**PRAKATA**

Alhamdulilllah, Terima kasih kepada rakan-rakan guru dan team sumberpendidikan kerana menyediakan RPT 2022 untuk kegunaan guru-guru di Malaysia.  
Muaturun Percuma… **\*\*DILARANG UNTUK MENGAMBIL SEBARANG BENTUK DAN JENIS KEUNTUNGAN DARIPADA PIHAK KAMI DAN WEB INI SAMA ADA SECARA LANGSUNG ATAU TIDAK LANGSUNG.\*\***

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2022/23

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**KSSR**

**English Language**

**Year**

**1**

**Scheme of Work**

**Scheme of Work Lessons 1 – 15 & Lesson 45**

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| WEEK 1  21 March – 24 March 2022  WEEK 2  27 March – 31 March 2022  WEEK 3  3 April – 7 April 2022 | **LESSON**: 1 (Speaking 1) |
| **MAIN SKILL(S) FOCUS**: Speaking |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Hi. What’s your name?  I’m (name)  He’s, She’s (name)  Bye |

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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  2.3  Communicate  appropriately to a small or large group | | **MAIN SKILL**    Speaking  2.1.4  Greet, say goodbye, and express thanks using  suitable fixed phrases        **COMPLEMENTARY**  **SKILL**    Speaking  2.3.1  Introduce self to an audience using fixed  phrases | **Pre-lesson**   1. Introduce target language (*Hi, I’m*   *… What’s your name?)* using yourself and pupils as examples.     1. Pupils report back (*I’m… He’s… She’s…*) …     **Lesson delivery**     1. Pupils practise target language in pairs.      1. Pupils report back to the whole class e.g. *I’m … he’s/she’s …*      1. Divide pupils into groups of about 6: they repeat step 3.      1. Make larger groups of about 12:   pupils report names within the larger group.     1. Pupils report back to whole class     **Post lesson**   1. Ask pupils to stand in a line in alphabetical order of their first names.      1. In pairs, pupils remember as many names as they can (e.g. *He’s Ahmed, She’s Regina*).      1. Finish by eliciting the names of everyone in the line.      1. Teach pupils *Bye!*      1. Divide pupils into groups Pupils say *Bye!* to each other (e.g. *Bye Nur!Bye. Amir!*). and *Bye!* to you. | None needed | Values (Friendship) | Strategies 3 and 4 may be suitable.    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 work towards Content Standard:    Writing 4.1  Form letters and words in neat legible print using cursive writing. |  | |
| WEEK 4  10 April – 14 April 2022  WEEK 5  17 April – 21 April  WEEK 6  24 April – 28 April 2022 | **LESSON**: 2 (Listening 1) | | | | | | |
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| **MAIN SKILL(S) FOCUS**: Listening | | | | | | |
| **THEME**: World of Self, Family and Friends | | | | | | |
| **TOPIC**: Friends | | | | | | |
| **LANGUAGE/GRAMMAR FOCUS**:    Point to something (green) …  Colours: blue, green, yellow, red, white | | | | | | |

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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**    Writing  4.1  Form letters and words in neat legible print using cursive writing | **MAIN SKILL**    Listening  1.2.4  Understand short basic supported classroom  instructions        **COMPLEMENTARY SKILL**    Writing  4.1.2   1. Form upper and lower case letters of regular size and   shape\*\*    \*\*preliterate pupils only     1. write letters and words in a straight line from left to right with regular spaces between words and spaces\*     \*all pupils     1. copy letters and familiar high frequency words and phrases   correctly\*    \*all pupils    NB Learning standard 4.1.1 also applies to preliterate pupils here, and in all other lessons in the first few school weeks which involve writing. Please use your own judgement on this, as appropriate to the needs of your pupils. | **Pre-lesson**     1. Introduce and teach pupils names of colours.     **Lesson delivery**     1. Give pupils instructions’ *Point to something* (red/green etc) - pupils point to things inside or outside the classroom.      1. Pupils do step 2 in small groups.      1. Play *Simon says*. If your instruction is *Simon says point to something green,* pupils do this. If you just say *Point to something green*, they don’t do it.      1. Pupils do step 4 in groups.      1. Pupils write the names of the colours.     **Post lesson**     1. Extend the colour sequence by adding a colour e.g. *Point to something red and something blue.*      1. Pupils do step 7 in groups. | Flashcards for colours | Language | Strategies 1 and 2 may be suitable.    Use other strategies if appropriate. |  |

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| WEEK 7  1 May – 5 May 2022  WEEK 8  8 May – 12 May 2022  WEEK 9  15 May – 19 May 2022  WEEK 10  22 May – 26 May 2022 | **LESSON**: 3 (Reading 1) |
| **MAIN SKILL(S) FOCUS**: Reading |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Colour words |

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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**    Reading  3.1  Recognise words in linear and non-linear texts by using knowledge of sounds of letters | | **MAIN SKILL**    Reading  3.1.1  Identify and recognise the shapes of the letters in the alphabet            **COMPLEMENTARY**  **SKILL**    Reading  3.1.2  Recognise and sound out with support beginning, medial and final sounds in a word | **Pre-lesson**  Review colour words by playing *Simon Says* (the same as Lesson 2).    **Lesson delivery**   1. Have pupils sit or stand in a circle. Ask the pupils their names and practise any other spoken language they may know at this point (e.g. How are you? How old are you?).      1. Show each letter/letter card and ask pupils which letter is it. Elicit the sound of the letter, too, as appropriate. Put the letters in the middle of the circle.      1. Show pupils the colour flashcards and ask them to tell you the colour in English. *What colour is this?*      1. Next ask them which sound the colour starts with e.g. green starts with g-. Nominate pupils to take the letter from the circle. Repeat.      1. Have pupils sit down at their desks. Show pupils a set of colour word sound cards and elicit the sounds on them.      1. On the board, show them how to put together the colour word sounds cards to make the colour word.      1. In pairs or small groups, pupils put together the colour words.      1. Next, pupils take their notebooks. They copy the colour words into their book using the appropriate colour pencil/pen.     **Post lesson**  Sing or play the alphabet song or other appropriate song. | Plastic letters if available, or alphabet cards    Flashcards of colours    Colour word cards, divided into sounds, e.g.  Card 1 – gr  Card 2 – ee  Card 3 – n    One set of three or four colours for each pair or group = one set for modelling    Alphabet song: e.g. [https://www.youtube.co m/watch?v=A7InEgfPG](https://www.youtube.com/watch?v=A7InEgfPGxc)  [xc](https://www.youtube.com/watch?v=A7InEgfPGxc) | Language | Strategy 1 may be suitable.    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 work towards Content Standard:    Writing 4.1  Form letters and words in neat legible print using cursive writing. |  | |
| WEEK 11  29 May – 2 June 2022 |  | | | | | | |
| WEEK 12  5 June – 11 June 2022 | School Holiday 1 | | | | | | |
| WEEK 13  12 June – 18 June 2022  WEEK 14  19 – 25 June 2022  WEEK 15  26 June – 2 July 2022 | **LESSON**: 4 (Writing 1) | | | | | | |
| **MAIN SKILL(S) FOCUS**: Writing | | | | | | |
| **THEME**: World of Self, Family and Friends | | | | | | |
| **TOPIC**: Friends | | | | | | |
| **LANGUAGE/GRAMMAR FOCUS**:    Alphabet, pupils’ names | | | | | | |

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| **CONTENT STANDARD** | | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS -**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** | |
| **MAIN SKILL**    Writing  4.1  Form letters and words in neat legible print  using cursive writing                                            **COMPLEMENTARY**  **SKILL**    Reading  3.1  Recognise words in linear and non-linear texts by using knowledge of sounds of letters | | **MAIN SKILL**    Writing  4.1.2   1. Form upper and lower case letters of regular   size and shape\*\*    \*\*preliterate pupils only     1. write letters and words in a straight line from left to right with regular spaces between words and spaces\*     \*all pupils     1. copy letters and familiar high frequency   words and phrases  correctly\*    \*all pupils        **COMPLEMENTARY**  **SKILL**    Reading  3.1.1  Identify and recognise the shapes of the letters in the alphabet | **Pre-lesson**  Task 7 using a colour word    **Lesson delivery**   1. Play or sing the alphabet song as in previous lesson.      1. Ask pupils *What’s your name?*      1. Have pupils ask each other what their names are.      1. Ask pupils how to spell their name: *What’s your name? How do you spell that?* (this may be a new question for pupils, but they only need to understand it. Make the meaning clear   by miming writing and eliciting the letter names)     1. Give each pupil a piece of card. Ask them to write their name on the card to complete the sentence.      1. When pupils are finished. Collect the name cards, mix them up and give them back to different pupils.      1. Pupils read the name on the cards and try to find the pupil whose card it is. At this point, they can say simply A: *Alia?*   *B: Yes / No*     1. Make sure pupils all have their own name cards. Tell them to keep them in their books so that they can put them on their desks for English classes.     **Post lesson**  Task 3 (perhaps using name cards, and give them back to the pupils afterwards) | Your choice, as appropriate to your  lesson content    Card for name cards for each pupil. If possible, like a worksheet, with the sentence stem: *I’m \_\_\_\_\_.* | Language | Strategy 5 may be suitable.    Use other strategies if appropriate. |  | |
| WEEK 16  3 July – 9 July 2022  WEEK 17  10 July – 16 July 2022  WEEK 18  17 July – 23 July 2022 | **LESSON**: 5 (Language Arts 1) | | | | | | |
| **MAIN SKILL(S) FOCUS**: Language Arts | | | | | | |
| **THEME**: World of Self, Family and Friends | | | | | | |
| **TOPIC**: Friends | | | | | | |
| **LANGUAGE/GRAMMAR FOCUS**:    Your choice, as appropriate to your pupils’ needs and interests. Possible language focuses include colours or letters of the alphabet | | | | | | |

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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**    Language Arts  5.1  Enjoy and appreciate rhymes, poems and songs | **MAIN SKILL**    Language Arts  5.1.1  Demonstrate  appreciation through nonverbal responses to:    i) simple chants and raps ii) simple rhymes  iii) simple action songs        **COMPLEMENTARY**  **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 | Plan a Language Arts lesson which gives pupils a chance to enjoy responding to and using language in a chant, rap, rhyme or action song.    Once pupils can respond with confidence and enjoyment, you can help them to develop entrepreneurial skills by encouraging them to create their own gestures. | Use your own, as appropriate to your  lesson content    If your focus is on colours, one possibility is the rainbow song.    See    [http://www.bbc.co.uk/le arning/schoolradio/subj ects/earlylearning/nurs erysongs/FJ/sing\_a\_rainbow](http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs/F-J/sing_a_rainbow)    for the tune and words. | Entrepreneurship | Your choice, as appropriate to your lesson. |  |

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| WEEK 19  24 July – 30 July 2022  WEEK 20  31 July – 6 August 2022  WEEK 21  7 August – 13 August 2022 | **LESSON**: 6 (Listening 2) |
| **MAIN SKILL(S) FOCUS**: Listening |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Hi. What’s your name?  I’m (name) |

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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 very simple  phrases and sentences        **COMPLEMENTARY**  **SKILL**    Speaking  2.1.1  Give very basic personal information using fixed phrases | **Pre-lesson**  See Teacher’s Book        **Lesson delivery**  See Teacher’s Book        **Post lesson**  See Teacher’s Book. | Superminds 1 p.4 | Language | Strategy 2 may be suitable.    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 work  towards    Content Standard:  Writing 4.1    Form letters and words in neat legible print using cursive writing |  |

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| WEEK 22  14 August – 20 August 2022  WEEK 23  21 August – 27 August 2022  WEEK 24  28 August – 3 September 2022 | **LESSON**: 7 (Writing 2) |
| **MAIN SKILL(S) FOCUS**: Writing |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Numbers 1 - 10 How old are you?  I’m (age) |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS -**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Writing  4.1  Form letters and words in neat legible print  using cursive writing              **COMPLEMENTARY**  **SKILL**    Writing  4.2  Communicate basic  information intelligibly for a range of purposes  in print and digital media | **MAIN SKILL**    Writing  4.1.2  ii)  write letters and words in a straight line from left to right with regular spaces between words and spaces        **COMPLEMENTARY**  **SKILL**    Writing  4.2.1  Give very basic personal information using fixed  phrases | **Pre-Lesson**    See Teacher’s Book        **Lesson delivery**    See Teacher’s Book        **Post lesson**    See Teacher’s Book | Superminds 1 p.5 | Language | Strategies 2 and 7 may be suitable.    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 work towards Content Standard:    Writing 4.1  Form letters and words in neat legible print using cursive writing |  |

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| WEEK 25  4 Sept – 10 Sept 2022 | School Holiday |
| WEEK 26  11 Sept – 17 Sept 2022  WEEK 27  18 Sept – 24 Sept 2022  WEEK 28  25 Sept – 1 October 2022 | **LESSON**: 8 (Reading 2) |
| **MAIN SKILL(S) FOCUS**: Reading |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Names of letters of the alphabet |

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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**    Writing  4.1  Form letters and words in neat legible print using cursive writing | **MAIN SKILL**    Reading  3.1.1  Identify and recognise the shapes of the letters in the alphabet            **COMPLEMENTARY**  **SKILL**    Writing 4.1.2  ii) write letters and words in a straight line from left to right with regular spaces between words and spaces | **Pre-Lesson**    See Teacher’s Book        **Lesson delivery**    See Teacher’s Book        **Post lesson**    See Teacher’s Book | Superminds 1 p.6 | Language | Strategies 2, 6, and 7 may be suitable.    Use other strategies if appropriate. |  |

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| WEEK 29  2 October – 8 October 2022  WEEK 30  9 October – 15 October 2022  WEEK 31  16 October – 22 October 2022 | **LESSON**: 9 (Speaking 2) |
| **MAIN SKILL(S) FOCUS**: Speaking |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Colours  My hat is (colour) |

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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**    Reading  3.1  Recognise words in linear and non-linear texts by using knowledge of sounds of letters | **MAIN SKILL**    Speaking  2.1.5  Name or describe objects using suitable words from word sets        **COMPLEMENTARY**  **SKILL**    Reading  3.1.3  Blend phonemes (CVC,  CCVC) | **Pre-lesson**    See Teacher’s Book        **Lesson delivery**    See Teacher’s Book        **Post lesson**    See Teacher’s Book | Superminds 1 p.7 | Language | Strategies 1, 2 and 3 may be suitable.    Use other strategies if appropriate. |  |

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| WEEK 32  23 October – 29 October 2022  WEEK 33  30 October – 5 November 2022 | **LESSON**: 10 (Language Arts 2) |
| **MAIN SKILL(S) FOCUS**: Language Arts |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Recycled language: letters of the alphabet |

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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**    Language Arts  5.1  Enjoy and appreciate rhymes, poems and songs | **MAIN SKILL**    Language Arts  5.1.1  Demonstrate  appreciation through nonverbal responses to    i) simple chants and raps ii) simple rhymes  iii) simple action songs        **COMPLEMENTARY**  **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 | **Pre-lesson**     1. Your choice, as appropriate to your lesson.     **Lesson delivery**     1. Design a lesson in which pupils develop and share gestures to accompany a numbers song.      1. Body numbers: small groups of pupils represent numbers with their bodies: all group members are involved in representing each number.     **Post lesson**     1. Your choice, as appropriate to your lesson. | Choose a number song you know and like, or create your own.    10 little numbers  [https://www.youtube.co](https://www.youtube.com/watch?v=dk9Yt1PqQiw)  [m/watch?v=dk9Yt1PqQ](https://www.youtube.com/watch?v=dk9Yt1PqQiw)  [iw](https://www.youtube.com/watch?v=dk9Yt1PqQiw) is one possibility. | Entrepreneurship | Strategies 2, 3, 4 and 7 may be suitable.    Use other strategies if appropriate. |  |

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| WEEK 34  6 November – 12 November 2022  WEEK 35  13 November –19 November 2022 | **LESSON**: 11 (Listening 3) |
| **MAIN SKILL(S) FOCUS**: Listening |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Recycled language from lessons 6 – 10:  What’s your name…? How old are you?  I’m (years old)  How do you spell?  Names of the letters of the alphabet |

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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**    Writing  4.2  Communicate basic  information intelligibly for a range of purposes  in print and digital media | **MAIN SKILL**    Listening  1.2.5  Understand short  supported questions          **COMPLEMENTARY**  **SKILL**    Writing  4.2.2  Greet, say goodbye, and express thanks using suitable fixed phrases | **Pre-lesson**     1. Pre-lesson task 1: *Work at the word.*      1. Introduce and teach the fixed phrase *How do you spell….?*     **Lesson development**     1. In groups of 6-8, pupils do a survey of names, ages, and ask how to spell their classmates’ names.      1. In pairs, they draw their neighbour and write about him/her (E.g. *Lukman/Mira. He’s/She’s 7 years old*).      1. Pupils put their work on the wall to create a class profile.     **Post lesson**     1. Post-lesson task 4: *Correct the error.* | Paper and something to stick pictures on the wall if appropriate | Values (Friendship) | Strategies 2 and 7 may be suitable.      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 work towards Content Standard:    Writing 4.1  Form letters and words in neat legible print using cursive writing |  |

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| WEEK 36  20 November – 26 November 2022  WEEK 37  27 November – 3 December 2022 | **LESSON**: 12 (Speaking 3) |
| **MAIN SKILL(S) FOCUS**: Speaking |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Recycled language from lessons 6 – 10  What’s your name…? How old are you?  I’m (years old) |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS -**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Speaking  2.3  Communicate  appropriately to a small or large group        **COMPLEMENTARY**  **SKILL**    Writing  4.3  Communicate with appropriate language form and style for a range of purposes in  print and digital media | **MAIN SKILL**    Speaking  2.3.1  Introduce self to an audience using fixed  phrases        **COMPLEMENTARY**  **SKILL**    Writing  4.3.1  Use capital letters appropriately in personal  and place names | **Pre-lesson**     1. Pre-lesson task 7: *Beat the teacher*     **Lesson delivery**     1. Pupils stand in groups of about 5 or 6.      1. They throw a ball of paper to each other to practise target language in a chain activity.      1. E.g. Pupil 1 starts: *Hi, I’m X …, I’m years old* and throws the ball of paper to pupil 2 in the circle who repeats this information, and adds their own information to make a chain. i.e. *He’s/ she’s X, he’s /she’s … years old. I’m Y… I’m years old*.      1. Each pupil repeats previous information and adds their own information to the chain.      1. Pupils write about themselves and a classmate.     **Post lesson**     1. Post lesson task 6: *Whisper and write* | Pieces of paper to screw up into a ball | Language | Strategies 2 and 7 may be suitable.    Use other strategies if appropriate. |  |

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| WEEK 42  1 January –7 January 2023  WEEK 43  8 January – 14 January 2023 | **LESSON**: 13 (Reading 3) |
| **MAIN SKILL(S) FOCUS**: Reading |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Recycled language from lessons 6 – 10: Hi, I’m (name), I’m (years old), colours, numbers |

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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**    Writing  4.1  Form letters and words in neat legible print using cursive writing | **MAIN SKILL**    Reading  3.1.1  Identify and recognise the shapes of the letters in the alphabet            **COMPLEMENTARY**  **SKILL**    Writing  4.1.2   1. Form upper and lower case letters of regular   size and shape\*\*    \*\*preliterate pupils only     1. write letters and words in a straight line from left to right with regular spaces between words and spaces\*     \*all pupils     1. copy letters and familiar high frequency   words and phrases  correctly\*    \*all pupils | **Pre-lesson**  Play *Find Something-* pupils listen to you say *Find something red,* and go to touch something red in the classroom. Write the colour words on the board as you use them.    **Lesson delivery**   1. Pupils sit in small groups. Give each group some letters (cards or plastic ones). Call out a letter; pupils have to try to grab the correct letter. They keep it if they grab it first.      1. Next, tell pupils a colour word. They should work together to try to spell it using the letters they have. They can use the words on the board to help.      1. Depending on the level of proficiency, you could repeat this activity with the words on the board erased.      1. Hand out worksheet and ask pupils to write their name at the top. Pupils then read and colour the words (Part A).      1. Next pupils colour the hat in Part B and write the colour in the gap.     **Post lesson**  Task 10 using picture on p.4. This may need adapting to your pupils. | Letter cards or plastic letters.    Colour pencils    Worksheet – one per pupil (see below) | Language | Strategies 2 and/or 4 may be suitable.    Use other strategies as appropriate to your pupils.    If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in  to this lesson to focus on phonemes from *Line a* of the Phonics Table (see Syllabus). |  |

**Suggested worksheet design for Lesson 13:**

**I’m \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**A: Read and colour**

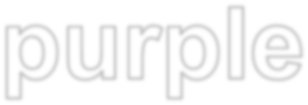
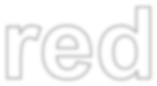
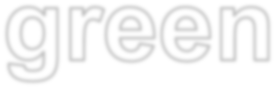
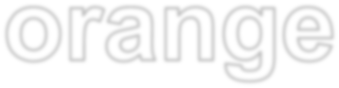
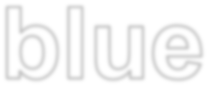
**B: Write and draw**

**[**

**pupil’s drawing of a hat**

**]**

**My hat is \_\_\_\_\_\_\_\_\_\_\_.**



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| WEEK 44  15 January – 21 January 2023  WEEK 45  22 January – 28 January 2023 | **LESSON**: 14 (Writing 3) |
| **MAIN SKILL(S) FOCUS**: Writing |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Recycled language from lessons 6 – 10: Hi. I’m (name), I’m (years old), colours, numbers |

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| **CONTENT STANDARD** | **LEARNING STANDARD** | **LEARNING OUTLINE** | **MATERIALS / REFERENCES** | **CROSS -**  **CURRICULAR ELEMENT** | **DIFFERENTIATION STRATEGIES** | **TEACHER’S NOTES / REMARKS** |
| **MAIN SKILL**    Writing  4.1  Form letters and words in neat legible print  using cursive writing                                            **COMPLEMENTARY**  **SKILL**    Reading  3.3  Read independently for information and enjoyment | **MAIN SKILL**    Writing  4.1.2   1. Form upper and lower case letters of regular   size and shape\*\*    \*\*preliterate pupils only     1. write letters and words in a straight line from left to right with regular spaces between words and spaces\*     \*all pupils     1. copy letters and familiar high frequency   words and phrases  correctly\*    \*all pupils        **COMPLEMENTARY**  **SKILL**    Reading  3.3.1  Read and enjoy simple print and digital games at word level | **Pre-lesson**  Task 1 using colour words. Leave the words on the board if necessary.      **Lesson delivery**   1. Review the colour words using flashcards. Put the flashcards around the room. Say a colour and the pupils should go to that flashcard (run or walk).      1. Play a game of pelmanism with colour flashcards in small groups – lay out all the cards, face-down. Pupils turn over two cards in turns to find a pair of matching colour + word.      1. Pupils work in pairs. Give each pair two or maybe three colours. Pupils make a poster by drawing object(s) of a certain colour. They colour them and then write the colour word underneath.     4, Display pupils’ work in the classroom. Have pupils talk about the colours and objects using as much vocabulary as they may have. You could introduce new words here if you feel it is appropriate and useful.    **Post lesson**  Task 11. Ask about colours of objects they have in their school bag, for example, that they can take out and show the class | Sets of word + colour cards for each group (i.e. pairs of cards, one with a coloured circle (or object) and the other with the written word of the colour).    Coloured pencils, poster paper (or large paper for display). You may need to create a worksheet which shows pupils where to draw and where to write. Include lines to help with letter size and shape as/if you would normally do. | Language | Strategies 2 and/or 4 may be suitable.    Use other strategies as appropriate to your pupils.    If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson to focus on phonemes from Line b of the Phonics Table (see Syllabus). |  |

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| WEEK 46  29 January – 4 February 2023  WEEK 47  5 February – 11 February 2023 | **LESSON**: 15 (Language Arts 3) |
| **MAIN SKILL(S) FOCUS**: Language Arts |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: Friends |
| **LANGUAGE/GRAMMAR FOCUS**:    Your choice, as appropriate to your pupils’ needs and interests |

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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**    Speaking  2.1  Communicate simple  information intelligibly | **MAIN SKILL**    Language Arts  5.1.1  Demonstrate  appreciation through nonverbal responses to:    i) simple chants and raps ii) simple rhymes  iii) simple action songs        **COMPLEMENTARY**  **SKILL**    Speaking  2.1.5  Name or describe objects using suitable words from word sets | Plan a Language Arts lesson which gives pupils a chance to enjoy responding to and using language in a chant, rap, rhyme or action song.    Once pupils can respond with confidence and enjoyment, you can help them to develop entrepreneurial skills by encouraging them to create their own words to their own extra verse. | Use your own, as appropriate to your  lesson content    If your focus is on colours, one possibility is the rainbow song.    See: [http://www.bbc.co.uk/le arning/schoolradio/subj ects/earlylearning/nurs](http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs/F-J/sing_a_rainbow)  [erysongs/FJ/sing\_a\_rainbow](http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs/F-J/sing_a_rainbow)    for the tune and words. | Entrepreneurship | Your choice, as appropriate to your  lesson content    You may want to provide prompts for pupils to help them to create their own verse. |  |

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| WEEK 48  12 February – 18 February 2023 | **LESSON**: 45 (Language Arts 9) |
| **MAIN SKILL(S) FOCUS**: Language Arts |
| **THEME**: World of Self, Family and Friends |
| **TOPIC**: At school |
| **LANGUAGE/GRAMMAR FOCUS**:    Vocabulary review:    Primary and secondary colours |

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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              **COMPLEMENTAR**  **Y SKILL**    Language Arts    5.3  Express an imaginative response to literary texts | **MAIN SKILL**    Language Arts  5.1.1  i) simple chants and raps ii) simple rhymes  iii) simple action songs          **COMPLEMENTA**  **RY SKILL**    Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple art  and craft products    Other imaginative responses as  appropriate | **Pre-lesson**  Guessing game. Think of an item, pupils ask you about what colour it is and guess, e.g. Teacher: It’s a fruit. Pupils: Is it blue? No. Is it yellow? Yes. Is it a banana? Yes. Depending on time available and the level of your class, you could have the pupils take the role of the teacher or work in pairs.    **Lesson delivery**   1. Put flashcards with words of the six main colours (primary and secondary) on the board.   Ask pupils to put them into two groups.   1. Play/sing the song and ask pupils to check their answer to stage 1. 2. Give each pupil a colour flashcard OR ask each pupil to write the name of their favourite colour on a paper. 3. Play/sing the song again and ask pupils to hold up their flashcard/paper when they hear their colour. 4. Draw a circle on the board and divide it into six parts. Elicit the primary colours and write them (or ask a pupil to write them) in alternate parts of the circle. 5. Elicit the secondary colours that are made when the primary colours are mixed and fill in the last three segments with these. The order should be: red – orange – yellow – green – blue – purple. 6. Ask pupils to make their own colour wheels. They should colour each part (not write the colour name); make a small hole in the middle of the circle and put in their pencil/pen so it will spin. 7. Ask pupils what they think will happen when they spin their wheel. Ask them to spin it and tell you.   **Post lesson**  Ask pupils to tell each other which colour they like best and why, e.g. I like red. My pencil case is red. | You will need card for each student and scissors (or cut into circles for each student in  advance), colour pens/paints/pencils. Each student will need a pen or pencil and a ruler.    Song:  You can use a suitable song that focuses on primary and secondary colours. A suggestion is: https://www.youtube.co  m/watch?v=bmquqAP2 w\_8    Here is a song based on this:    *We are the primary colours. Red, yellow and blue. Mix us together, and we turn a colour that’s new.*    *I‘m red, I’m a primary colour. I’m blue. I’m a primary colour too.*  *We are primary colours.*  *Mix us together, and we make purple.*  *It’s new!*    *Etc.*    Some information about colour wheels:    http://www.bigshotcam era.com/fun/buildables/ colorwheel#01 | Science and technology | Your choice depending on your class and pupils.    Possibly 5 or 6.    You could encourage the pupils to sing along to the song.    You could ask short answer questions at stage 8 (e.g *Will you see red? Orange? What other colours do you know? Maybe black? Or white?*)    You might want to explain in L1 why the spinning wheel produces white. |  |