Princípy tvorby časovo-tematického plánu (Designing a syllabus)

In many countries there is no prescriptive syllabus for pre-school teaching. This has the advantage of giving teachers the freedom to design their own syllabus, but the disadvantage is that teachers have no guidelines as to what they should teach.
A syllabus for pre-school children will be quite different from one for older learners. As far as possible it would be a good idea to link what you are teaching to what the children are learning in their pre-school classes in their own language.

First of all, most children of this age cannot yet read or write.
They are gaining basic skills:

- holding a crayon or a pencil
- colouring in
- relating the real thing to a picture
- recognizing shapes
- sorting and classifying
- recognizing similarities and differences
- using scissors and glue

Any syllabus will have to take all these things into consideration.

You can decide the order in which you wish to present language. A typical order might be (this is only a suggestion):

1. Identification - name (*verb - am, is, are*)
2. Numbers, age (*verb - am, is, are*)
3. Parts of the body (*verb - I've got*)
4. Colours, Description (*verbs - am, is, are, I've got*)
5. Family (*verb - I've got*)

In the early stages it is better not to worry about grammatical correctness but to get the children to enjoy using the language. They have many years of learning ahead of them. If their first experience of English is pleasurable, they will have positive attitude towards it for the rest of their lives.