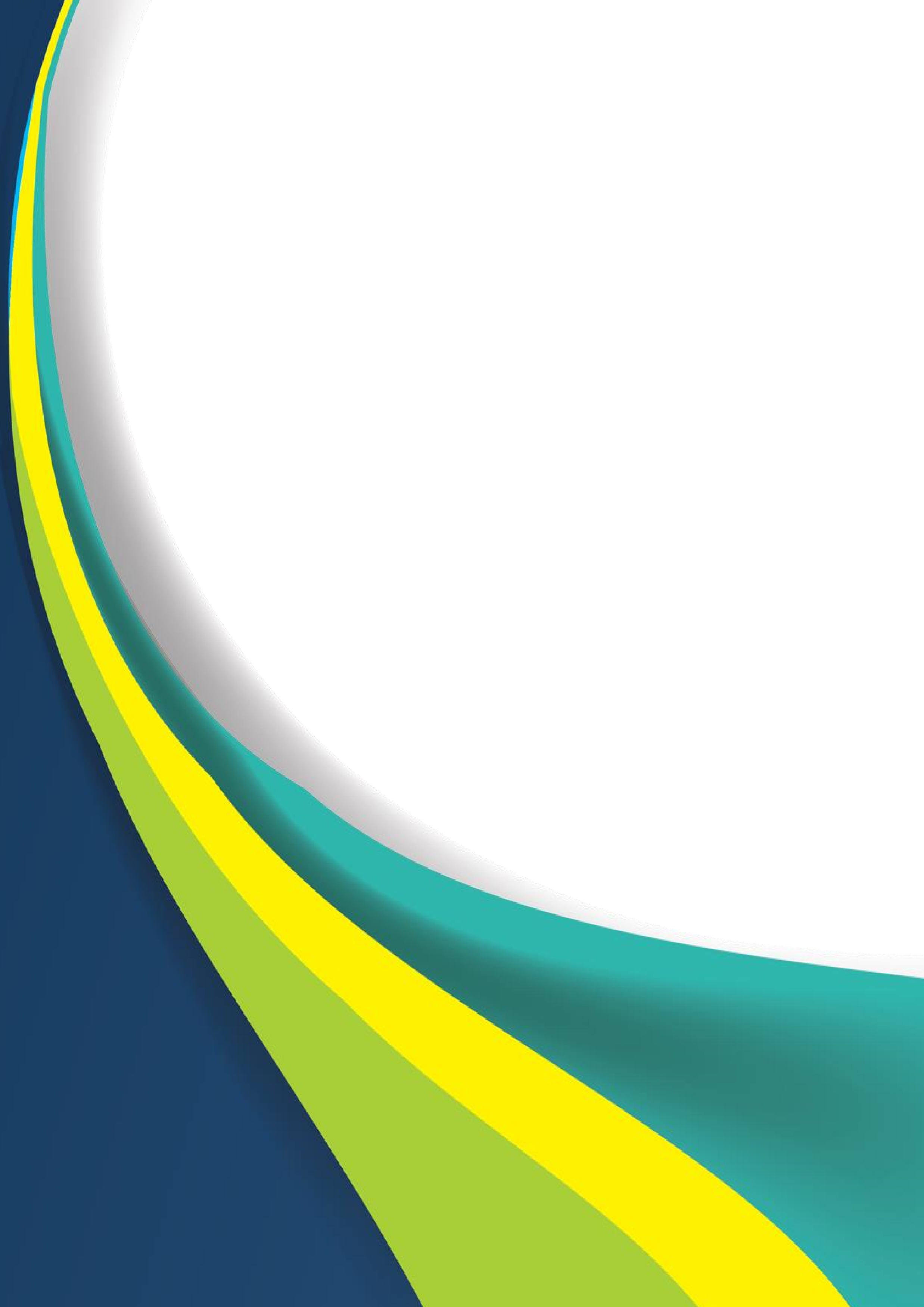


2018



**KSSR**

**English Language**

**Year**

**2**

**Scheme of Work**



SK JALAN SUNGAI BESI 2

# Primary Year 2 Scheme of Work (Lessons 1 – 15)

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| **WEEK: \_\_\_\_\_\_\_\_\_3 - 5\_\_\_\_\_\_** | **LESSON**: 1 (Writing 1) |
| **MAIN SKILL(S) FOCUS**: Writing |
| **THEME**:World of Self, Family & Friends |
| **TOPIC**: Introduction |
| **LANGUAGE/GRAMMAR FOCUS**:    Review of present simple to describe self |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Writing  4.2  Communicate basic  information intelligibly for a range of purposes  in print and digital media        **COMPLEMENTARY**  **SKILL**    Speaking  2.3  Communicate  appropriately to a small or large group | **MAIN SKILL**    Writing  4.2.1  Ask for and give basic personal information using basic questions  and statements          **COMPLEMENTARY**  **SKILL**    Speaking  2.3.1  Introduce self and others to an audience using fixed phrases | Plan a lesson to review learning from Year 1.    In this lesson, pupils work in pairs or small groups to ask and answer questions about themselves on topics such as their name, age, favourites.    Then they will write about their partner (My new friend) and draw a picture (for example, of them, their family, pet, a favourite something).    Have pupils introduce their partner to the class.    These pictures can be left on the classroom wall to help you and the pupils get to know each other. | Large paper, coloured pencils. | Values (Friendship) | Your choice, depending on the needs of individuals in your class.    You can offer more or less support for the speaking and writing, and encourage pupils to write more or less detail depending on the level of literacy of your pupils and what you would like to review. |  |

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| **WEEK: \_\_\_\_\_\_\_\_6 - 8\_\_\_\_\_\_\_** | **LESSON**: 2 (Listening 1) |
| **MAIN SKILL(S) FOCUS**: Listening |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    Days of the week  It’s (days)  On + day |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Listening  1.2  Understand meaning in a variety of familiar  contexts        **COMPLEMENTARY**  **SKILL**    Speaking  2.1  Communicate simple  information intelligibly | **MAIN SKILL**    Listening  1.2.1  Understand with support the main idea of simple  sentences        **COMPLEMENTARY**  **SKILL**    Speaking  2.1.1  Give simple personal information using basic  statements | **Pre-lesson**  See Teacher’s Book.    **Lesson Delivery**  See Teacher’s Book.    **Post lesson**  See Teacher’s Book. | Superminds 1 p.58 | Language | Strategies 2 and 5 may be suitable.    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_\_9 - 11\_\_\_\_\_\_\_** | **LESSON**: 3 (Speaking 1) |
| **MAIN SKILL(S) FOCUS**: Speaking |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    Days of the week  Present simple for regular activities ( I +verb + on + day) |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Speaking  2.1  Communicate simple  information intelligibly          **COMPLEMENTARY**  **SKILL**    Listening  1.2  Understand meaning in a variety of familiar  contexts | **MAIN SKILL**    Speaking  2.1.1  Give simple personal information using basic  statements        **COMPLEMENTARY**  **SKILL**    Listening  1.2.1  Understand with support the main idea of simple  sentences | **Pre-lesson**  See Teacher’s Book.    **Lesson Delivery**  See Teacher’s Book.    **Post lesson**  See Teacher’s Book. | Superminds 1 p.59 | Language | Strategies 1, 2, 3 or 6 may be suitable.    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_\_12 - 13\_\_\_\_\_\_\_** | **LESSON**: 4 (Reading 1) |
| **MAIN SKILL(S) FOCUS**: Reading |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    Present simple On (day) we (verb). |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Reading  3.2  Understand a variety of linear and non-linear print and digital texts by using appropriate  reading strategies        **COMPLEMENTARY**  **SKILL**    Listening  1.2  Understand meaning in a variety of familiar  contexts | **MAIN SKILL**    Reading  3.2.2  Understand specific information and details of simple sentences            **COMPLEMENTARY**  **SKILL**    Listening  1.2.1  Understand with support the main idea of simple  sentences | **Pre-lesson**  See Teacher’s Book.    **Lesson Delivery**  See Teacher’s Book.    NB – this is a reading lesson. Have pupils read and match, draw a line before/while listening.    **Post lesson**  See Teacher’s Book. | Superminds 1 p.60 | Language | Strategy 5 may be suitable.    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_\_14 - 15\_\_\_\_\_\_** | **LESSON:** 5 (Language Arts 1) |
| **MAIN SKILL(S) FOCUS**: Language Arts |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    Days of the week  Food vocabulary (review) |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Language Arts  5.2  Express personal responses to literary texts        **COMPLEMENTARY**  **SKILL**    Listening  1.2  Understand meaning in a variety of familiar contexts | **MAIN SKILL**    Language Arts  5.2.1  Name people, things, actions, or places of  interest in texts        **COMPLEMENTARY**  **SKILL**    Listening  1.2.1  Understand with support the main idea of simple sentences | **Pre-lesson**  Task 10 (with flashcards or realia of known words from the list)    **Lesson delivery**   1. Ask pupils to sit or stand in a circle. Place the flashcards/realia in the middle of the circle. Ask pupils to point to the food they like.      1. Review the words by helping pupils to say *I like x.* or *My favourite is x.*      1. Ask pupils if they ate any of these foods this week. Ask them which day they ate it on. NB This asks about the past. Do not focus on this, just elicit the days of the week in association with the foods.      1. Introduce the caterpillar. Ask pupils what it likes to eat.      1. Read/tell/show the story (Very Hungry Caterpillar), asking questions to check understanding and using the images to support understanding. NB pupils do not need to understand every word, just the general idea of the story.      1. Ask pupils if their prediction about what the caterpillar eats were correct.      1. Write the days of the week on the board.      1. Repeat the story and encourage pupils to remember what the caterpillar eats on each day.      1. Pupils work in pairs or small groups to note in their exercise book what the caterpillar eats each day. They could write the words or draw pictures, depending on the proficiency level of your class.     **Post lesson**  Task 11 | A story about days of the week, for example  *The Very Hungry Caterpillar* (Book available or see  [https://www.youtube.co](https://www.youtube.com/watch?v=vkYmvxP0AJI)  [m/watch?v=vkYmvxP0](https://www.youtube.com/watch?v=vkYmvxP0AJI)  [AJI](https://www.youtube.com/watch?v=vkYmvxP0AJI)  Also, movie at:  [https://www.youtube.co m/watch?v=75NQKSm1YY](https://www.youtube.com/watch?v=75NQK-Sm1YY) )    Flashcards/realia/toys of food:    apple pear strawberry orange cake ice cream cheese sausage  lolly pop  watermelon  leaf    caterpillar | Language | Strategy 6 may be suitable.    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_\_16 - 18\_\_\_\_\_\_\_** | **LESSON:** 6 (Listening 2) |
| **MAIN SKILL(S) FOCUS**: Listening |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    I + verb (+phrase) + on + day+s |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Listening  1.2  Understand meaning in a variety of familiar  contexts        **COMPLEMENTARY**  **SKILL**    Speaking  2.1  Communicate simple  information intelligibly | **MAIN SKILL**    Listening  1.2.2  Understand with support specific information and details of simple sentences      **COMPLEMENTARY**  **SKILL**    Speaking  2.1.1  Give simple personal information using basic  statements | **Pre-lesson**  Task 4: Identify the flashcard    **Lesson Delivery**   1. Review the flashcards on the board from the pre-lesson task by checking pupils know these expressions. Then mime each one and ask pupils to guess what you are doing.      1. Ask pupils to stand in a circle. Say the action words and pupils mime. Ask pupils to turn to their neighbour to do this in pairs.      1. Put the days of the week word cards around the classroom. Give each pupil an action flashcard.      1. Say the sentence *I (verb) on (day).* The pupil with the action flashcard should take it and stand by the correct day. Repeat for all cards.      1. Ask pupils to tell you a sentence for their action and day (where they are standing).      1. Pupils return to their places. Tell pupils a sentence about your week (e.g. *I ride my pony on Mondays*). They should tell you if it is right or wrong. Repeat a few times.      1. Pupils do the Right or Wrong activity in pairs.      1. Feedback as a whole class by asking pupils to tell you what their partner does in the week. Depending on your class, you could ask them to say:   *X said, “I xxx on xxxs’ She xxxxs on xxxxs.*  *She doesn’t xxx on xxxs.*    **Post lesson**  Task 1 (you will need to make notes as pupils talk about their weekly activities for this) | Picture flashcards for actions from p.56-60 (these can be handdrawn if necessary) : *play football, go swimming, play the piano* etc. Enough for one per pupil (they can be repeated)    Word cards for days of the week | Language | Strategy 3 may be suitable at stage 8 (see Learning Outline).    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_\_19 - 21\_\_\_\_\_\_\_** | **LESSON:** 7 (Speaking 2) |
| **MAIN SKILL(S) FOCUS**: Speaking |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    I / we + verb + on + day+s |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Speaking  2.1  Communicate simple  information intelligibly        **COMPLEMENTARY**  **SKILL**    Listening  1.2  Understand meaning in a variety of familiar  contexts | **MAIN SKILL**    Speaking  2.1.1  Give simple personal information using basic  statements      **COMPLEMENTARY**  **SKILL**    Listening  1.2.2  Understand with support specific information and details of simple  sentences | **Pre-lesson**  Task 4: Identify the flashcard    **Lesson delivery**   1. Write numbers 1 to 6 (or *one* to *six*)\* on the board. If you have a numbers song, you could sing the song.      1. Review the action flashcards and put them on the board next to a number as the pupils say them correctly.      1. Ask pupils to close their eyes or turn around. Remove an action card from the board. Ask pupils to tell you which card you removed. They can tell you the number and/or the action. Repeat.      1. Put the pictures back on the board and write the phrase next to them (you can elicit spelling, ask pupils to write in their notebooks or ask a pupil to come and write on the board).      1. Give out papers. Pupils work in pairs to tell each other what they do in the week. They should choose (if possible) from the actions on the board 1 - 6. The partner listens and writes in the table (they can write the words or the number from the board).      1. Ask pupils to compare their worksheets to find any activity that they do at the same time. If they do, they should say *Let’s do it together!* You will need to model this and explain *together* using gesture and mime.      1. Tell pupils to stand up and walk around the room to talk to new partners. They should try to find something in common:   A: *I play football on Saturdays.*  B: *I play football on Saturdays, too.*  A&B: *Let’s do it together!*  Model and practice the dialogue before beginning the activity.     1. Feed back by asking pupils to tell you what they have in common, e.g. *We play football on Saturdays.*   Make notes on what pupils say here, you will need this to prepare the next lesson.    **Post lesson**  Task 3 | Picture flashcards of actions (from  Lesson 6)    One or two dice per pair or group (or whole class if not available)      A worksheet for each pupil with a table for pairwork interview (see below) | Language | Strategies 2 or 5 may be suitable.    Use other strategies if appropriate.      \*You could extend this to 12 and use two dice for this activity. |  |

**Example table for pairwork interview worksheet for Lesson 7**

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| **Day** | **Activity** |
| Mondays |  |
| Tuesdays | *I play football* |
| Wednesdays |  |
| Thursdays |  |
| Fridays |  |
| Saturdays |  |
| Sundays |  |

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| **WEEK: \_\_\_\_\_\_\_\_22 - 24\_\_\_\_\_\_\_** | **LESSON:** 8 (Reading 2) |
| **MAIN SKILL(S) FOCUS**: Reading |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    I / we + verb + on + day+s  /ei/ sound in words from unit |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Reading  3.1  Recognise words in linear and non-linear texts by using knowledge of sounds  and letters        **COMPLEMENTARY**  **SKILL**    Reading  3.1  Recognise words in linear and non-linear texts by using knowledge of sounds  and letters | **MAIN SKILL**    Reading  3.1.2  Recognise and sound out with some support beginning, medial and final sounds in a word          **COMPLEMENTARY**  **SKILL**    Reading  3.1.1  Identify, recognise and name the letters of the  alphabet | **Pre-lesson** Task 4    **Lesson delivery**   1. Write the words on the board: play watch day game   ball  what hurray match  Elicit the common letter (a).  Ask pupils to read the words to their partner.     1. Model the /ei/ sound. Ask pupils to tell their partner which words have this sound.   Feedback on 1 and 2 whole class and check pronunciation.     1. Elicit spellings for /ei/ sound: *ay* and *a*+C+e (ask pupils to say the letter names).   Ask pupils to write (or tell you) more words which follow this rule.     1. Give pupils the worksheet. Ask them to read the sentences in part 1 and circle the /ei/ sounds. Then they should read them with their partner before checking whole class.      1. Ask pupils to read the sentences in Part 2 of the worksheet (these should be a mix of sentences about pupils, some true (or right), some false (or wrong), based on their responses in Lesson 7. See below). They should circle True or False.      1. Check answers whole class by asking the relevant pupils to say if it is true or false.     **Post lesson**  Task 12 | Picture flashcards of actions    One worksheet for each pupil, in two parts. Part 1 – see below. Part 2 – sentences based on pupils’ responses in Lesson 7) | Language | Strategies 1 or 3 may be suitable.    Use other strategies if appropriate.      When writing the worksheet part 2, you could choose pupils who  participate less often, who have lower proficiency or who have low motivation. This will help involve them more in their learning.      If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson to focus on phonemes from Lines a and b of the Year 1 Phonics Table (see  syllabus) |  |

**Example sentences for worksheet part 1 (Lesson 8):**

1. I play football on Mondays.
2. I go swimming on Saturdays.
3. I ride my bike on Sundays.

[Add more activities that your pupils do regularly]

**Example sentences for worksheet part 2:**

(Pupil’s name) *I xxx on xxxs.*

1. (Aishah) I play computer games on Mondays and Sundays. True / False
2. (Ryan) I ride my bike on Saturdays and Sundays. True / False

(8 - 10 sentences, depending on your class)

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| **WEEK: \_\_\_\_\_\_\_\_25 - 26\_\_\_\_\_\_\_** | **LESSON**: 9 (Writing 2) |
| **MAIN SKILL(S) FOCUS**: Writing |
| **THEME:** World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    My favourite day is X.  I + verb + on + day+s. |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Writing  4.3  Communicate with appropriate language form and style for a range of purposes in  print and digital media        **COMPLEMENTARY**  **SKILL**    Writing  4.2  Communicate basic  information intelligibly for a range of purposes in print and digital media | **MAIN SKILL**    Writing  4.3.3  Plan, draft and write  simple sentences              **COMPLEMENTARY**  **SKILL**    Writing  4.2.1  Ask for and give basic personal information using basic questions and statements | **Pre-lesson**  Task 1 (days of the week)    **Lesson delivery**   1. Have pupils sit or stand in a circle. Give each pupil a word card. Ask pupils to find friends to make sentences. They should stand in a line to make a sentence with their words.   If you have a very large class or would like to control this more, children can work in groups so that each group makes one sentence.  Ask pupils to say their sentences. Put the sentences on the board. Elicit the need for full stops.     1. Play a game to elicit the spelling of *favourite* (e.g. see pre-lesson task 7), leave the word on the board.      1. Tell pupils that your favourite day is X. Tell them what you do on that day. Ask pupils to write their favourite day in their exercise books. They can also write what they do on that day, depending on the proficiency level of your class or pupils. Monitor and help pupils as necessary.      1. Ask pupils to check their partner’s writing.      1. Hand out worksheet to pupils. They should write their favourite day at the top of the page. On the lines at the bottom, they write *My favourite day is X.* They can also write *I xxx on xxxs* if they drafted this in stage 3. They draw a picture in the box.      1. Display pupils’ work in the classroom. Ask pupils to tell the class about their work.     **Post lesson**  Task 5 | Word cards to make up sentences. One per student. e.g.    I / go / swimming / on / Saturdays / I / play /  football / on / Fridays    Worksheet for each pupil (see below) | Language | Strategies 3 or 4 may be suitable (see learning outline).    Use other strategies if appropriate.    If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson to focus on phonemes from Lines a and b of the Year 1 Phonics Table (see syllabus). |  |

**Suggested design of worksheet for Lesson 9:**

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| Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_       |  | | --- | |  |       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **WEEK: \_\_\_\_\_\_\_\_\_27 - 29\_\_\_\_\_\_** | **LESSON**: 10 (Language Arts 2) |
| **MAIN SKILL(S) FOCUS**: Language Arts |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    Days of the week and food vocabulary review |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Language Arts  5.2  Express personal responses to literary texts        **COMPLEMENTARY**  **SKILL**    Speaking  2.1  Communicate simple  information intelligibly | **MAIN SKILL**    Language Arts  5.2.1  Name people, things, actions, or places of interest in texts.        **COMPLEMENTARY**  **SKILL**    Speaking  2.1.3  Give a short sequence of basic instructions | Plan a Language Arts lesson linked to the main and the complementary content and learning standards.    You could extend Lesson 5 by rereading The Very Hungry Caterpillar and providing some activities to develop understanding of life cycles in nature, specifically the butterfly. | Your choice depending on the focus of your lesson.    Suggested material:  The Very Hungry  Caterpillar | Science and  Technology | Your choice depending on your lesson |  |

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| **WEEK: \_\_\_\_\_\_\_30 - 31\_\_\_\_\_\_\_\_** | **LESSON**: 11 (Speaking 3) |
| **MAIN SKILL(S) FOCUS**: Speaking |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    Do you…?  Yes, I do…/ No, I don’t |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Speaking  2.1  Communicate simple  information intelligibly          **COMPLEMENTARY**  **SKILL**    Speaking  2.1  Communicate simple  information intelligibly | **MAIN SKILL**    Speaking  2.1.1  Give simple personal information using basic  statements        **COMPLEMENTARY**  **SKILL**    Speaking  2.1.2  Find out about personal information by asking basic questions | **Pre-lesson**  See Teacher’s Book.    **Lesson Delivery**  See Teacher’s Book.    **Post lesson**  See Teacher’s Book. | Superminds 1 p.61 | Language | Strategy 2, 3 or 7 may be suitable.    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_32 - 33\_\_\_\_\_\_\_\_** | **LESSON:** 12 (Listening 3) |
| **MAIN SKILL(S) FOCUS**: Listening |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    We’re lost  Lake  Wait and see  Come with me  Thank you very much |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Listening  1.2  Understand meaning in a variety of familiar  contexts        **COMPLEMENTARY**  **SKILL**    Listening  1.2  Understand meaning in a variety of familiar  contexts | **MAIN SKILL**    Listening  1.2.3  Understand with support very short simple narratives        **COMPLEMENTARY**  **SKILL**    Listening  1.2.2  Understand with support specific information and details of simple  sentences | **Pre-lesson**  See Teacher’s Book.    **Lesson Delivery**  See Teacher’s Book.    NB – this lesson focuses on Activity 1 (picture story), which continues onto page 63.    **Post lesson**  See Teacher’s Book. | Superminds 1 p.62 | Values  (asking for help when you need it) | Strategy 6 may be suitable.    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_\_34 - 36\_\_\_\_\_\_\_** | **LESSON**: 13 (Reading 3) |
| **MAIN SKILL(S) FOCUS**: Reading |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    Recycled story language from lesson 17 |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Reading  3.1  Recognise words in linear and non-linear texts by using knowledge of sounds of letters        **COMPLEMENTARY**  **SKILL**    Listening  1.1  Recognise and reproduce target language sounds | **MAIN SKILL**    Reading  3.1.3  Blend phonemes (CVC,  CCVC, CVCV, CCV)              **COMPLEMENTARY**  **SKILL**    Listening  1.1.1  Recognise and reproduce with support a range of high frequency target language  phonemes | **Pre-lesson**  See Teacher’s Book.      **Lesson Delivery**  See Teacher’s Book.      **Post lesson**  See Teacher’s Book. | Superminds 1 p.63 | Values  (asking for help when you need it) | Strategy 2 may be suitable.    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_\_37 - 38\_\_\_\_\_\_\_** | **LESSON**: 14 (Writing 3) |
| **MAIN SKILL(S) FOCUS**: Writing |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    How many days do….?  Possessive ’s |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Writing  4.3  Communicate with appropriate language form and style for a range of purposes in  print and digital media      **COMPLEMENTARY**  **SKILL**    Listening  1.2  Understand meaning in a variety of familiar  contexts | **MAIN SKILL**    Writing  4.3.1  Use capital letters and full stops appropriately in guided writing at  sentence level        **COMPLEMENTARY**  **SKILL**    Listening  1.2.2  Understand with support specific information and details of simple sentences | **Pre-lesson**  See Teacher’s Book.      **Lesson Delivery**  See Teacher’s Book.      **Post lesson**  See Teacher’s Book. | Superminds 1 p.64 | Language | Strategy 2 may be suitable.    Use other strategies if appropriate. |  |

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| **WEEK: \_\_\_\_\_\_\_39 - 40\_\_\_\_\_\_\_\_** | **LESSON**: 15 (Language Arts 3) |
| **MAIN SKILL(S) FOCUS**: Language Arts |
| **THEME**:World of Self, Family and Friends |
| **TOPIC**: Free Time |
| **LANGUAGE/GRAMMAR FOCUS**:    Your choice of phoneme blends CVC, CCVC, CVCV, CCV |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Language Arts  5.1  Enjoy and appreciate rhymes, poems and songs                    **COMPLEMENTARY**  **SKILL**    Reading  3.1  Recognise words in linear and non-linear texts by using knowledge of sounds  and letters | **MAIN SKILL**    Language Arts  5.1.2  Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation  i) simple chants and raps ii) simple rhymes iii) simple action songs iv) simple songs        **COMPLEMENTARY**  **SKILL**    Reading  3.1.3  Blend phonemes (CVC,  CCVC, CVCV, CCV) | Design your own Language Arts lesson  linked to the main and the complementary content and learning standards.    In this lesson, pupils listen to and join in a song which focuses on blending phonemes. They should see and work with the words of the song in written form as well. | Your choice, as appropriate to your lesson.    Some example songs can be found here:    [https://www.kizphonics. com/phonics-phonemesongs/](https://www.kizphonics.com/phonics-phoneme-songs/)    [http://www.earlychildho odeducationzone.com/](http://www.earlychildhoodeducationzone.com/best-phonics-songs/)  [best-phonics-songs/](http://www.earlychildhoodeducationzone.com/best-phonics-songs/) | Language | Your choice, as appropriate to your lesson. |  |