERSONALITY AND SOCIAL EDUCATION - self-knowledge and self-conception		
Learning about oneself		
PERSONALITY AND SOCIAL EDUCATION - communication		
Practicing effective communication in different situations		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		
Developing cooperation skills		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		
Learning about the culture of English speaking countries		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – We discover Europe and the world		
Introduction to the facts about the English speaking countries		

English language 1	Year 4	
Educative and educational strategies	<ul style="list-style-type: none"> ● Learning competences ● Problem solving competences ● Communicative competences ● Social and personal competences ● Civic competences ● Work competences 	

English language 1	Year 4	
RVP outputs	ŠVP outputs	Syllabus
CJ-5-1-01 understands teacher's simple instructions and questions which are given slowly and carefully	Acts according teacher's instructions and answers his questions	What are these?, How do you spell...?, Does he like...?, Does she like...? Where are they?, How do you go to school?, What's the weather like today?
CJ-5-1-02 with visual support understands the meaning of words and simple sentences which are spoken slowly and carefully	Spells correctly Describes pictures in textbooks	I spy with my little eye... reading into writing – magazines cover, Where are the monkeys? – prepositions of place, How much is it?, weather in different cities
CJ-5-1-03 with visual support understands the meaning of a short simple spoken text	Reproduces simple songs and chants Understands the meaning of comics and is able to sum it up	Where's Flossy?, The Presents, The Shopping for Mum, Are they monkey?, Kites, Dad at the sports centre, We're late!, Colin in computer land, It's snowing My brother lives at number number 44, I have breakfast at 8 o'clock, Johny is a postman, Umbrellas How do you spell?, I'm a very big animal, I do my homework every day
CJ-5-2-01 participates in simple conversations	Talks about discussed topics Compares people's appearance Discusses shopping lists – food	Mr Potter's shopping list, comparing zoo keepers, jobs, she plays...
CJ-5-2-02 in a simple way talks about himself, school, family, free time activities	Talks about himself, his weekly routines and favourite activities Names various means of transport	I go to school by ..., my week, I like ...ing
CJ-5-2-03 asks and answers simple questions about himself, family, school, free time and other familiar topics	asks and answers simple questions understands family vocabulary names places in town talks about weather	Polly's family, places in town, Is it sunny?
CJ-5-3-01 finds information in a simple text on	Sums up simple texts	The Fabulous Fortune Family, What do people

English language 1	Year 4	
familiar topics	Answers following questions Decides if sentences are true or false	have for breakfast?, Legoland, London, What's on TV today?, Special Days, Cross-Curricular links – Comparing Ages, Healthy Eating
CJ-5-3-02 (with visual support) understands short texts about daily life	understands texts about daily life finds important information which he uses in following exercises fills in information about himself	our world - relatives, food, farming, my room, outdoor sports, jobs, seasons
CJ-5-4-01 writes a short text about himself, family, hobbies and daily life	Writes sentences about discussed topics Writes a short poem about favourite animal Writes a short entry from a holiday diary	my friends, my family, my daily meals, animals, poem, my class, my town, watching TV, my favourite day, my camping diary
CJ-5-4-02 fills in personal data into a form	Fills in /not only/personal data into various forms Writes a simple restaurant menu Creates a classroom chart based on a classroom questionnaire	my address, restaurant menu, class graph
Sectional topics, overlaps, connections		
PERSONALITY AND SOCIAL EDUCATION - communication		
Practicing effective communication in different situations		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		
Developing cooperation skills		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		
<p>Learning about the culture of English speaking countries</p> <p>EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – We discover Europe and the world</p> <p>Introduction to the facts about the English speaking countries</p> <p>PERSONALITY AND SOCIAL EDUCATION - interpersonal relationships</p> <p>Supporting good relationships centred behaviour</p> <p>Developing attention and respect for differences</p>		

English language 1	Year 5	
Educative and educational strategies	<ul style="list-style-type: none"> • Learning competences • Problem solving competences • Communicative competences • Social and personal competences • Civic competences • Work competences 	
RVP outputs	ŠVP outputs	Syllabus
CJ-5-1-01 understands teacher's simple instructions and questions which are given slowly and carefully	Asks about meaning of words Spells words	checking meaning spelling
CJ-5-1-02 with visual support understands the meaning of words and simple sentences which are spoken slowly and carefully	Uses familiar vocabulary Understands topics like school, free time, places in time Recognizes pronouns and comparatives	classroom, freetime, hobbies, places in town, pronouns, comparatives, animals
CJ-5-1-03 with visual support understands the meaning of a short simple spoken text	Simply sums up the content of a listening exercise Answers questions	description of a modern city routines animal behaviour
CJ-5-2-01 participates in simple conversations	Practises phone conversations Meets new people	phoning a friend meeting people
CJ-5-2-02 in a simple way talks about himself, school, family, free time activities	Uses familiar vocabulary and grammar structures talking about himself Describes his interests and town	interests, countries, nationalities, languages, likes and dislikes to be, to have got – affirmative/negative/questions my hobbies, my town
CJ-5-2-03 asks and answers simple questions about himself, family, school, free time and other familiar topics	Uses familiar tenses asking questions about discussed topics Looks for and offers travel information	to be/to have got – present simple and continuous questions asking for travel information

English language 1	Year 5	
CJ-5-3-01 finds information in a simple text on familiar topics	Finds important information in texts about English speaking countries and answers questions Solves crosswords and wordsearches	Brighton, London, Canada, Sydney wordsearches, crosswords, vocabulary puzzles
CJ-5-3-02 (with visual support) understands short texts about daily life	Finds correct answers in discussed texts Understands texts about endangered animals	reading: What are you into? The Red List – animals
CJ-5-4-01 writes a short text about himself, family, hobbies and daily life	Writes an introductory email/email about his town Creates posters and projects Writes a short text about his country Describes an animal photo/picture	writing – an email poster – About me, project – Famous city email – My town My country Description of a wildlife photo
CJ-5-4-02 fills in personal data into a form	Fills in missing information into a text Describes a person	Fact file: a description of somebody completing the text
Sectional topics, overlaps, connections		
PERSONALITY AND SOCIAL EDUCATION - communication		
Practicing effective communication in different situations		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		
Developing cooperation skills		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		
Learning about the culture of English speaking countries		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – We discover Europe and the world		
Introduction to the facts about the English speaking countries		
PERSONALITY AND SOCIAL EDUCATION - interpersonal relationships		
Supporting good relationships centred behaviour		
Developing attention and respect for differences		
ENVIROMENTAL EDUCATION – relationship between people and the environment		

English language 1	Year 5	
comparing living conditions in different parts of the world		
MEDIA EDUCATION – creating a media message		
Learning to create different types of media messages		
CITIZENSHIP EDUCATION – civic society and school		
Learning about different types of schools		
THINKING IN EUROPEAN AND GLOBAL TERMS – we are Europeans		
Learning about important historical moments of the English speaking countries		

English language 1	Year 6	
Educative and educational strategies	<ul style="list-style-type: none"> • Learning competences • Problem solving competences • Communicative competences • Social and personal competences • Civic competences • Work competences 	
RVP outputs	ŠVP outputs	Syllabus
CJ-9-1-01 understands information in easy listening activities	Understands listening activities on familiar topics Chooses correct information for fill-in activities	listening – school lunches, Strange town USA, weather forecast, culture – house schooling, Roman Britain, Britain's favourite games, famous explorers
CJ-9-1-02 understands the meaning of simple conversations on familiar topics	Understands simple conversation between native speakers Identifies important information Sums up the content of a conversation	activities in and out of school, trip to Brighton travel equipment, weather conditions, ordering food talking about a film or TV programme, video, games
CJ-9-2-01 communicates in common formal and informal situations	Uses present, past and future tense in (in)formal conversations	making and accepting and refusing invitations, making and responding to suggestions, planning a

English language 1	Year 6	
	Makes, accepts and refuses invitations suggests various programmes	camping weekend
CJ-9-2-02 talks about family, friends, school, free time activities and other topics	Talks about familiar topics discusses dis/advantages of home schooling uses grammar structures to express himself	about you – my school, names, activate – school lunch, sports, food home schooling I can..., I can't...
CJ-9-2-03 tells a simple story, describes an event, person, place or everyday objects	Describes events, activities and places in future and present tense Talks about interesting places in his country Makes true x false statements	my past experiences, last weekend, interesting places in my country, true and false sentences about past
CJ-9-3-01 finds missing information in simple everyday authentic materials	Chooses correct answers in fill-in activities about English speaking countries Works with different types of texts and quizzes	A day at Summerhill, The history of English names, Christopher Columbus, Roman Britain, Britain's Favourite Games Test your knowledges, The Name Quiz, Time Traveller Game, Vocabulary Puzzles
CJ-9-3-02 finds information in short simple texts	Identifies important information in texts on different topics Works with non-fiction texts Sums up dis/advantages of boarding schools	Boarding school, The Life of Marie Curie, Video games, The Rubik's cube, On the top of the World
CJ-9-4-01fills in personal data in a form	Uses un/countable nouns when talking about food and meals Finds information in charts and uses it in texts	un/countables – what I eat and drink Adam's school, a Roman villa, writing a profile, a school trip
CJ-9-4-02 writes simple texts about himself, family, school, free time and other discussed topics	Creates topic based projects Writes a short text about his favourite town Writes a profile of a popular sportsperson Describes school trip, family holiday	my dream school my favourite town or city a profile of a famous sportsperson a school trip, an expedition blog

English language 1	Year 6	
CJ-9-4-03 answers a simple written message	Writes an email about his school	writing – an email about school
Sectional topics, overlaps, connections		
PERSONALITY AND SOCIAL EDUCATION - communication		
Practicing effective communication in different situations		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		
Developing cooperation skills		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		
Learning about the culture of English speaking countries		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – We discover Europe and the world		
Introduction to the facts about the English speaking countries		
PERSONALITY AND SOCIAL EDUCATION - interpersonal relationships		
Supporting good relationships centred behaviour		
Developing attention and respect for differences		
CITIZENSHIP EDUCATION – Civic society and school		
Learning about different types of school		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are Europeans		
Learning about important moments in the history of the English speaking countries		
PERSONALITY AND SOCIAL EDUCATION - problem solving and decision making		
Development of problem solving skills		
PERSONALITY AND SOCIAL EDUCATION – creativity		
Practicing creativity in different types of communication		
MULTICULTURAL EDUCATION - Multiculturality		
Learning about the history of various English expressions		
MULTICULTURAL EDUCATION – Ethnic origin		

English language 1	Year 6	
Learning about the lifestyle of various ethnicities living in the English speaking countries		

English language 1	Year 7	
Educative and educational strategies	<ul style="list-style-type: none"> • Learning competences • Problem solving competences • Communicative competences • Social and personal competences • Civic competences • Work competences 	
RVP outputs	ŠVP outputs	Syllabus
CJ-9-1-01 understands information in easy listening activities	Compares a picture with listening and fills in missing information in a text Understands simple listening and answers questions	our home: A British family and their possessions, Allan's hotel room, How good is your memory?, Last Weekend, directions Milestones: Who's Who?, giving personal informations: Joining a club, An event in the past
CJ-9-1-02 understands the meaning of simple conversations on familiar topics	Sums up the meaning of a conversation and chooses correct answer After listening decides if sentences are true or false	Money Matters, Housework, Geographical features listening – true x false sentences, location of things
CJ-9-2-01 communicates in common formal and informal situations	Asks and answers personal questions Shares and listens to opinions Leads discussion to reach a compromise Talks about foreign holiday	exchanging personal information asking for and giving opinion making requests and compromises holiday in another country
CJ-9-2-02 talks about family, friends, school, free time activities and other topics	Talks about school Describes his home Tests his memory	talking about school my home How good is your memory?
CJ-9-2-03 tells a simple story, describes an event,	Talks about his habits	present simple facts and habits

English language 1	Year 7	
person, place or everyday objects	Describes his daily activities, past events and experiences Describes a picture or a photo	free-time activities position of objects past events in my life, expressing interest
CJ-9-3-01 finds missing information in simple everyday authentic materials	Understands texts about English speaking countries Answers questions followed up questions	Pocket money, Homes in Britain, Teenage years, Adventure sports in New Zealand
CJ-9-3-02 finds information in short simple texts	Finds answers in various texts about life styles	A different life, Living on a houseboat, Remember this!, Daredevils
CJ-9-4-01 fills in personal data in a form	Writes his internet profile Fills in crosswords and wordsearches	An internet profile crosswords – everyday objects, housework, wordsearch – adjectives, vocabulary puzzles – everyday objects, at home, adjectives, prepositions
CJ-9-4-02 writes simple texts about himself, family, school, free time and other discussed topics	Creates a poster about his future and family Describes his ideal home, favourite photos Writes an email about his holiday Describes an important event in his life	collection for the future family history poster a perfect place to live favourite photos – present continuous my holiday a day to remember
CJ-9-4-03 answers a simple written message	Answers an email and a holiday postcard	e-mail – A good weekend writing a poscard
Sectional topics, overlaps, connections		
PERSONALITY AND SOCIAL EDUCATION - communication		
Practicing effective communication in different situations		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		
Developing cooperation skills		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		

English language 1	Year 7	
Learning about the culture of English speaking countries EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – We discover Europe and the world Introduction to the facts about the English speaking countries PERSONALITY AND SOCIAL EDUCATION - interpersonal relationships Supporting good relationships centred behaviour Developing attention and respect for differences		
CITIZENSHIP EDUCATION – Civic society and school		
Learning about different types of school		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are Europeans		
Learning about important moments in the history of the English speaking countries		
MEDIA EDUCATION – creating a media message		
Learning to create different types of media messages		
PERSONALITY AND SOCIAL EDUCATION - problem solving and decision making		
Development of problem solving skills		
PERSONALITY AND SOCIAL EDUCATION – creativity		
Practicing creativity in different types of communication		
MULTICULTURAL EDUCATION - Multiculturalism		
Learning about the history of various English expressions		
MULTICULTURAL EDUCATION – Ethnic origin		
Learning about the lifestyle of various ethnicities living in the English speaking countries		

English language 1	Year 8	
Educative and educational strategies	<ul style="list-style-type: none"> • Learning competences • Problem solving competences 	

English language 1	Year 8	
	<ul style="list-style-type: none"> • Communicative competences • Social and personal competences • Civic competences • Work competences 	
RVP outputs	ŠVP outputs	Syllabus
CJ-9-1-01 understands information in easy listening activities	Identifies important information in a listening exercise and uses it in fill in exercises Compares ideas Judges quality of things	comparing ideas quality of things What does this word mean? talking to people interviewing people
CJ-9-1-02 understands the meaning of simple conversations on familiar topics	Arranges tickets for a cultural event. Leaves a phone message Calls a medical helpline	buying tickets leaving a phone message for someone phoning a medical helpline
CJ-9-2-01 communicates in common formal and informal situations	Chooses a present Expresses and asks for opinions Makes plans	choosing a present asking and giving opinions making plans and arrangements
CJ-9-2-02 talks about family, friends, school, free time activities and other topics	Describes his feelings and sports results Expresses probability Suggests solutions for problems	sports, time and numbers describing feelings about activities expressing probability helping with problems
CJ-9-2-03 tells a simple story, describes an event, person, place or everyday objects	Talks about his favourite celebrities Describes animals Talks about his horoscope	Skills and people adjectives – describing animals Your stars

English language 1	Year 8	
CJ-9-3-01 finds missing information in simple everyday authentic materials	Finds important information in texts about English speaking countries Sums up the content of texts	National festivals The USA in numbers The police Natural science – adapting to the environment Language and literature – stories
CJ-9-3-02 finds information in short simple texts	Sums up the content of familiar texts Chooses correct answers	Women in sports Superstitions Learning at home
CJ-9-4-01 fills in personal data in a form	Expresses his opinion Sums up the results of a research or a questionnaire Solves crosswords	Expressing an opinion Report on a survey crosswords
CJ-9-4-02 writes simple texts about himself, family, school, free time and other discussed topics	Describes his qualities, abilities and fears	abilities and qualities fears and future plans
CJ-9-4-03 answers a simple written message	Writes emails and formal letters	writing an email formal letter
Sectional topics, overlaps, connections		
MEDIA EDUCATION – creating a media message		
Learning to create different types of media messages		
MULTICULTURAL EDUCATION – Ethnic origin		
Learning about the lifestyle of various ethnicities living in the English speaking countries		
PERSONALITY AND SOCIAL EDUCATION - communication		
Practicing effective communication in different situations		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		

English language 1	Year 8	
Developing cooperation skills		
PERSONALITY AND SOCIAL EDUCATION – creativity		
Practicing creativity in different types of communication		
PERSONALITY AND SOCIAL EDUCATION - interpersonal relationships Supporting good relationships centred behaviour Developing attention and respect for differences		
PERSONALITY AND SOCIAL EDUCATION - problem solving and decision making		
Development of problem solving skills		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		
Learning about the culture of English speaking countries EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – We discover Europe and the world Introduction to the facts about the English speaking countries		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are Europeans		
Learning about important moments in the history of the English speaking countries		
PERSONALITY AND SOCIAL EDUCATION - Psychohygiene		
Awareness of one’s fears and learning how to cope with stressful situations		

English language 1	Year 9	
Educative and educational strategies	<ul style="list-style-type: none"> • Learning competences • Problem solving competences • Communicative competences • Social and personal competences • Civic competences • Work competences 	

English language 1	Year 9	
RVP outputs	ŠVP outputs	Syllabus
CJ-9-1-01 understands information in easy listening activities	Understands the meaning of listening activities about the internet, school, environment Chooses correct answer Identifies and uses important information	internet personal qualities school life food waste interview about rainforest
CJ-9-1-02 understands the meaning of simple conversations on familiar topics	Understands the meaning of a conversation Uses key words and phrases	apologizing and explaining things asking for and giving advice plans and arrangements expressing doubt
CJ-9-2-01 communicates in common formal and informal situations	Talks about websites and problems at school in formal and informal situations Describes a picture	talking about websites describing people talking about problems at school discussing a picture
CJ-9-2-02 talks about family, friends, school, free time activities and other topics	Describes his day at home and at school Talks about his past, present and future abilities	talking about my experience rules at school, home thinking about my future my abilities in the past, present and future
CJ-9-2-03 tells a simple story, describes an event, person, place or everyday objects	Talks about his experience Describes people, events and things in his everyday life Uses comparatives and superlatives	living abroad describing my best friend, a good role model my worst/best school experience my favourite book, film plot my last visit to the cinema
CJ-9-3-01 finds missing information in simple everyday authentic materials	Understands product labels Finds information at websites	reading labels on products reading websites newspapers headlines and articles social networks
CJ-9-3-02 finds information in short simple texts	Identifies important information in short texts	Reality Tv Celebrity Culture

English language 1	Year 9	
	sums up the content of a text	Movie Technology
CJ-9-4-01 fills in personal data in a form	Writes a CV, formal letter	A biography Formal letter
CJ-9-4-02 writes simple texts about himself, family, school, free time and other discussed topics	Expresses his opinion Writes a book review	Expressing opinion Writing a book review
CJ-9-4-03 answers a simple written message	Writes comments on a website	Comment on a website
Sectional topics, overlaps, connections		
MEDIA EDUCATION – creating a media message		
Learning to create different types of media messages		
MULTICULTURAL EDUCATION – Ethnic origin		
Learning about the lifestyle of various ethnicities living in the English speaking countries		
PERSONALITY AND SOCIAL EDUCATION - communication		
Practicing effective communication in different situations		
PERSONALITY AND SOCIAL EDUCATION – cooperation and competition		
Developing cooperation skills		
PERSONALITY AND SOCIAL EDUCATION – creativity		
Practicing creativity in different types of communication		
PERSONALITY AND SOCIAL EDUCATION - interpersonal relationships		
Supporting good relationships centred behaviour		
Developing attention and respect for differences		
PERSONALITY AND SOCIAL EDUCATION - problem solving and decision making		
Development of problem solving skills		

English language 1	Year 9	
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are interested in Europe and the world		
Learning about the culture of English speaking countries		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – We discover Europe and the world		
Introduction to the facts about the English speaking countries		
EDUCATION IN GLOBAL AND EUROPEAN CENTRED THINKING – we are Europeans		
Learning about important moments in the history of the English speaking countries		
PERSONALITY AND SOCIAL EDUCATION - Psychohygiene		
Awareness of one's fears and learning how to cope with stressful situations		
DEMOCRATIC CITIZENSHIP EDUCATION – citizen, civic society and state		
Learning about basic forms of public participation		
DEMOCRATIC CITIZENSHIP EDUCATION – civic society and school		
Learning about different types of schools		
ENVIROMENTAL EDUCATION – elementary life conditions		
Learning about enviromental threats and protection		
Learning about enviromental and charity organizations		
MEDIA EDUCATION – media in society		
The influence of media on culture and society		

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