

TEACHING ENGLISH VOCABULARY TO VERY YOUNG LEARNERS

A GUIDE FOR PRE-SCHOOL TEACHERS IN P4



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1. INTRODUCTION

Welcome to the materials book that we have been developing for the project *Content and Language Integrated Learning in Pre-primary Education* (Universitat Internacional de Catalunya). In this mini book, you will find the materials that were developed for the Four Seasons Units and for other units that seemed relevant for some of the courses.

In this book, you will find several worksheets that you can freely use in your classes if you need extra work for your students to do. You also have all this materials on Google drive, so you can print or use the worksheets separately from the book.

There are also words and expressions that, after carrying out the pedagogical intervention, seemed necessary for the students to learn during pre-primary education. Therefore, this book is also a collection of all those words that kids should know by the end of P5.

We have also included the glossary for the Morning Routines. You will find this both in Catalan and English, since this is an activity that it is done in the two languages. Moreover, at the end of the book you can also find some teaching tips that may be useful for novice teachers.

Hope you enjoy the book!

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Helena Roquet

2. MAP OF TEACHER'S GUIDE



MODULE 1 - SEASONS

UNIT 1: AUTUMN

VOCABULARY	OBJECTIVES	GRAMMAR	PAGE
<p>Main Vocabulary: glove, scarf, warm clothes, red, yellow, autumn time, colder, leaf, wind, on, tree, shaking, head, thunderstorm, sunny day, picnic, cookie, noise, darker, garden, wet, soaking wet, dry, flashing, banging, over, jumping up and down, up, down, muddy, puddle</p> <p>Additional Vocabulary: orange, brown, green, tree, squirrel, cat, rainy, worm, owl, acorn, Halloween, ghost, moon, bat, witch, pumpkin, night</p>	<p>SSs will be able to:</p> <ul style="list-style-type: none"> - hear and practice new words related to autumn - talk about colors in autumn - talk about clothes worn during autumn 'e.g. What do we wear in autumn?' - say 'the weather is colder.' / 'it's freezing cold.' / 'It's a sunny day.' - use words in phrases such as 'e.g. They are having a picnic (or going for a picnic).' 	<p>Structure:</p> <p>Comparative form 'e.g. colder'</p> <p>Plural form 'e.g. leaves'</p> <p>Gerunds 'e.g. The man is shaking the tree.'</p>	8

UNIT 2: WINTER

VOCABULARY	OBJECTIVES	GRAMMAR	PAGE
<p>Main Vocabulary: winter, snowman, snowflake, mouth, nose, carrot, jacket, coat, gloves, hat, scarf, buttons</p> <p>Additional Vocabulary: skiing, hot chocolate, snowball, boots, penguin, polar bear, reindeer, star, cold, frozen, snowy, footprints, presents, Christmas tree, Jesus, Three Wise Men, Bethlehem, angel, shepherd</p>	<p>SSs will be able to:</p> <ul style="list-style-type: none"> - hear and practice new words related to winter - talk about clothes worn during winter 'e.g. What do we wear in autumn?' - talk about certain body parts of a snowman 'e.g. nose' / 'e.g. mouth' - hear and practice about Christmas concepts - describe a snowman 	<p>Structure:</p> <p>Plural form 'e.g. gloves' 'e.g. buttons'</p> <p>Have got/has got 'e.g. The snowman has got a carrot nose.'</p>	17

UNIT 3: SPRING

VOCABULARY	OBJECTIVES	GRAMMAR	PAGE
<p>Main Vocabulary: flower, water, rainbow, garden, waterer, umbrella, chicken, ladybug, rabbit, frog, butterfly, fish, caterpillar, apple, banana, orange, green, pink, purple, blue, dragon, rose, princess, chocolate egg, book, cake</p>	<p>SSs will be able to:</p> <ul style="list-style-type: none"> - hear and practice new words related to spring - talk about animals seen during spring 'e.g. What animals do we see in spring?' - talk about fruits of spring - talk about colours in nature during spring - talk about Sant Jordi Day, the characters and traditions 	<p>Structure:</p> <p>'Wh' questions 'e.g. What color is this flower? It is pink.'</p> <p>'e.g. What do we do in Sant Jordi?'</p>	23

UNIT 4: SUMMER

VOCABULARY	OBJECTIVES	GRAMMAR	PAGE
<p>Main Vocabulary: mosquito, starfish, octopus, seahorse, sea shell, watermelon, melon, apricot, peach, cherries, ice-cream, t-shirt, shorts, sandals, flip flops, sunglasses, cap, dress, skirt, swimming pool, swimming suit, goggles, towel, bucket, spade, sun cream, sandcastle, beach umbrella, beach ball, beach, sand, wave, tent, campfire, picnic</p>	<p>SSs will be able to:</p> <ul style="list-style-type: none"> - hear and practice new words related to summer - talk about sea animals 'e.g. What animals live in the sea?' - talk about fruits and other foods in summer - talk about summer & beach clothes - talk about beach activities and toys 	<p>Structure:</p> <p>Like 'e.g. Do you like swimming?'</p> <p>Can/Can't 'e.g. Can you make/build a sandcastle?'</p> <p>'e.g. What do we do in Sant Jordi?'</p>	28

MODULE 2 – EXTRA UNITS



UNIT 5: THE BODY: A HEALTHY BODY AND 5 SENSES

VOCABULARY	OBJECTIVES	GRAMMAR	PAGE
<p>Main Vocabulary:</p> <p>trousers, socks, t-shirt, shoes, jacket, hat, running, climbing, jumping, hairbrush, soap, toothbrush, scissors, toilet paper, bread, sandwich, hamburger, doughnuts, candy, milk, fish, salad, chips, healthy food, junk food, hairbrush, soap, toothbrush, scissors, toilet paper, hearing</p> <p>smell, taste, touch, vision</p>	<p>SSs will be able to:</p> <ul style="list-style-type: none"> - hear and practice new words related to a healthy body and living healthily - talk about healthy & unhealthy foods and make comparisons between them - talk about clothes - talk about hygiene and cleaning rituals such as 'e.g. We brush our teeth before we sleep.' / 'We clean our hands before we eat.' - talk about 5 senses 'e.g. It smells good.' / 'e.g. It tastes yummy (or the opposite yucky). 	<p>Structure:</p> <p>Comparatives 'e.g. Fish is healthier/better than a hamburger.'</p> <p>Gerunds 'e.g. Running is good for your health.'</p> <p>Like + gerunds 'e.g. Do you like jumping?'</p>	34

UNIT 6: ANIMALS

VOCABULARY	OBJECTIVES	GRAMMAR	PAGE
<p>Main Vocabulary:</p> <p>farm, chicken, hen, chick, duck horse, sheep, cat, dog, goose, wolf pig, piglet, rabbit, bunny, cow, calf, goat, kid, beak, leg, head, wing, tail, hoof, mouth, breasts, horn</p>	<p>SSs will be able to:</p> <ul style="list-style-type: none"> - hear and practice new words related to farm animals, their babies and their body parts - compare the differences between the animals and their babies - learn and practice some adjectives to compare the differences between animals and their babies such as 	<p>Structure:</p> <p>Comparatives 'e.g. A pig is bigger than a piglet'</p> <p>Passive form 'e.g. A young cow is called a calf.'</p>	42

3. MORNING ROUTINES

The table below shows the glossary of expressions that was developed after observing several Morning Routine sessions, and also after several meetings with the tutors from P3 to P5. As was mentioned in the introduction, the expressions are both in Catalan in English, so both tutors and English teachers can use them.

BON DIA	GOOD MORNING
Bon dia	Good morning
Com esteu avui?	How are you today?
Esteu contents?	Are you happy?
Esteu cansats?	Are you tired?
Esteu tristos?	Are you sad?
Esteu adormits?	Are you sleepy?
Quin temps fa avui?	How's the weather today?
Avui fa sol	Today it's sunny
Avui plou	Today it's rainy
Avui està ennuvolat	Today it's cloudy
Avui neva	Today it's snowy
Qui ha vingut a l'escola avui?	Who's at school today?
Taula 1, qui falta?	Table One, who's missing?
Quants nens estan a casa?	How many children are at home?
Ahir era (dia 3) avui és...	Yesterday, it was the 3rd of...
Ahir era dimarts, avui és...	Yesterday was... and today is...

4. THE FOUR SEASONS

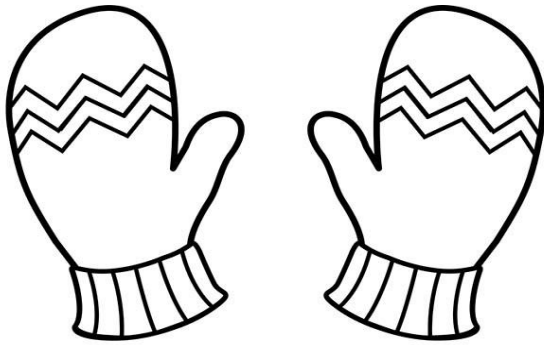
In this section of the booklet, we present a collection of all the materials that have been developed and piloted so far that are related to the topics of the four seasons. Each unit starts with a review of the target vocabulary that is included, which is then followed by all the worksheets that have been prepared, and concludes with a proposal of additional vocabulary related to the topic.

4.1. AUTUMN

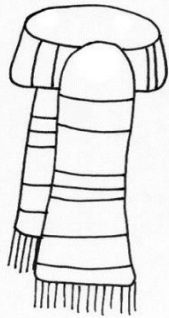
List of vocabulary for Autumn

Glove	Shaking	Dry
Scarf	Head	Flashing
Warm clothes	Thunderstorm	Banging
Red	Sunny day	Over
Yellow	Picnic	Jumping up and down
Autumn time	Cookie	Up
Colder	Noise	Down
Leaf	Darker	Muddy
Wind	Garden	Puddle
On	Wet	
Tree	Soaking wet	

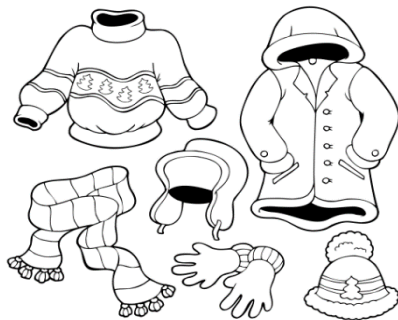
Autumn worksheet 1: Autumn colouring pictures



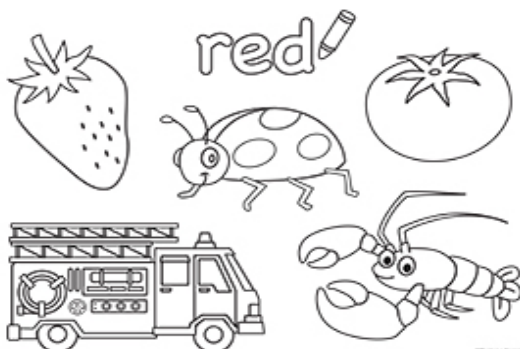
GLOVES



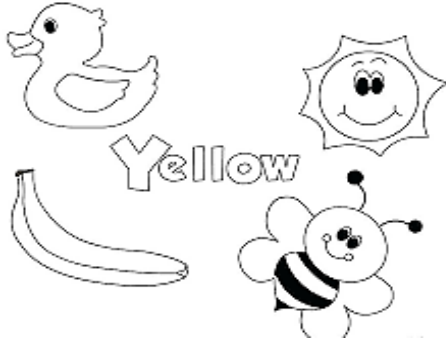
SCARF



WARM CLOTHES



RED



Yellow

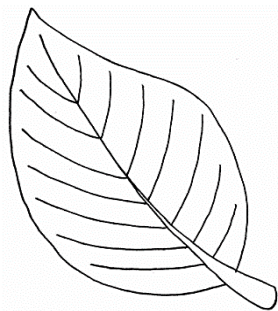
YELLOW



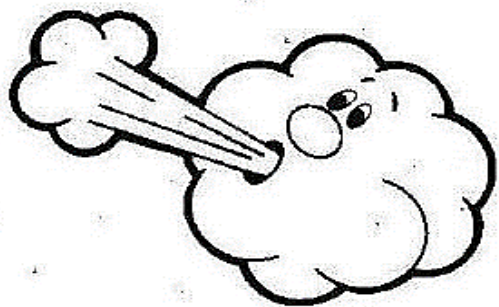
AUTUMN TIME



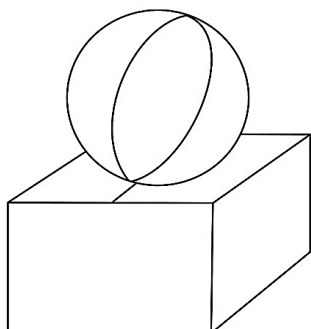
COLDER



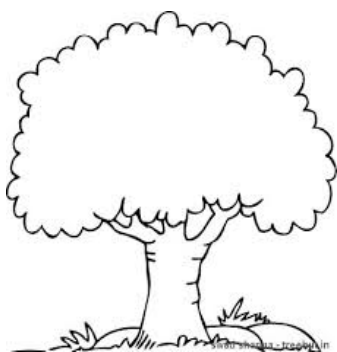
LEAF



WIND



ON



TREE



SHAKE



HEAD

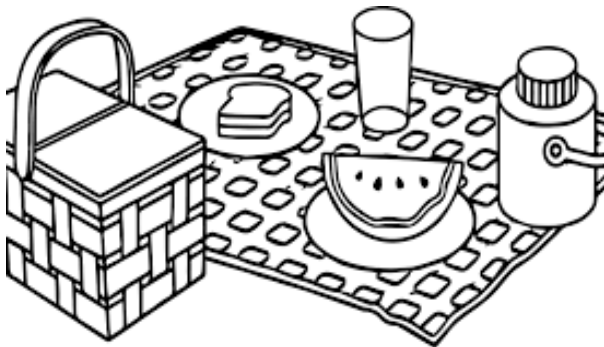
Autumn worksheet 2: Thunderstorm colouring pictures



THUNDERSTORM



SUNNY DAY



PICNIC



COOKIE



NOISE



DARKER



GARDEN



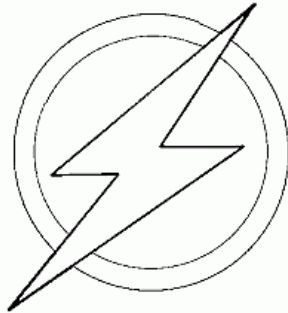
WET



SOAKING WET



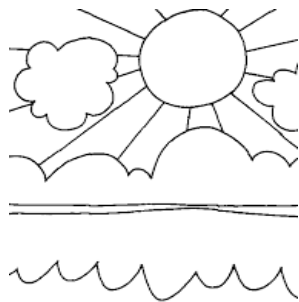
DRY



FLASH



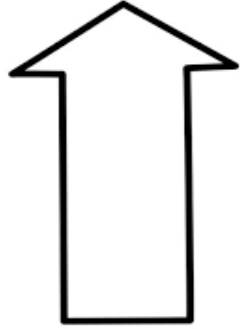
BANG



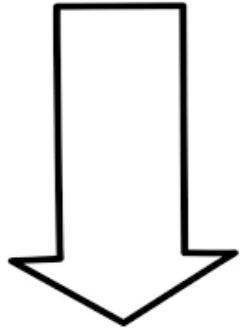
OVER



JUMPING UP AND
DOWN



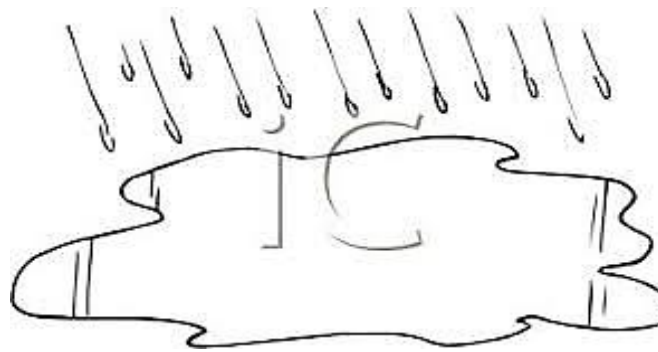
UP



DOWN



MUDDY



PUDDLE

Additional vocabulary related to Autumn

In addition to the vocabulary included in the worksheets above, we add here some extra vocabulary related to this season that could be worked on. The vocabulary presented here is the one that was prepared with the school teachers to be worked on during the 2019 – 2020 school year as part of the Vocabulary project done with the UIC. To work on the following vocabulary in class, you can use the flashcards.

COLOURS	ANIMALS / NATURE	HALLOWEEN
Orange	Tree	Halloween
Brown	Squirrel	Ghost
Green	Cat	Moon
	Rainy	Bat
	Worm	Witch
	Owl	Pumpkin
	Acorn	Night

4.2. WINTER

List of vocabulary for Winter

Winter	Mouth	Jacket
Snowman	Nose	Coat
Snowflake	Carrot	Gloves
		Hat
		Scarf
		Buttons

Winter worksheet 1: Winter

WINTER

There was a chubby _____

And he had a _____ nose

Along came a _____

And what do you suppose

The hungry little _____

Was looking for his lunch

He grabbed the snowman's _____ nose

NIBBLE! NIBBLE! CRUNCH!



Winter worksheet 2: Snowman

SNOWMAN



Winter worksheet 3: Winter clothes

WINTER CLOTHES



Jacket



Gloves



Hat



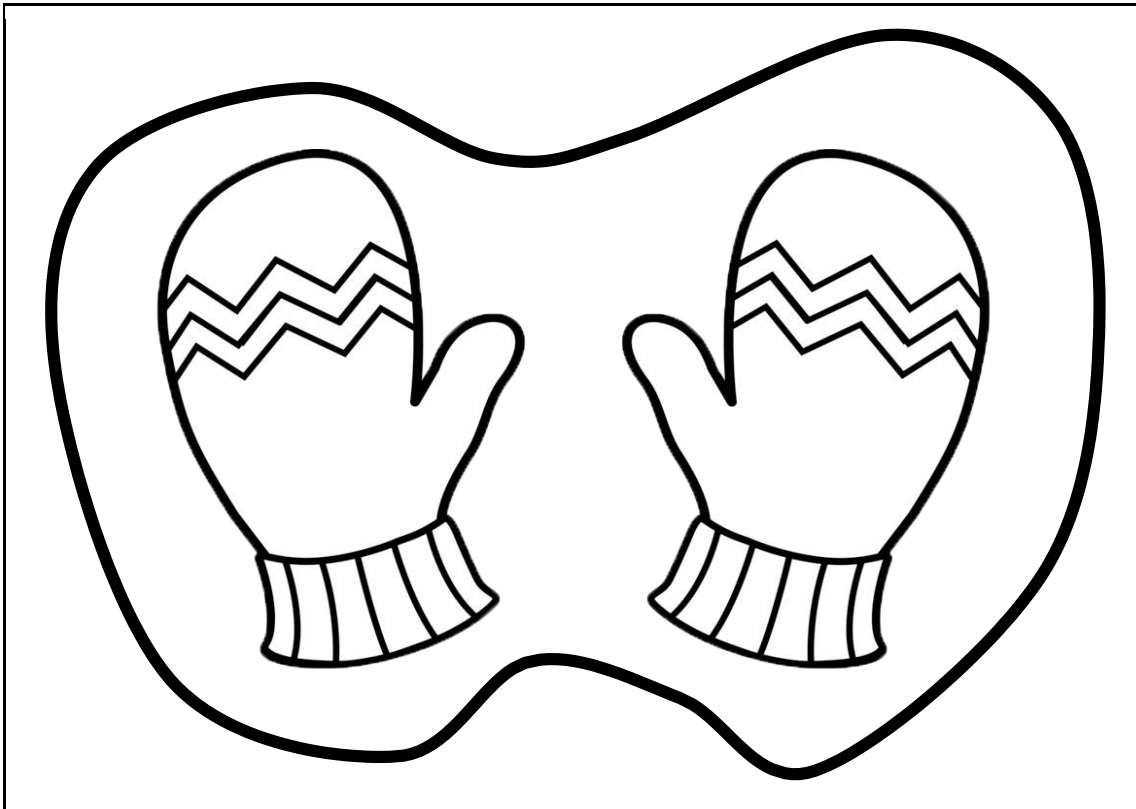
Scarf

Winter worksheet 4: Winter riddle

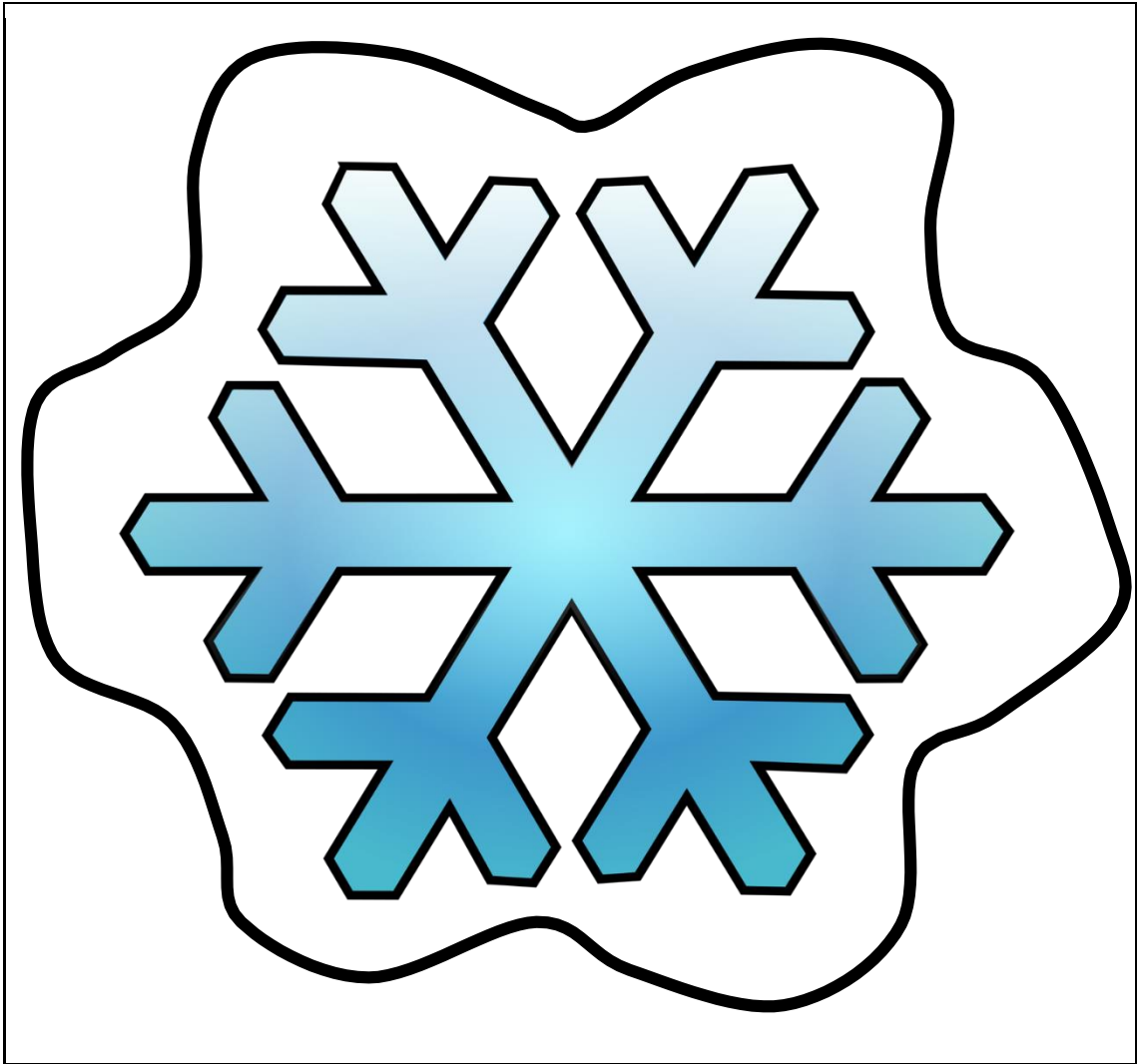
WINTER RIDDLE

When it's cold in winter
This is something you love
It's like tiny white stars
Falling from up above

Winter worksheet 5: Winter clothes



Winter worksheet 6: Snowflake cut out



Additional vocabulary related to Winter and Christmas

In addition to the vocabulary included in the worksheets above, we add here some extra vocabulary related to this season that could be worked on. The vocabulary presented here is the one that was prepared with the school teachers to be worked on during the 2019 – 2020 school year as part of the Vocabulary project done with the UIC. To work on the following vocabulary in class, you can use the flashcards.

SNOW	NATURE AND ANIMALS	CHRISTMAS
Skiing	Penguin	Presents
Hot chocolate	Polar bear	Christmas tree
Snowball	Reindeer	Jesus
Boots	Star	Three wise men
	Cold	Bethlehem
	Frozen	Angel
	Snowy	Shepherd
	Footprints	

4.3. SPRING

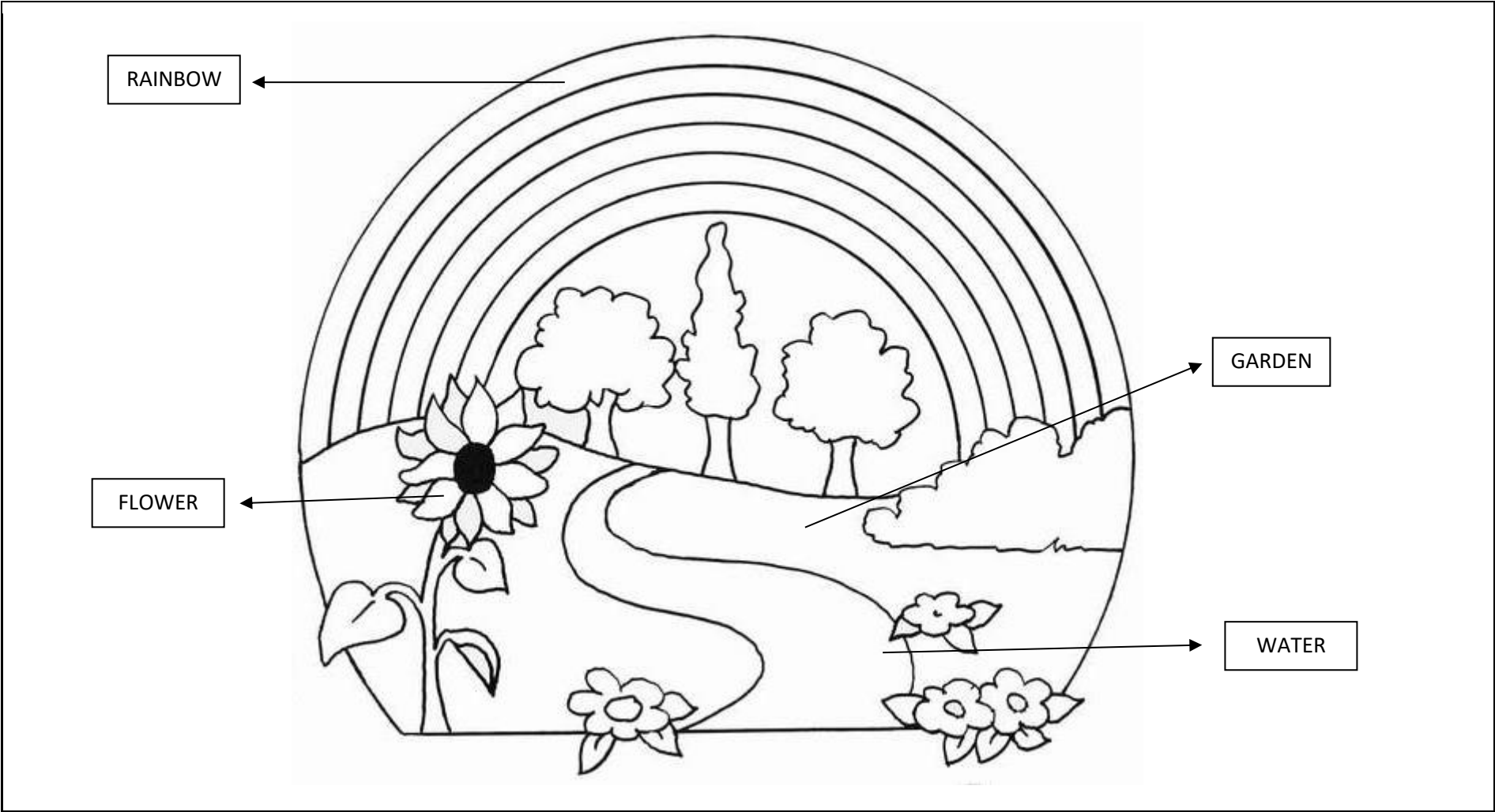
List of vocabulary for Spring

The vocabulary included in the worksheets below is the one that was prepared with the school teachers to be worked on during the 2019 – 2020 school year as part of the Vocabulary project done with the UIC. To work on the following vocabulary in class, you can use the flashcards or the worksheets below.

NATURE	ANIMALS	FOOD
Flower	Chicken	Apple
Water	Ladybug	Banana
Rainbow	Rabbit	Orange
Garden	Frog	
Waterer	Butterfly	
Umbrella	Fish	
	Caterpillar	

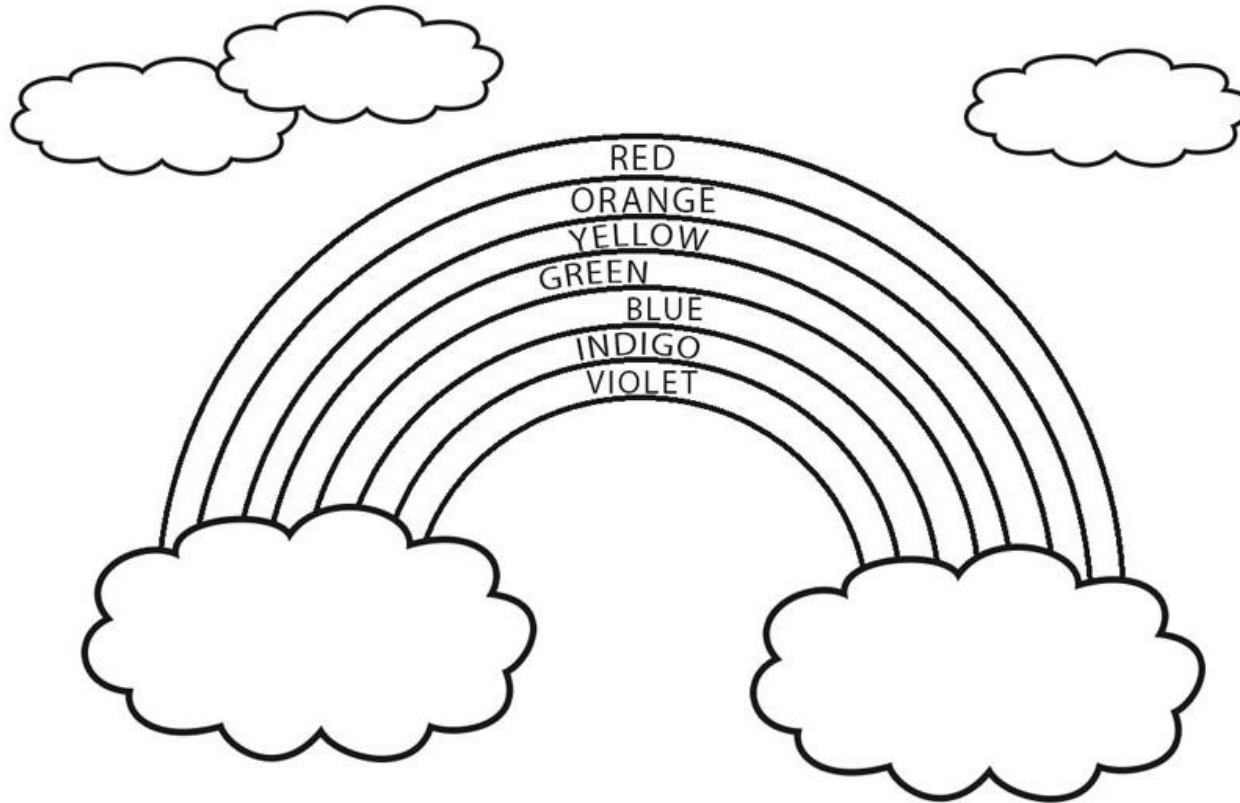
COLOURS	ST JORDI	EASTER
Green	Dragon	Chocolate egg
Pink	Rose	Book
Purple	Princess	Cake
Blue		

Spring Worksheet 1: Nature colouring picture

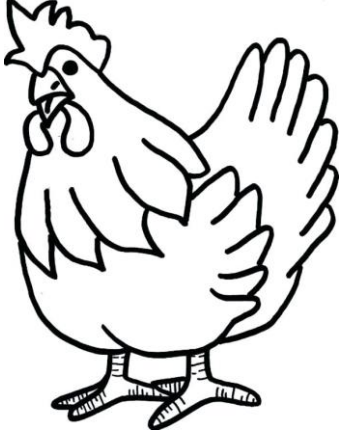
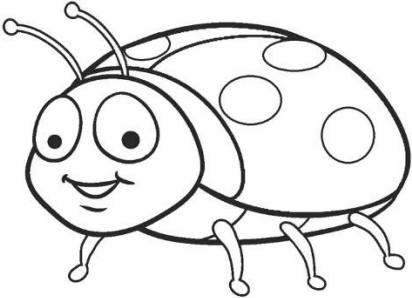
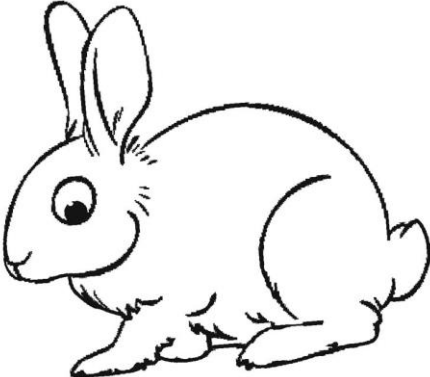
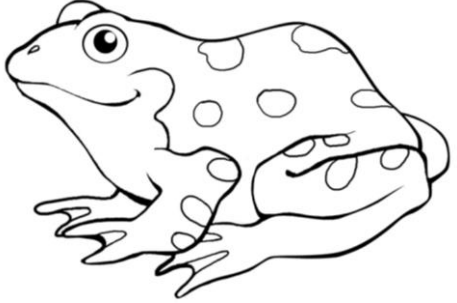
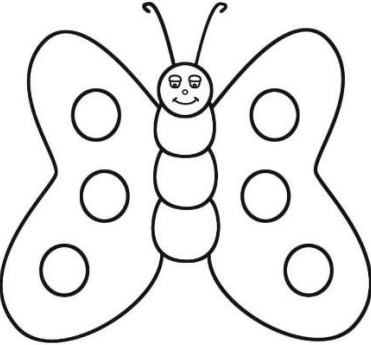
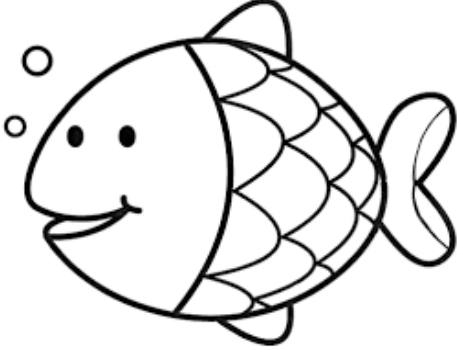
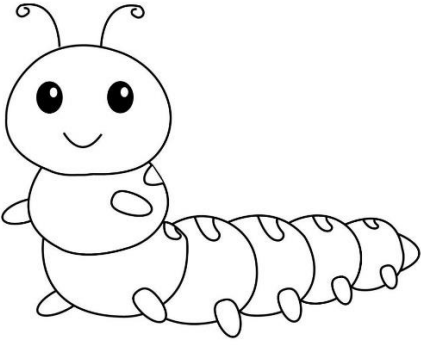
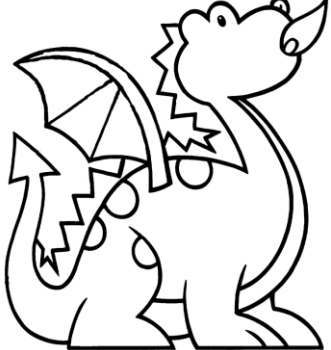


Spring Worksheet 2: The colours of the Rainbow

RAINBOW



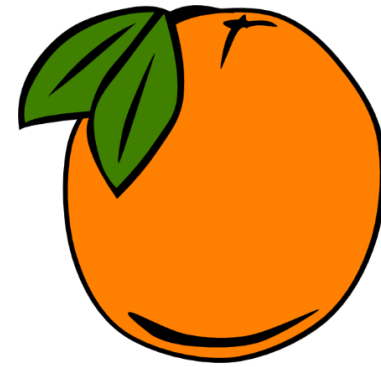
Spring Worksheet 3: Animals for colouring

			
CHICKEN	LADYBUG	RABBIT	FROG
			
BUTTERFLY	FISH	CATERPILLAR	DRAGON

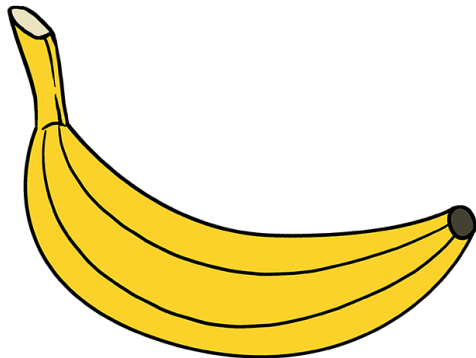
Spring Worksheet 4: The colours of the Rainbow



BROWN



ORANGE



RED



YELLOW

4.4. SUMMER

List of vocabulary for Summer

The vocabulary included in the worksheets below is the one that was prepared with the school teachers to be worked on during the 2019 – 2020 school year as part of the Vocabulary project done with the UIC. To work on the following vocabulary in class, you can use the worksheets below.

ANIMALS	FOOD	CLOTHES
Mosquito	Watermelon	T-shirt
Starfish	Melon	Shorts
Octopus	Apricot	Sandals
Seahorse	Peach	Flip flops
Sea shell	Cherries	Sunglasses
	Ice-cream	Cap
		Dress
		Skirt

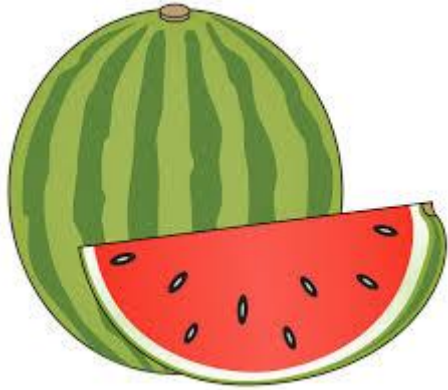
SWIMMING / BEACH	NATURE	CAMPING
Swimming pool	Beach	Tent
Swimming suit	Sand	Campfire
Goggles	Wave	Picnic
Towel		
Bucket		
Spade		
Sun cream		
Sandcastle		
Beach umbrella		
Beach ball		

Summer Worksheet 1: Match the words with the picture



T-SHIRT
SHORTS
SANDALS
FLIP FLOPS
SUNGLASSES
CAP
DRESS
SKIRT

Summer Worksheet 2: Summer food



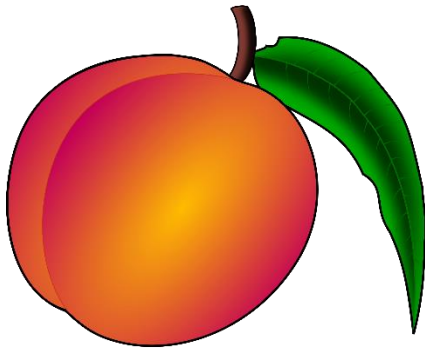
WATERMELON



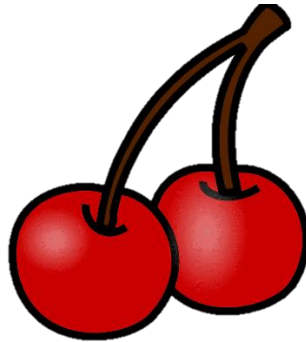
MELON



APRICOT



PEACH

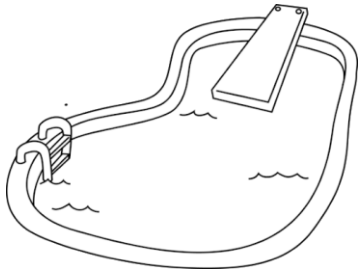


CHERRIES



ICE-CREAM

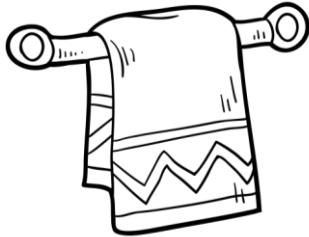
Summer worksheet 3: Summer colouring pictures



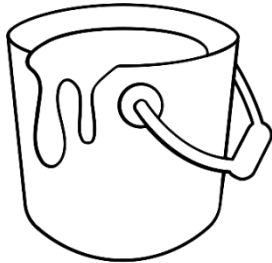
SWIMMING POOL



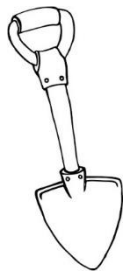
GOGGLES



TOWEL



BUCKET



SPADE



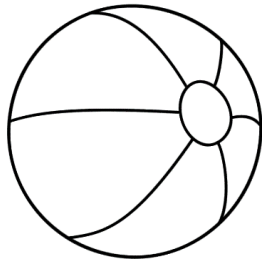
SUN CREAM



SANDCASTLE



BEACH UMBRELLA



BEACH BALL



BEACH



SAND

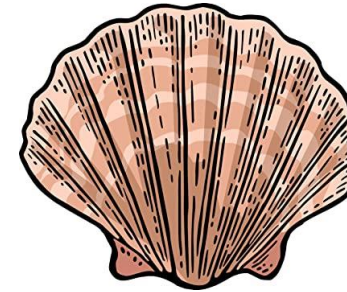


WAVE

Summer Worksheet 4: Summer Animals

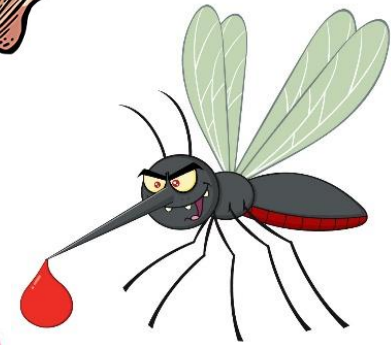


MOSQUITO



STARFISH

OCTOPUS



SEAHORSE



SEA SHELL



5. EXTRA MATERIALS

5.1. THE BODY: A HEALTHY BODY AND 5 SENSES

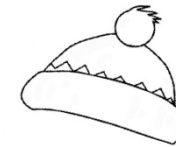
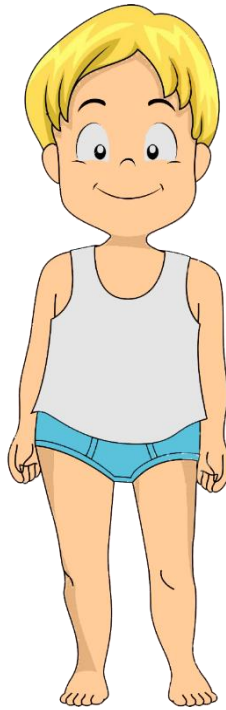
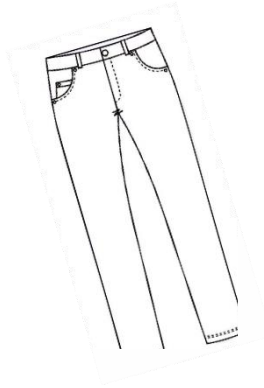
List of vocabulary for The body: a healthy body and 5 senses

Trousers	Running	Hairbrush
Socks	Climbing	Soap
T-shirt	Jumping	Toothbrush
Shoes		Scissors
Jacket		Toilet paper
Hat		

Bread	Hairbrush	Hearing
Sandwich	Soap	Smell
Hamburger	Toothbrush	Taste
Doughnuts	Scissors	Touch
Candy	Toilet paper	Vision
Milk		
Fish		
Salad		
Chips		
Healthy food		
Junk food		

The body worksheet 1: How do we get dressed?

HOW DO WE GET DRESSED?



The body worksheet 2: Animals and actions

MATCH THE ANIMAL AND
THE KID THAT DO THE SAME ACTION

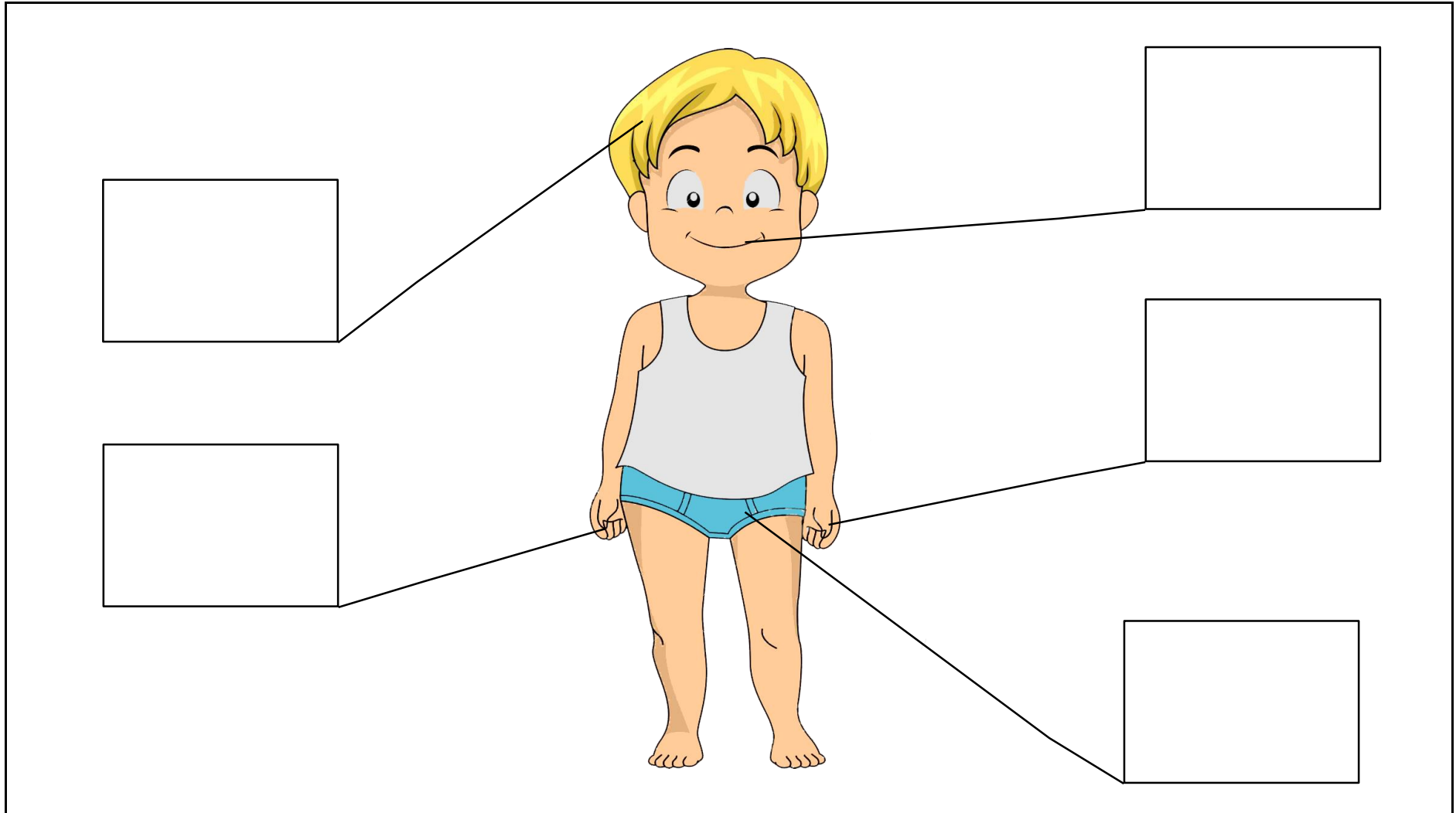


The body worksheet 3: Healthy food

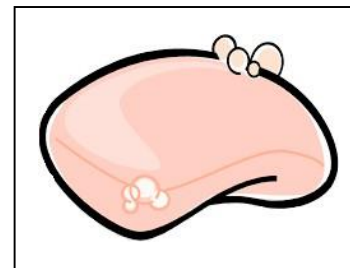
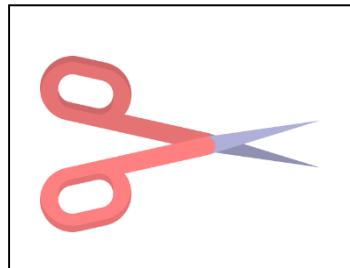
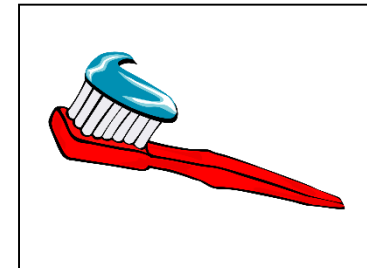
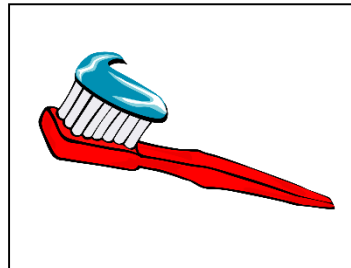
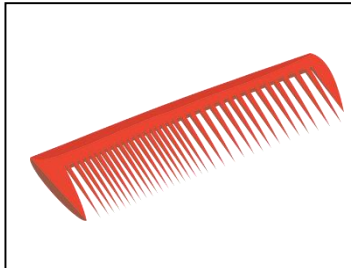
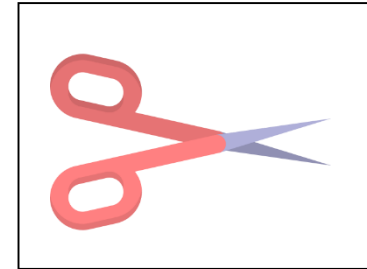
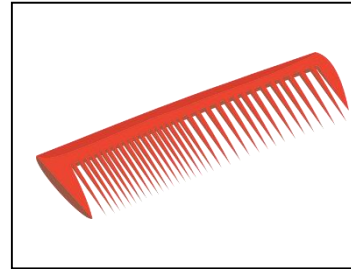
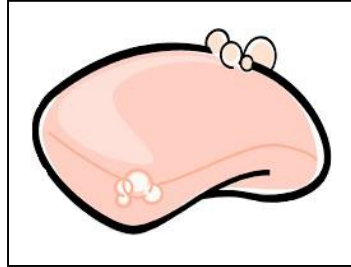
WHICH FOOD HELP US STAY HEALTHY?



The body worksheet 4: Name the body parts



The body worksheet 5: Memory game



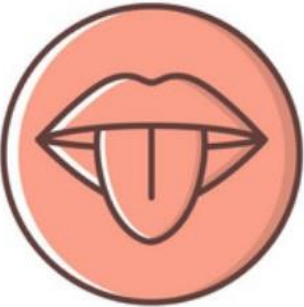
The body worksheet 6: 5 senses



HEARING



SMELL



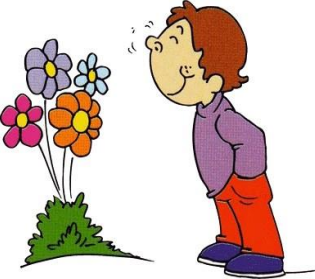
TASTE



TOUCH



VISION



The body worksheet 7: 5 senses

OUR FIVE SENSES



5.2. ANIMALS

List of vocabulary for Animals

Farm	Pig	Beak
Chicken	Piglet	Leg
Hen	Rabbit	Head
Chick	Bunny	Wing
Duck	Cow	Tail
Horse	Calf	Hoof
Sheep	Goat	Mouth
Cat	Kid	Breasts
Dog		Horn
Goose	First	
Wolf	Second	
	Third	

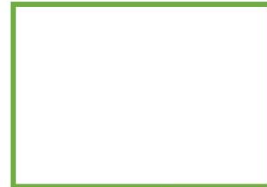
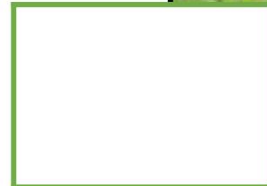
Animals worksheet 1: The Farm

THE FARM



Animals worksheet 2: Baby animals

BABY ANIMALS



Cut out the pictures and place them with their mother.



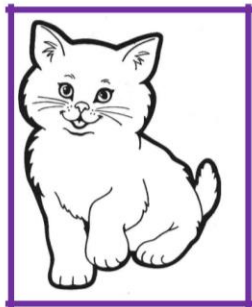
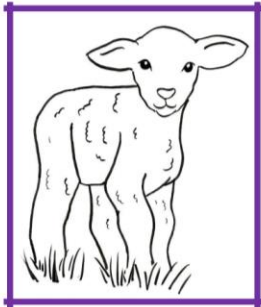
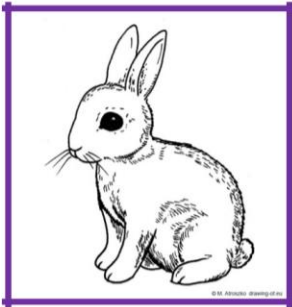
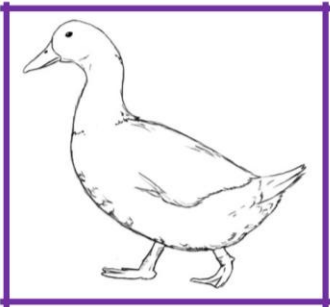
Animals worksheet 3: Farm animals

FARM ANIMALS



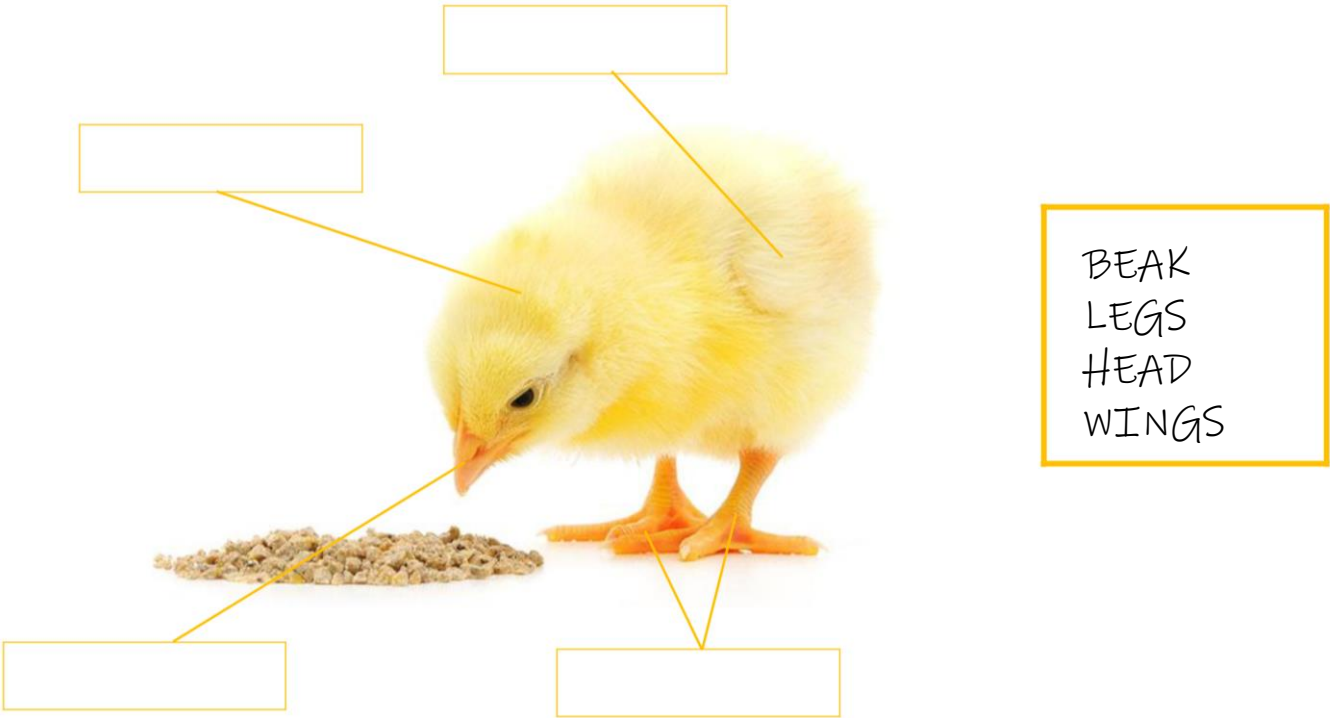
Animals worksheet 4: Similar animals

MATCH THE SIMILAR ANIMALS

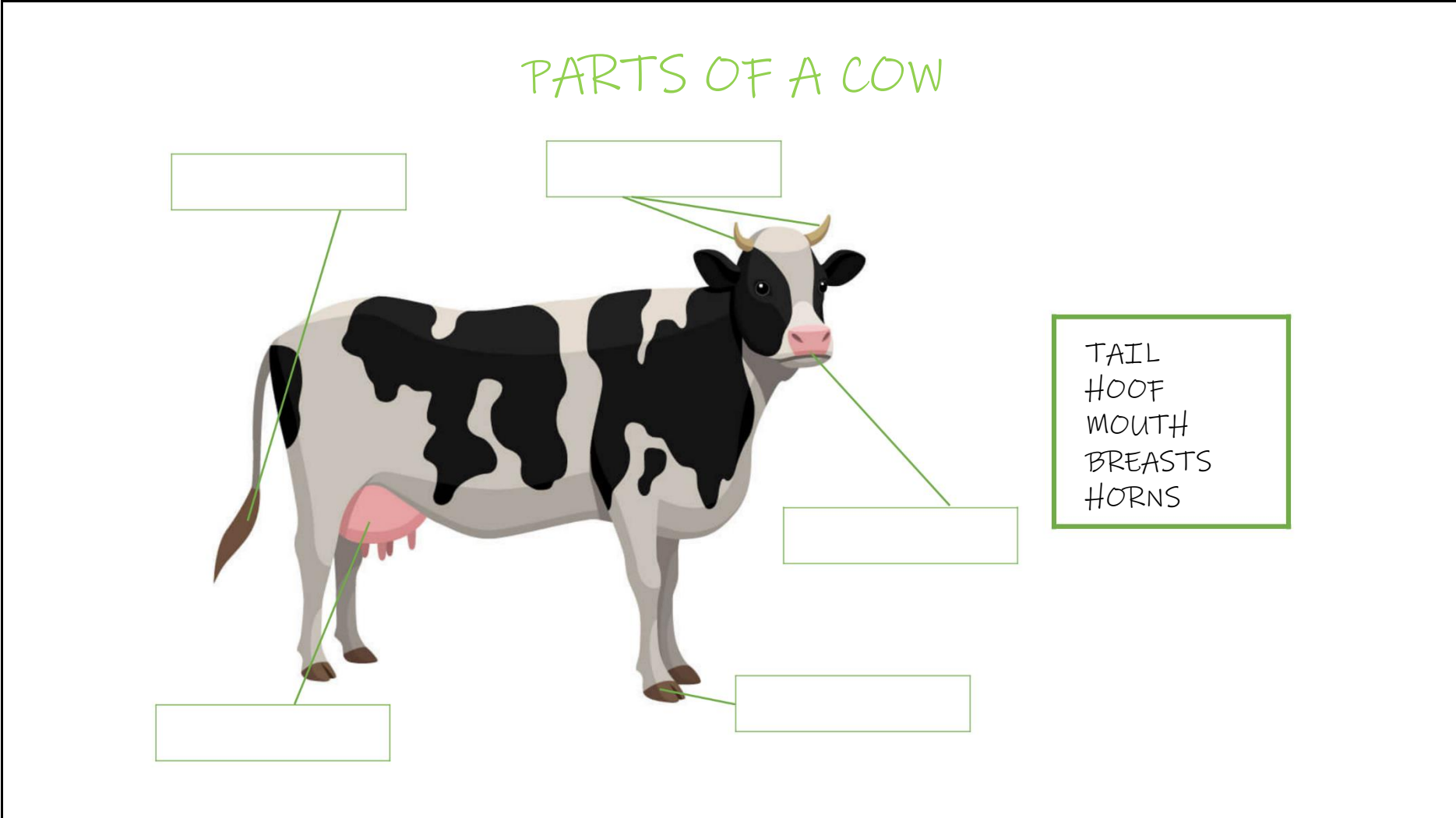


Animals worksheet 5: Parts of a chick

PARTS OF A CHICK



Animals worksheet 6: Parts of a cow



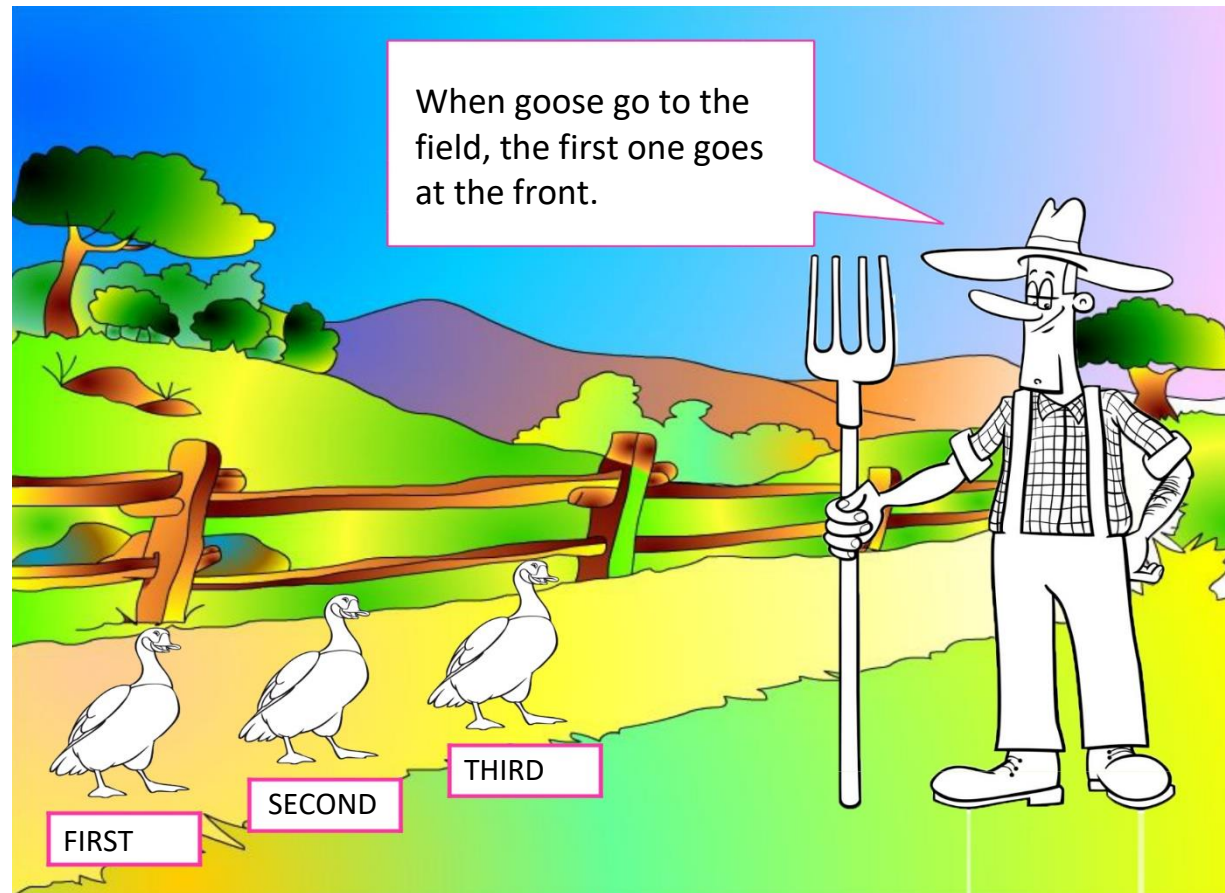
Animals worksheet 7: Animal sounds

SOUND: HIGH OR DEEP

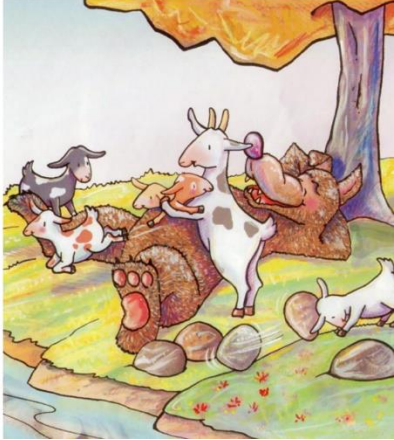
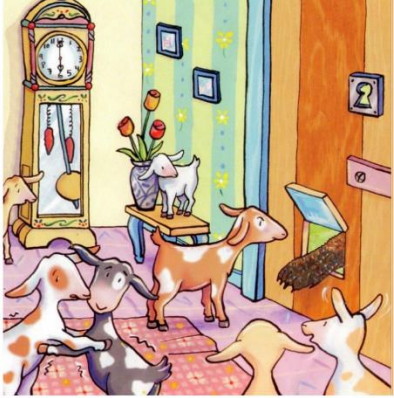


Animals worksheet 8: First, second, third

FIRST, SECOND, THIRD

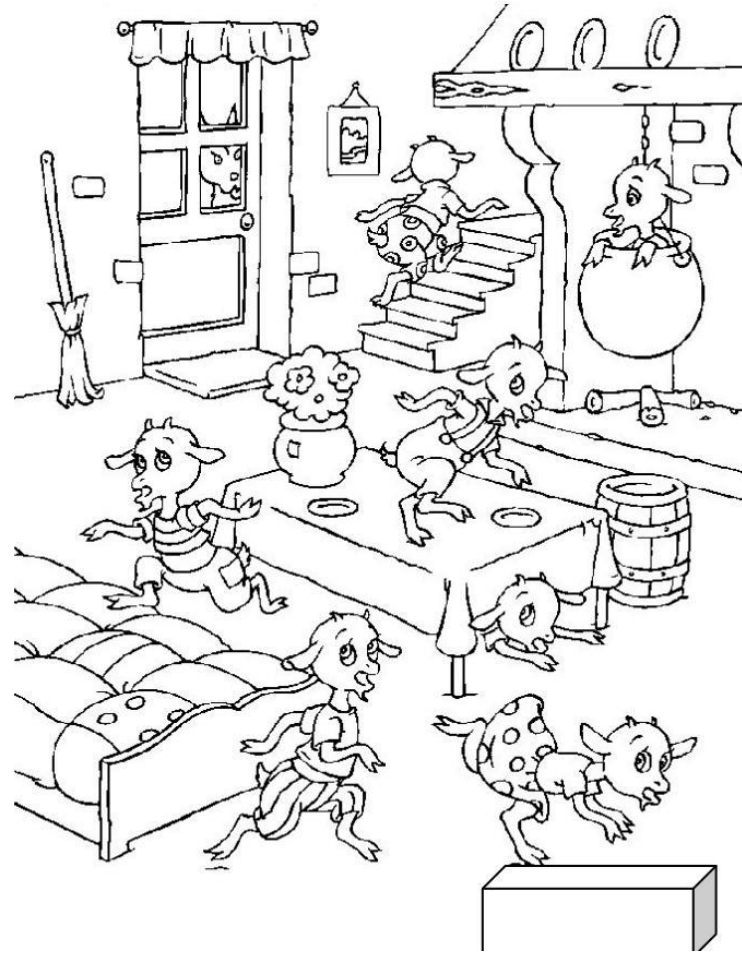


THE SEVEN GOATS AND THE WOLF



THE SEVEN GOATS AND THE WOLF

Find the 7 goats
and colour them.

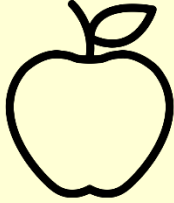


Animals worksheet 11: In the farm



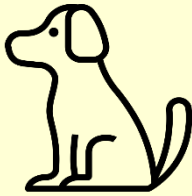
6. TEACHING TIPS: VOCABULARY TEACHING GAMES

APPLE/BALL PASS



Have all students sit in a circle. Use a fake apple or a ball and toss it to one student. But you must say one English word as you pass. The student then throws to another student and says a different English word (from the target word list). If the student you threw it to drops it, he/she is out (or if the student cannot say a word he/she is out). And the game keeps going until you have one winner. It can be played with different categories, such as food, animals etc.

ART GALLERY



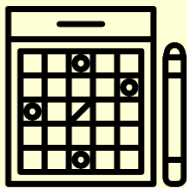
This is a great activity for reviewing vocabulary. Draw enough squares on the board for each student/team to be able to draw in. Have the students/teams write their names above their squares. Teacher calls out a word and the students draw it (could be simple nouns e.g. "dog, bookcase, train", verb structures e.g. "draw a man running, eating cake, sleeping") or adjectives ("draw a big elephant, an angry lion").

BANANA RACE



It is basically a QUIZ game in which you ask children questions (target vocabulary) like: "What's this? What fruit is red and round? What animal is this?" or the teacher simply draws items on the board, makes animal noises so that they guess. You can work with or split the class into small groups/teams if you have a large class. The teacher draws on the board a race track and each team or student will be a Monkey (stick a Monkey picture or flashcard on the board) waiting at the Starting Line. They will approach the Goal Line, the Bananas as they answer each question. Each right answer equals a step towards the Goal Line. The Monkey (one of the teams) who arrives there first, gets the bananas!

BINGO



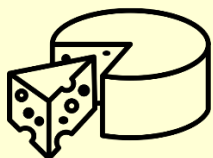
Give your learners a photocopy of flashcards for the vocabulary and a blank bingo card. Ask them to choose a certain number of vocabulary items and stick them onto their bingo card. Place a complete set of flashcards into a hat and pull them out one by one. The first player to cross off all the items on their bingo card shouts 'Bingo!'

BLINDFOLD GUESS



Blindfold a student and give him/her an object to feel. The student must guess what the object is just by feeling its shape. This works well with plastic food and plastic animals as they are a little challenging to guess. Make sure students use the structure "Is it a/an ...?".

CATEGORY GAME



Give each group a set of flashcards and ask them to put them into categories. For instance, animal flashcards could be divided into those with four legs, those with two; those that can fly, those that can't.

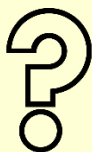
CHARADES



Have a student come to the front of the class and show a flashcard or whisper a word to that student. The student then acts out that word and the first student to guess can be the next player.

This works very well with action verbs. *Variation:* divide the class up into teams - the first student to guess wins a point for his/her team.

GUESS WHAT IT IS



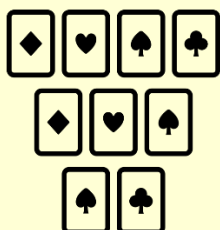
Place a number of flashcards on the board. Describe one of the cards without saying its name, for example, 'It's big.... It's got wings... It can't fly but it can run...' The team that guesses the correct card wins a point.

LINE TRUE OR FALSE



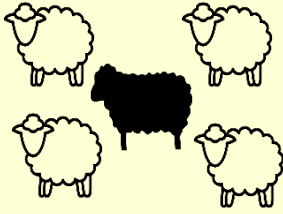
Put a line of tape or a length of rope on the floor and designate one side "True" and the other "False". Hold up an object or flashcard and say its word. If students think that you have said the correct word they jump on to the True side, if not they jump on to the False side.

MEMORY GAME



Give each group of learners a set of flashcards with two copies of each card. Ask them to place them in a grid face down on the table/floor. In turn, each player turns over two cards and says what they are. If they turn over the same cards, they keep them and have another go. If the cards are different, they turn them back over and the next player has a go. The player with the most pairs is the winner.

ODD-ONE-OUT



Stick three or four flashcards (may include words written on them) on the board. Students must choose / point at the odd-one-out (e.g. cat - horse - **cake** - bird). This activity works well as a starter to introduce a topic. It can be used to teach new vocabulary, but is also a good method to recycle old vocabulary that will be used in the 'new' topic.

PASS



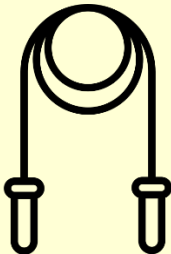
Sit the students with you in a circle. The teacher holds up an object or flashcard and says its name (e.g. "Pen"). The teacher then passes it on to the next student who also says its name and passes it on to the next student. *Variations:* change directions, speed rounds, have many objects going round at the same time.

PICTIONARY



This is a good activity for reviewing vocabulary. Pick a student and show him/her a picture or whisper a word into his/her ear. The student draws the picture on the board and the first student to guess what the picture is can come up to the board to draw the next picture. This can also be played in teams with a point system.

ROPE JUMP



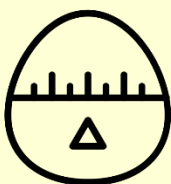
You need a rope for this one! Have students stand behind each other in a line. Hold a rope (have a student hold the other end) at a height that they should be able to jump over. On the other side of the rope spread out some objects or flashcards and a box. Call out the name of one of the objects/flashcards to the first student. S/he has to jump over the rope, pick up the correct object and put it in the box. For other rounds you can hold the rope down low, so have to crawl/roll under.

TELEPHONE



Put learners in a circle. Whisper a word to the learner on your left. They whisper the word to the person on their left and so on. The last person to hear the word has to write it on the board – see if the word is the same or if it's changed! Change places to give everyone a go.

TIME BOMB



Tell the students a topic and give an egg timer to pass around the class (set to 1 minute). Each student has to say a word in that topic (e.g. food: apple, cake, hotdog, carrot, bread, etc.) as the timer is passed before the time runs out.

TOUCH



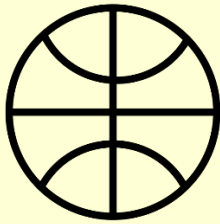
Have students run around the classroom touching things that teacher orders them to do (e.g. "Touch the table" "Touch a chair" "Touch your bag"). Colours work well for this, as students can touch anything of that colour (e.g. "Touch something green").

KIM'S GAME



Place the flashcards /objects on the board or a table. Give them a few moments to memorize the flashcards /objects and then tell them to close their eyes. Remove a card. Ask them to open their eyes and tell you which card is missing. The first student to guess the missing flashcard/object can keep it until the end of the game.

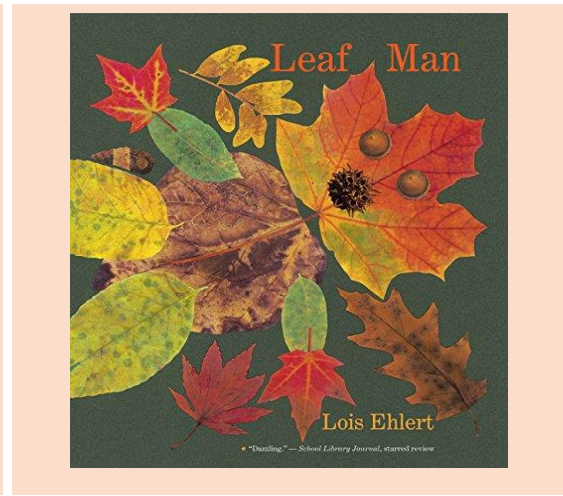
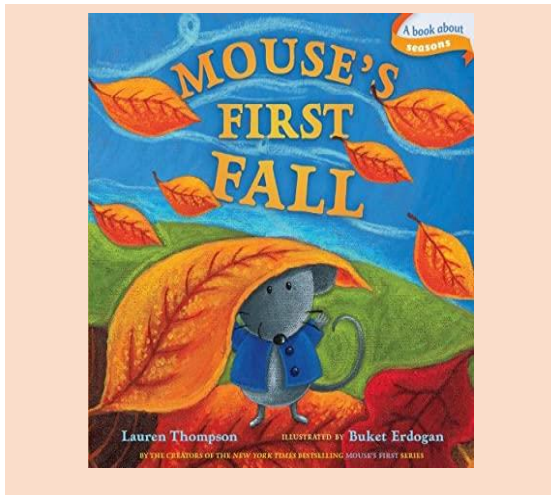
VOCABULARY BASKETBALL



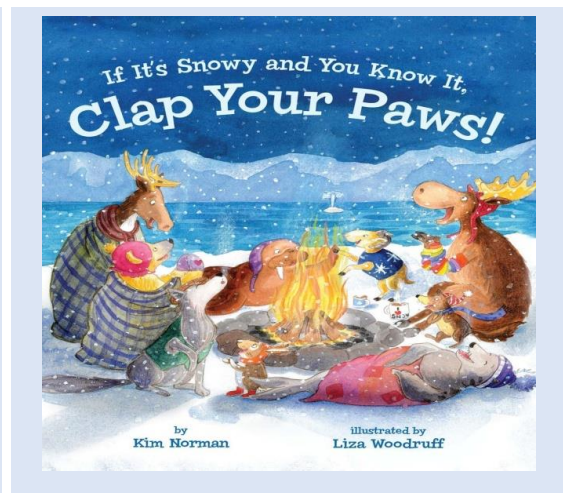
Students take a shot at the trash can/box/etc. Use the flashcards for the unit. First show a flashcard to Student 1 (E.g. If you are teaching emotions, show the "happy" flashcard). If s/he answers correctly then s/he can take a shot at the basket. If the student gets the ball in the basket then s/he wins 2 points. If the student hits the basket without going inside then s/he wins 1 point. The person who gets the most points is the winner. This can also be played in teams.

7. RECOMMENDED STORY BOOKS

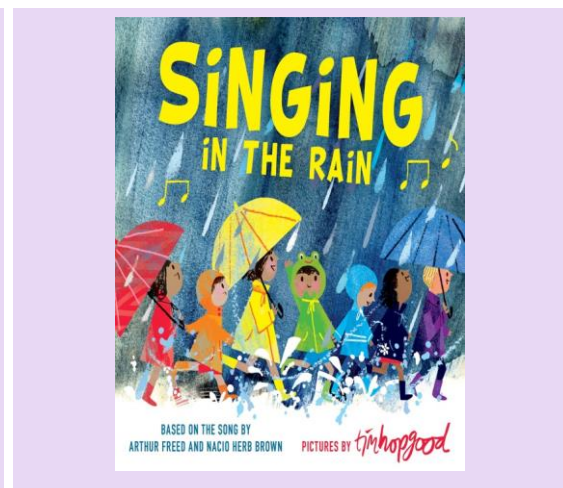
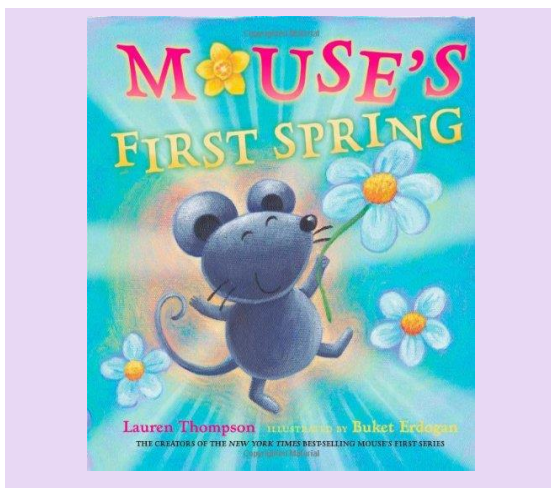
AUTUMN



WINTER



SPRING



8. RECOMMENDED VIDEOS FOR P4

UNIT	VIDEO	LINK TO VIDEO
Autumn	Pocoyo - Halloween Tales	https://www.youtube.com/watch?v=7MmUoHonTeY
Autumn	Peppa Pig - Thunderstorm	https://www.youtube.com/watch?v=HQQQAChkWiU
Autumn	Peppa Pig - Windy Autumn Day	https://www.youtube.com/watch?v=3CHBBRZ1cwY
Winter	Peppa Pig - Snow	https://www.youtube.com/watch?v=RbKPdwBOPF8
Winter	Peppa Pig - Cold Winter Day	https://www.youtube.com/watch?v=BNsIZ5OwG34
Winter	Peppa Pig - Snowy Mountain	https://www.youtube.com/watch?v=KtZcrOiASZO
Winter	Caillou - Winter Mistery (min. 14:36 - 17:55)	https://www.youtube.com/watch?v=-dLXPuB3EAg
Winter	Caillou - Caillou's Snow Day (min. 17:55 - 21:15)	https://www.youtube.com/watch?v=-dLXPuB3EAg
Christmas	Peppa Pig - Peppa's Christmas	https://www.youtube.com/watch?v=Asr83yvU9ms
Spring	Peep and the Big Wide World - Spring Thing	https://www.youtube.com/watch?v=Um7X2VCUX70
Spring	Max and Ruby - Groundhog Day (until min. 8:00)	https://www.youtube.com/watch?v=3-FKo_Kulxg
Summer	Peppa Pig - At the beach	https://www.youtube.com/watch?v=70HjX-h0qEY
Summer	Peppa Pig - Very hot day	https://www.youtube.com/watch?v=0JCWdWCglcc
Summer	Max and Ruby - Ruby's beach party (min. 0.00 - min. 7.40)	https://www.youtube.com/watch?v=7BwBGER1Jck