



Curriculum and Curriculum Standards for Primary Education

(Grade 1)

Annual Planning for Terms 1 and 2

Based on the new Curriculum

New fun with English

2018 – 2019



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Curriculum and Curriculum Standards for Primary Education

Annual Planning for Grade One

New fun with English

(1 A)

First Semester:

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Adjustment period	Adjustment period	Teacher and students get familiarized with each other Teacher can propose different games to make a smooth entrance of the children into a new school atmosphere Using greetings and simple everyday language	4 periods	1 week
1. Hello	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations.</p> <p>1.2.2. Following simple instructions given by the teacher in the classroom</p> <p>1.3. Listening respectfully to the speaker</p> <p>1.4 Identifying numbers from (1-20) in a listening text</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>3.3 Handling books respectfully and appropriately</p> <p>4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher.</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance</p>	<p>- Instructions, presentations, songs, poems and stories about school, child's identity, print in the classroom, short stories, numbers...</p> <p>- answering simple questions, presenting simple information, speaking about the illustrations and pictures in the classroom (e.g.: possessive, Greetings, introductions, counting....)</p> <p>-pronouns e.g.: "I" "this" " my"</p> <p>- letters of the alphabet with their short and long sounds- , Reading and writing the letters of alphabet</p> <p>- basic terminology and conventions of school and school objects (e.g.: school, teacher, books, pencils...etc.)</p> <p>- exercise the proper pronunciation of the sounds and names of the alphabet and some common words</p> <p>- direction of words read in English, direction of writing (pre-writing activities, alphabets, numbers, projects)</p> <p>- types of images (drawings, pictures, etc.), handwriting and drawings</p>	10 periods	2½ weeks

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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
2. My body	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations.</p> <p>1.2.2. Following simple instructions given by the teacher in the classroom</p> <p>1.4 Identifying numbers from (1-20) in a listening text</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher.</p>	<ul style="list-style-type: none"> - Instructions, presentations, songs, poems and stories about school, print in the classroom, short stories, numbers, body parts... - asking and answering simple questions, presenting simple information , responding to a text -pronouns e.g.: "I"; " this"; " my" etc. - plurals - letters of the alphabet with their short and long sounds- , Reading and writing the letters of alphabet - direction of words read in English, direction of writing (, alphabets, numbers, projects....) - exercise the proper pronunciation of the sounds and names of the alphabet and some common words - types of images (drawings, pictures, etc.), handwriting and drawings 	10 periods	2½ weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
3. My family	<p>1.2.2. Following simple instructions given by the teacher in the classroom</p> <p>1.3 Listening respectfully to the speaker</p> <p>1.4 Identifying numbers from (1-20) in a listening text</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.3 Building up positive personal motivation to speak with peers and adults using simple phrases and Sentences.</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p> <p>4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher.</p>	<ul style="list-style-type: none"> - Instructions, presentations songs, poems about family: e.g.: (parents, grandparents, brothers, sisters/ describing daily routines) - various prints in the classroom, picture books, short stories and poems read aloud by the teacher, comic strips..... - asking and answering questions, talking about and presenting simple information and personal experiences (gained from field trips, activities....., responding to texts, and or teacher -pronouns e.g.: "I", " this", " my" - exercise the proper pronunciation of the sounds and names of the alphabet and some common words , phrases - direction of writing (alphabets, numbers, projects.....) 	8 periods	2 weeks



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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
4. My house	<p>1.4 Identifying numbers from (1-20) in a listening text</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>2.3 Building up positive personal motivation to speak with peers and adults using simple phrases and sentences.</p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>3.3 Handling books respectfully and appropriately</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance.</p>	<ul style="list-style-type: none"> - Instructions, presentations songs, poems about house: (rooms, furniture, colours, food, action verbs.....) - various prints in the classroom, picture books, short stories and poems read aloud by the teacher, comic strips..... - asking and answering questions, talking about and presenting simple information and personal experiences (gained from field trips, activities....., responding to texts, and or teacher - exercise the proper pronunciation of the sounds and names of the alphabet and some common words, simple sentences - Pronouns - Progressive tense 	8 periods	2 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
5. My food	<p>1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.3 Building up positive personal motivation to speak with peers and adults using simple phrases and sentences.</p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p> <p>4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance.</p>	<p>Instructions, presentations, songs, poems and stories about food, likes and dislikes</p> <p>- print in the classroom, big books, short stories and poems read aloud by the teacher, short texts</p> <p>- asking and answering question, presenting simple information and personal experiences,</p> <p>-model verbs can/can't for ability</p> <p>- letters of the alphabet with their short and long sounds</p> <p>- exercise the proper pronunciation of the sounds and names of the alphabet and some common words , phrases and sentences</p> <p>- writing upper and lower case letters and numbers</p>	8 periods	2 weeks
		Reinforcement of the skills covered in the previous units by giving different activities	4 periods	1 week

Second Semester

Title of the LUs (learning units)	Specific Competences	Learning content	Number of Periods	Weeks
6. Going to school	<p>1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.4. Identifying numbers from (1-20) in a listening text.</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p> <p>2.4. Using the knowledge and abilities acquired in other subjects when producing sounds of English or speaking about their family or school</p> <p>3.4 Reading English letters, frequent words , and Arabic digits they come across in familiar contexts</p> <p>4.3 Following a simple written pattern and handling project tools neatly with teacher's support and guidance</p>	<p>adjustment period after the spring break, reactivating students intake of English</p> <p>Instructions, presentations, songs, poems and stories about places</p> <p>- big books, short stories and poems read aloud by the teacher, comic strips; short texts</p> <p>- asking and answering questions, presenting simple information and personal experience</p> <p>- asking simple questions for understanding the texts and responding to them</p> <p>-Progressive tense</p> <p>-writing upper and lower case letters and numbers</p> <p>- letters of the alphabet with their short and long sounds</p> <p>- Exercise the proper pronunciation of the sounds of the alphabet and some common words as well as short sentences</p>	4	1
			10 periods	2½ weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
7. Let's do it	<p>1.4. Identifying numbers from (1-20) in a listening text.</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p> <p>2.4. Using the knowledge and abilities acquired in other subjects when speaking about their family or school</p> <p>3.1. Reading grade level words and simple phrases and identifying some of the high frequency words associated to images or symbols</p> <p>3.4 Reading English letters, frequent words , and Arabic digits they come across in familiar contexts</p> <p>4.1. Writing letters / simple words and using drawings to indicate objects or feelings</p> <p>4.4.Drawing simple objects from nature</p>	<p>Instructions, presentations, songs, poems and stories about actions, abilities, suggestions</p> <p>- big books, short stories and poems read aloud by the teacher, comic strips; short texts</p> <p>- asking and answering questions, presenting simple information and personal experience, asking simple questions for understanding the texts and responding to them</p> <p>--model verbs can for ability</p> <p>-the sounds of the alphabet –numbers</p> <p>- letters of the alphabet with their short and long sounds</p> <p>- Exercise the proper pronunciation of the sounds of the alphabet and some common words as well as short sentences</p> <p>- the structure of simple words</p>	10 periods	2½ weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of Periods	Weeks
8. On the farm	<p>1.3. Listening respectfully to the speaker</p> <p>1.4. Identifying numbers from (1-20) in a listening text.</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.4. Using the knowledge and abilities acquired in other subjects when speaking about their family or school</p> <p>3.1. Reading grade level words and simple phrases and identifying some of the high frequency words associated to images or symbols</p> <p>3.4 Reading English letters, frequent words , and Arabic digits they come across in familiar contexts</p> <p>4.1. Writing letters / simple words and using drawings to indicate objects or feelings</p> <p>4.4.Drawing simple objects from nature</p>	<p>Instructions, presentations, songs, poems and stories about animals, descriptions,....</p> <p>- big books, short stories and poems read aloud by the teacher, comic strips, informative texts</p> <p>- asking and answering questions, presenting simple information and personal experience, asking simple questions for understanding the texts and responding to them</p> <p>-imperatives</p> <p>-numbers</p> <p>-descriptions</p> <p>-the sounds of the alphabet –numbers</p> <p>- letters of the alphabet with their short and long sounds</p> <p>- Exercise the proper pronunciation of the sounds of the alphabet and some common words as well as short sentences</p> <p>- the structure of simple words</p>	8 periods	2 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
10. Let's play!	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.2.1 Distinguishing initial, medial and end sounds in simple words as well as understanding the meaning of these words while/after listening</p> <p>1.4 Identifying numbers from 1-20 in a listening text.</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>3.1 Reading grade level words and simple phrases and identifying some of the high frequency words associated to images or symbols</p> <p>4.3 Following a simple written pattern neatly and handling project tools neatly with teacher's support and guidance.</p>	<p>Instructions, presentations, songs, poems and stories about places</p> <p>- big books, short stories and poems read aloud by the teacher, comic strips, short texts</p> <p>- asking and answering questions, presenting simple information and personal experience, asking simple questions for understanding the texts and responding to them</p> <p>- Present tense (simple/progressive)</p> <p>-likes/dislikes</p> <p>-suggestions</p> <p>-descriptions</p> <p>-the sounds of the alphabet – numbers</p> <p>- letters of the alphabet with their short and long sounds</p> <p>- Exercise the proper pronunciation of the sounds of the alphabet and some common words as well as short sentences</p> <p>-the structure of simple words and simple phrases</p>	8 periods	2 weeks
		Reinforcement of the skills covered in the previous units by giving different activities	4 periods	1 week