

State of Kuwait
Ministry of Education
ELT General Supervision



Curriculum and Curriculum Standards for Primary Education

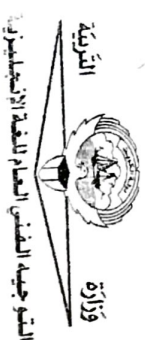
(Grade 2)

Annual Planning for Terms 1 and 2

Based on the new Curriculum

New fun with English

2018 – 2019



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Title of the LTs (learning units)	Specific Competences	Learning content	Number of Weeks	Periods
Unit 2 -My Home	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics.</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> <p>4.3 Writing from left to right neatly.</p> <p>4.4. Completing a picture on a grade related topic and labeling it.</p>	<ul style="list-style-type: none"> • Responding to instructions after listening (e.g. put the chair in the living room) • Parts of the house (e.g. living room, bed room, etc.) • Polite request (e.g. can I...please?) • Raising learners' awareness of tidiness, hygiene and positive attitudes towards ones' home. • Identifying / reading compound sounds in simple words /sentences. • Talking about personal hygiene/ their own homes. • Labeling pictures/realia related to different parts of a house. • Reading simple sentences and matching them with pictures. • Imperatives / modal verbs. 	8 periods	2 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of Periods	Weeks
Unit 3 - Let's Find it	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults.</p> <p>1.4. Identifying Arabic words related to Islam in a listened text.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.3 Writing from left to right neatly.</p> <p>4.4. Completing a picture on a grade related topic and labelling it.</p>	<ul style="list-style-type: none"> • Giving instructions (e.g. learners take the role of the teacher in giving instructions). • Asking for and giving information. • Using prepositions (in, on, under, etc.) in meaningful context. • Reading simple sentences in a meaningful context. • Labeling pictures/realia related to clothe items. • Writing missing letters/words/numbers. • Identifying/reading compound sounds in simple words/sentences • Modal verbs for ability. 	8 periods	2 weeks

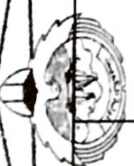
Title of the LUs (learning units)	Specific Competences	Learning content	Number of Periods	Weeks
Unit 4 - Let's have Fun	<p>1.2.1 Distinguishing words in phrases and simple sentences by focusing attention while and after listening.</p> <p>1.3. Listening respectfully to others and observe turn taking when they talk.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> <p>4.1. Building correct simple sentence structure.</p>	<ul style="list-style-type: none"> • Present simple (e.g. I like, she likes) • Wh questions (asking and answering questions about sport) • Expressing ability using modal verbs (can) • Expressing likes and dislikes about sport. • Polite request. • Reading stories. • Identifying/reading compound sounds/nouns in simple words/sentences. • Writing their own sentences to express their references. • Promoting the value of teamwork. 	8 periods	2 weeks

Title of the EUs (learning units)	Specific Competences	Learning content	Number of Periods	Weeks
Unit 5 - At the Restaurant	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics.</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.2. Writing from left to right using basic punctuation marks correctly.</p>	<ul style="list-style-type: none"> • Expressing gratitude/politeness (e.g. thank you, please, etc.) • Expressing likes/dislikes about food. • Asking and answering questions. • Asking for and giving information. • Reading stories/high frequency words. • Writing their own sentences to express their likes and dislikes (food) • Reading and grouping words. • Identifying/reading compound sounds in simple words/sentences. • Working on projects to design their own menu. 	8 periods	3 weeks

Second Semester (12 weeks)

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Unit 6 -let's go shopping	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.1. Building correct simple sentence structure.</p> <p>1.3. Listening respectfully to others and observe turn taking when they talk.</p>	<ul style="list-style-type: none"> • Instructions, presentations, directions, songs, stories • Simple rules of politeness, turn taking, listening attentively, not interrupting, short dialogues • Simple open ended questions with "Who/What/Where...." • Asking and answering. Questions related to the topic • Describing objects • Present simple • Identifying/reading compound sounds in simple words/sentences. • Talking about / writing their own shopping lists 	8 periods	2 weeks
			8 periods	2 weeks

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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>Unit 7 At school</p>	<p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.3 Writing from left to right neatly.</p>	<ul style="list-style-type: none"> • Asking and answering questions related to school • Places at school • Identifying/reading compound sounds in simple words /sentences. • Talking about classroom rules • Reading a viewing books, picture books, fairy tales, and nursery rhymes. • Counting numbers by tens • present tense / possessive pronouns • Likes/dislikes • Descriptions / colours • Value of cleanliness 	8periods	2 weeks

Title of the Units (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>I like animals</p> <p>Unit 8</p>	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults.</p> <p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics.</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.3 Writing from left to right neatly.</p>	<ul style="list-style-type: none"> Identifying/reading compound sounds in simple words/sentences. Describing zoo animals and things they do (fly, sing, climb etc). Asking for and giving information Listening to a text to talk about their favourite animals Expressing ideas through writing Value of being kind to animals Present simple / progressive 	8 periods	2 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>Unit 9</p> <p>My neighborhood</p>	<p>1.3. Listening respectfully to others and observe turn taking when they talk.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region.</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.3 Writing from left to right neatly.</p>	<ul style="list-style-type: none"> • Present simple tense • WH questions (who-where-what) • Vocabulary related to places of neighbourhood • Describing places • Using preposition of place • Reading a simple story to talk about their own neighbourhood • Value of respecting neighbours • Identifying/reading compound sounds in simple words/sentences. • Asking for and giving information 	8 periods	2 weeks

Title of the EUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>Unit 10</p> <p>Kuwait in the past</p>	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region.</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.2. Writing from left to right using basic punctuation marks correctly.</p>	<ul style="list-style-type: none"> • Taking about the past • Asking and answering questions using past simple • The value of being loyal to one's own country • Identifying/reading compound sounds in simple words/sentences. • Making projects /posters (Kuwait in the past) • Vocabulary related to old and modern Kuwait 	8 periods	2weeks

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