



**MADRASAH ALSAGOFF AL-ARABIAH  
2016 SCHEME OF WORK**

**PRIMARY ONE ENGLISH LANGUAGE  
SUBJECT TEACHER: MDM BALKIS HASSAN  
PREPARED BY: MDM BALKIS HASSAN**

<b>Day</b>	<b>Period</b>
<b>Monday</b>	<b>11.40 – 1.10</b>
<b>Tuesday</b>	<b>8.10 – 9.40</b>
<b>Wednesday</b>	<b>10.10 – 11.40</b>
<b>Thursday</b>	<b>8.10 – 9.40</b>
<b>Friday</b>	<b>8.10 – 8.40 10.10 – 11.10</b>

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
1	04.01.16 – 08.01.16	<p><b><u>Dan, The Flying Man</u></b></p> <p><u>Tuning- in:</u></p> <ul style="list-style-type: none"> <li>• Sing Along : Dan, The Flying Man</li> <li>• Tune : Do you know the Muffin Man</li> <li>• Sing the song or recite the poem (RS3.1) and model the actions. Invite the pupils to sing/recite with you.</li> <li>• Show and Tell: Show the pupils the toy of a superhero/heroine, for example,</li> <li>• Superman, Ultraman or Wonderwoman.</li> <li>• Have pupils talk about what the superhero/heroine can do and what they like or dislike about the superhero/heroine.</li> </ul> <p><u>Reading Big Book</u></p> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• use consonants, digraphs, and</li> <li>• parts of words for word identification</li> <li>• recognise high frequency words</li> </ul> <p>Concepts about print</p> <ul style="list-style-type: none"> <li>• direction of reading, spaces between words, letters,</li> <li>• sentences, comma for listing</li> </ul> <p>Conclusion</p> <p>Have the pupils respond to the book by recalling the things and places which Dan flew over.</p> <p>Have pupils choose one of the places that Dan flew over and talk about it</p> <p><u>Learning Booklet : Dan, The Flying Man</u></p> <p><u>Vocabulary : Names of things, people and places</u></p> <ul style="list-style-type: none"> <li>• bridge, crane, flowers, house, mountains, people, seas, train, trees, brick, truck, van, car, bus, man, father, mother, brother, sister</li> </ul> <p><u>Vocabulary : More vocabulary words</u></p> <ul style="list-style-type: none"> <li>• flying, catch, over, ran, after, flew, caught, can, into, under, between, beside, behind, above,</li> </ul>	<ul style="list-style-type: none"> <li>▪ 9 Jan – P1 Parents Briefing</li> </ul>

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p><u>Social Interaction/ Housekeeping :</u></p> <ul style="list-style-type: none"> <li>• Teacher to get to know class / subject pupils better</li> <li>• To lay down class rule &amp; routine</li> <li>• To appoint student leaders</li> <li>• To do class room/seating arrangement</li> </ul>	
2	11.01.16 – 15.01. 16	<p><b><u>Dan, The Flying Man</u></b></p> <p><u>Reading Big Book</u></p> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• use consonants, digraphs, and parts of words for word identification</li> <li>• recognise high frequency words</li> </ul> <p><u>Word Identification</u></p> <ul style="list-style-type: none"> <li>• initial blends /br/, /tr/, /fl/, /cr/</li> <li>• vowel sound /a/ as in cat</li> <li>• rhyming words</li> <li>• syllabification: 1 and 2 syllables</li> </ul> <p><u>Learning Booklet : Dan, The Flying Man</u> Recalling of Story. Booklet pg 4</p> <p><u>Learning Booklet : Dan, The Flying Man</u> <u>Vocabulary : Names of things and places</u></p> <ul style="list-style-type: none"> <li>• Cloze Passage with helping Words</li> <li>• Crossword Puzzle</li> </ul> <p>Booklet pg 4 -5</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• listen to a text read by the teacher</li> <li>• identify the sound of 'a' in man, mat, tag</li> </ul> <p>Booklet pg 6-7</p> <p><u>Penmanship (Purposeful) Book 1 Ex 1</u></p> <ul style="list-style-type: none"> <li>• Skills : Left-right orientation</li> <li>• Large and fine motor skills</li> </ul>	
3	18.01.16 – 22.01.16	<p><b><u>Dan, The Flying Man</u></b></p> <p><u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> <li>• make predictions using titles and visuals</li> <li>• respond to questions about the text</li> <li>• use the target language structures</li> </ul>	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> <li>• contribute ideas for the Class Writing</li> </ul> <p><u>Learning Booklet : Dan, The Flying Man</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• prepositions: over, in, into, on, beside, between, under, behind, down, above, in front of, on top of</li> <li>• Learning Booklet Pg 8 &amp; 11 &amp; 14</li> </ul> <p><u>Grammar : Punctuation</u></p> <ul style="list-style-type: none"> <li>• usage of commas in sentences</li> <li>• Booklet Pg 9</li> </ul> <p><u>Spelling List for Term 1</u> Given to pupils and parents to acknowledge</p> <p><u>Penmanship (Purposeful) Book 1 Ex2</u></p> <ul style="list-style-type: none"> <li>• Skills : Left-right orientation</li> <li>• Large and fine motor skills</li> </ul>	
4	25.01.16 – 29.01.16	<p><b><u>Dan, The Flying Man</u></b></p> <p><u>Visual Literacy : Penmanship:</u></p> <ul style="list-style-type: none"> <li>• respond to meanings and ideas in visual texts,</li> <li>• for example, shapes and size</li> <li>• present ideas using legible handwriting, simple layout and illustrations</li> </ul> <p><u>Learning Booklet : Dan, The Flying Man</u></p> <p><u>Comprehension : Moving House</u> Booklet Pg 12 – Pg 13</p> <ul style="list-style-type: none"> <li>• Comprehension Structure</li> <li>• Tick the correct boxes</li> <li>• Complete the sentences</li> <li>• Table format : Fill in the blanks under specific headings</li> </ul> <p><u>Synthesis &amp; Transformation : Conquer Book</u> Exercise 1-3 : Grammar “and” (Write the sentences) Exercise 4 : Word Order with the word “and” Exercise 5 – 6 : Combining Sentences with “and”</p> <p><u>Penmanship (Purposeful) Book 1 Ex3</u></p> <ul style="list-style-type: none"> <li>• Skills : Spatial perception</li> <li>• Pattern recognition</li> </ul>	25 Jan – Holiday in lieu of Maulid

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
5	01.02.16 – 05.02.16	<p><b><u>Walking Through The Jungle</u></b></p> <p><u>Tuning- in:</u></p> <ul style="list-style-type: none"> <li>• Sing Along : Walk Through the Jungle</li> <li>• Tune: Ten Little Indians</li> </ul> <p><i>Animal sounds extracted from the internet for the Listen and Guess Game during the Introduction of the Story</i></p> <p><u>Reading Big Book : Walking Through The Jungle</u></p> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• recognise high frequency words</li> <li>• use initial consonants and blends for word identification</li> </ul> <p>Concepts about print</p> <ul style="list-style-type: none"> <li>• question mark (revision), font size</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• make predictions using titles, visuals</li> <li>• respond to questions about the text</li> <li>• describe animals</li> <li>• solve riddles</li> <li>• use the target language structures</li> </ul> <p><u>Learning Booklet : Walking Through the Jungle</u></p> <p><u>Vocabulary : Names of animals</u></p> <ul style="list-style-type: none"> <li>• monkey, crocodile, tiger, lion, snake, elephant, giraffe, racoon, squirrel, whale, chick, snail, lizards</li> </ul> <p>Vocabulary : Words associated with animals</p> <ul style="list-style-type: none"> <li>• jungle, truck, swing, banana, leaves, neck, stripes, mane noise</li> </ul> <p><u>Learning Booklet : Walking Through the Jungle</u></p> <p>Vocabulary Exercises pg 4 – 9</p> <ul style="list-style-type: none"> <li>• paste the animals</li> <li>• unscramble the words</li> <li>• identifying the animals</li> </ul> <p><u>Learning Booklet : Walking Through the Jungle</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• listen to a text read by the teacher</li> <li>• identify the beginning sounds of animals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning Journey (P1-P4) @ SOTA : "I believe in Unicorns" play production</li> </ul>

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		<p><u>Listening Comprehension &amp; Oral Book : Ex 1</u></p> <p><u>Penmanship (Purposeful) Book 1 Ex4</u></p> <ul style="list-style-type: none"> <li>• Skills : Formation of straight and slant lines</li> <li>• Recognition of upper &amp; lower case of the alphabet</li> </ul>	
6	08.02.16 – 12.02.16	<p><b><u>Walking Through The Jungle</u></b></p> <p><u>Learning Booklet : Walking Through the Jungle Grammar</u></p> <ul style="list-style-type: none"> <li>• Mention the articles: a, an</li> <li>• pronouns: it, me</li> <li>• continuous verbs : swimming, galloping, barking, sleeping, hopping, flying, eating, crowing, climbing, hissing</li> </ul> <p>pg 11, 12 &amp;14</p> <p><u>Reading Big Book (Rereading)</u></p> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• recognise high frequency words</li> <li>• use initial consonants and blends for word identification</li> </ul> <p><u>Word identification</u></p> <ul style="list-style-type: none"> <li>• initial consonant: // (voiced),</li> <li>• letter sounds: /wh/, /sn/, /ch/</li> <li>• high frequency words: could, over, there, through, what</li> <li>• syllabification: 1,2,3 syllables, e.g., noise, hear, jungle, creeping, crocodile</li> </ul> <p><u>Penmanship (Purposeful) Book 1 Ex5</u></p> <ul style="list-style-type: none"> <li>• Skills : Formation of curved lines and simple words</li> </ul>	<ul style="list-style-type: none"> <li>▪ 8-9 Feb – Chinese NY Hol (Public Holiday for Monday &amp; Tuesday)</li> </ul>
7	15.02.16 – 19.02.16	<p><b><u>Walking Through The Jungle</u></b></p> <p><u>Learning Booklet : Walking Through the Jungle Grammar</u></p> <ul style="list-style-type: none"> <li>• Full stop</li> <li>• Question mark</li> <li>• Structures: What do you...? What could it...? pg 15</li> </ul> <p><u>Speaking/Writing (MLEA)</u></p>	

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		<ul style="list-style-type: none"> <li>• make predictions using titles and visuals</li> <li>• respond to questions about the text</li> <li>• use the target language structures</li> <li>• contribute ideas for the Class Writing (Lost in the Jungle)</li> <li>• Write it out in at least ten sentences</li> </ul> <p><u>Visual literacy:</u></p> <ul style="list-style-type: none"> <li>• respond to meanings and ideas in visual texts,</li> <li>• for example, pictures and font size</li> <li>• present ideas using legible handwriting, simple layout and illustrations</li> </ul> <p><u>Penmanship (Purposeful) Book 1 Ex6</u></p> <ul style="list-style-type: none"> <li>• Skills : Formation of straight and curved lines</li> <li>• Formation of simple sentences</li> </ul> <p><u>Learning Booklet : Walking Through The Jungle</u>  <u>Comprehension : Clever Lizards</u>            Booklet Pg 16 – Pg 17            Comprehension Structure</p> <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Answer the question by writing out in full sentences</li> <li>• Box format : A single word answer</li> </ul> <p><u>Synthesis &amp; Transformation : Conquer Book</u>            Exercise 7 : Grammar “but” (Fill in the blanks)            Exercise 8 – 10 : Combining Sentences with “but” (Write the sentences)</p> <p><u>Listening Comprehension &amp; Oral Book : Ex 1</u></p>	
8	22.02.16 – 26.02.16	<p><b><u>Crocodile Tea</u></b></p> <p><u>Tuning- in:</u></p> <ul style="list-style-type: none"> <li>• Sing Along : Snappy Crocodile</li> <li>• Tune : Waltzing Matilda</li> </ul> <p><u>Reading : Big Book : Crocodile Tea</u></p> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• parts of words for word identification</li> <li>• recognise high frequency words</li> </ul>	

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		<p>Concepts about print</p> <ul style="list-style-type: none"> <li>exclamation mark, font size</li> </ul> <p><u>Learning Booklet : Crocodile Tea</u> <u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>ants, lizards, anteater, baboon, zebra, bug, hippo, pie, Numbers 1-10, bee, hive, bug, heaven, sneezed, popped, snapped, crawling, sticks, sweet, late, fine, tea</li> </ul> <p><u>Learning Booklet : Crocodile Tea</u> <u>Vocabulary</u> Booklet pg 4 -6</p> <ul style="list-style-type: none"> <li>Fill in the blanks with correct words against the picture shows</li> <li>Match the animals against their food</li> </ul> <p><u>Penmanship (Purposeful) Book 1 Ex7</u></p> <ul style="list-style-type: none"> <li>Skills : Use of capital letters and full-stops</li> </ul> <p><u>Listening Comprehension &amp; Oral Book : Ex 2</u></p>	
9	29.02.16 – 04.03.16	<p><b><u>Crocodile Tea</u></b> <u>Listening</u></p> <ul style="list-style-type: none"> <li>listen to and follow simple instructions</li> <li>listen to and identify rhyming words</li> <li>Consonant: n (draw pictures beginning with n)</li> </ul> <p>Booklet Pg 7-8 <u>Listening Comprehension &amp; Oral Book : Ex 2</u></p> <p><u>Learning Booklet : Crocodile Tea</u> <u>Grammar</u></p> <ul style="list-style-type: none"> <li>Pronouns : they, them, their, we, us, our, she, her, he, him, his</li> <li>Verbs : describing the action</li> </ul> <p>Booklet Pg 11 &amp; 14</p> <p><u>Speaking/Writing</u></p> <ul style="list-style-type: none"> <li>make predictions using titles and visuals</li> <li>respond to questions about the text</li> <li>use the target language structures</li> <li>contribute ideas for the Class Writing</li> <li>Write it out in at least ten sentences</li> <li>Write about an animal with its favourite food</li> </ul>	



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		<p><u>Visual literacy:</u></p> <ul style="list-style-type: none"> <li>• respond to meanings and ideas in visual texts,</li> <li>• for example, pictures and font size</li> <li>• present ideas using legible handwriting, simple layout and illustrations</li> <li>• complete Penmanship practice</li> </ul>	
	07.03.16 – 11.03.16	<p><b><u>Crocodile Tea</u></b></p> <p><u>Reading Big Book (Rereading)</u></p> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• recognise high frequency words</li> <li>• use initial consonants and blends for word identification</li> </ul> <p><u>High Frequency Words</u></p> <ul style="list-style-type: none"> <li>• again, come, door</li> <li>• Booklet Pg 9</li> </ul> <p><u>Speaking/Writing</u></p> <ul style="list-style-type: none"> <li>• make predictions using titles and visuals</li> <li>• respond to questions about the text</li> <li>• use the target language structures</li> <li>• discuss the Group Writing topic with group members</li> <li>• Write it out in at least ten sentences</li> <li>• Have the groups choose their animals.</li> <li>• Ensure that each group has different animals</li> </ul> <p><u>Learning Booklet : Walking Through The Jungle</u>  <u>Comprehension: Sticky Tongues!</u>            Booklet Pg 12 – Pg 13            Comprehension Structure</p> <ul style="list-style-type: none"> <li>• Fill in the blanks</li> <li>• Answer the question by writing out in full sentences</li> <li>• Tick the correct boxes</li> <li>• Match the correct words (opposites)</li> <li>• Circle the correct answer</li> </ul> <p><u>Synthesis &amp; Transformation : Conquer Book</u></p>	11 March – LJ to Singapore Zoological Garden

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		Exercise 11 & 12 : Grammar “and” and “but” (Fill in the blanks) Exercise 13 – 14 : Word Order with “because” Exercise 15 – 18 : Sentence Combining with “because”  <b>10 March (1 hour)</b> <b>Mini-Test (25 marks)</b> <ul style="list-style-type: none"> <li>• Grammar MCQ</li> <li>• Vocabulary MCQ</li> <li>• Word Order</li> </ul>	
End of Term 1			
1	21.03.16 – 25.03.16	<b><u>The Hungry Giant</u></b> <u>Tuning- in:</u> <ul style="list-style-type: none"> <li>• Sing Along : The Hungry Giant</li> <li>• Tune: Are You Sleeping?</li> </ul> <p><i>Monster images extracted from the internet for the Guess Who Game during the Introduction of the Story (Giant from Fairy Tales)</i></p> <u>Reading Big Book : The Hungry Giant</u> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• recognise high frequency words</li> <li>• use initial consonants and blends for word identification</li> </ul> Concepts about print <ul style="list-style-type: none"> <li>• exclamation mark, font size and open inverted commas</li> </ul> <u>Speaking</u> <ul style="list-style-type: none"> <li>• make predictions using titles, visuals</li> <li>• respond to questions about the text</li> <li>• describe different giants across fairy tales</li> <li>• use the target language structures</li> </ul> <u>Learning Booklet : The Hungry Giant</u> <u>Vocabulary</u> <ul style="list-style-type: none"> <li>• butter, honey, giant, bommy-knocker, bread, bees, beehive, hungry, people, roared, zoomed, found, lettuce, cheese, tomato, sandwiches, crown, beetle, crown, gown</li> </ul> <u>Learning Booklet : The Hungry Giant</u> Vocabulary Exercises	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p>pg 4 – 5, 13</p> <ul style="list-style-type: none"> <li>• match pictures against words</li> <li>• Vocabulary Cloze Passage</li> </ul> <p>High Frequency Words Some, or, so, with</p> <p><u>Learning Booklet : The Hungry Giant</u> <u>Listening</u></p> <ul style="list-style-type: none"> <li>• listen to a text read by the teacher</li> <li>• identify the beginning sounds of “g”/(j) sound / consonant: g as /j/</li> <li>• Fill in the blanks with the ‘ee’ or ‘ow’ sound</li> <li>• Vowel: eg Bees, Owl</li> </ul> <p>Booklet pg 6 – 7</p> <p><u>Penmanship (Purposeful) Book 1 Ex8</u></p> <ul style="list-style-type: none"> <li>• Grammar focus : verb too be – am, is, are</li> </ul> <p><u>Listening Comprehension &amp; Oral Book : Ex 3</u></p>	
2	28.03.16 – 01.04.16	<p><b><u>The Hungry Giant</u></b> <u>Learning Booklet : The Hungry Giant</u> <u>Grammar</u></p> <ul style="list-style-type: none"> <li>• nouns</li> <li>• countable / uncountable nouns</li> <li>• conjunctions : or &amp; so</li> <li>• sentence combining using ‘or’ or ‘so’</li> </ul> <p>booklet pg 8 -12</p> <ul style="list-style-type: none"> <li>• Language items: imperatives, eg ‘Quiet please!’ ‘Queue up’, ‘Do your homework’</li> </ul> <p>booklet pg 16 <u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> <li>• make predictions using titles and visuals</li> <li>• respond to questions about the text</li> <li>• use the target language structures</li> </ul> <p><u>Writing: Class, Group &amp; Individual</u></p> <ul style="list-style-type: none"> <li>• contribute ideas for the Class Writing</li> <li>• write it out in at least ten sentences</li> <li>• contribute ideas for the Class Writing</li> <li>• write it out in at least ten sentences</li> <li>• write a letter to Giant to remind him to follow rules</li> </ul>	

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		<p><u>Experiential Learning</u>  <u>Making A Sandwich</u></p> <ul style="list-style-type: none"> <li>• Discuss with pupils on how to go about making the sandwich.</li> <li>• Facilitate the discussion.</li> <li>• Prepare the ingredients &amp; other items needed for the lesson</li> <li>• Get help from other teachers teaching the class (if possible)</li> <li>• Write out a simple Recipe card</li> </ul> <p><u>Learning Booklet : The Hungry Giant</u>  <u>Comprehension : The Greedy Giant</u>  Booklet Pg 14 – Pg 15  Comprehension Structure</p> <ul style="list-style-type: none"> <li>• Answer the question by writing out in full sentences</li> <li>• Number the sentences</li> <li>• Underline the correct sentences</li> <li>• Circle the correct answer</li> </ul> <p><u>Synthesis &amp; Transformation : Conquer Book</u>  Exercise 19 : Grammar “as” (Fill in the blanks)  Exercise 20 - 24 : Combining Sentences with “as” (Write the sentences)  <u>Penmanship (Purposeful) Book 1 Ex9</u></p> <ul style="list-style-type: none"> <li>• Grammar focus : present continuous tense</li> </ul>	
3	04.04.16 – 08.04.16	<p><b><u>To Town</u></b>  <u>Tuning- in:</u></p> <ul style="list-style-type: none"> <li>• Sing Along : This is the way I go to Town</li> </ul> <p><u>Reading Big Book : To Town</u></p> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• recognise high frequency words</li> <li>• use initial consonants and blends for word identification</li> </ul> <p>Concepts about print</p> <ul style="list-style-type: none"> <li>• directions of reading, spaces between words, letters, sentences</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• make predictions using titles, visuals</li> <li>• respond to questions about the text</li> <li>• describe different giants across fairy tales</li> </ul>	

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		<ul style="list-style-type: none"> <li>• use the target language structures</li> </ul> <p><u>Conclusion</u></p> <ul style="list-style-type: none"> <li>• Have the pupils respond to the book by recalling all the types of vehicles and their colours.</li> <li>• List them on the board and have pupils choose their favourite vehicle.</li> <li>• Have them draw and colour the vehicle and write a sentence below it.</li> </ul> <p><u>Learning Booklet : To Town</u>  <u>Vocabulary : Names of Vehicles</u>  fire-engine, motor bike, helicopter, trishaw, vintage car, bulldozer, town, vehicles, train, truck, bus, boat, ship, van</p> <p>More vocabulary words : stick, jump, driver, yellow, green, red, blue, orange, silver</p> <p><u>Learning Booklet : To Town</u>  <u>Vocabulary Exercises</u>  pg 4 – 9, 14</p> <ul style="list-style-type: none"> <li>• Identify the vehicles according to the given pictures</li> <li>• Vocabulary Cloze Passage</li> </ul> <p>Word Identification Skills:</p> <ul style="list-style-type: none"> <li>• vowels top, bet, bit</li> </ul> <p>High Frequency Words: big, then, will, go, way</p> <p><u>Learning Booklet : To Town</u>  <u>Listening</u></p> <ul style="list-style-type: none"> <li>• listen to a text read by the teacher</li> <li>• identify the beginning sounds letters : /v/, /b/, /br/, /j/ (revision)</li> <li>• Fill in the blanks with the ‘e’ or ‘i’ or ‘o’ sound</li> <li>• Vowel: top, bet, bit</li> </ul> <p>High Frequency Words: big, then, will, go, way  pg 5 – 7</p> <p><u>Listening Comprehension &amp; Oral Book : Ex 3</u></p> <p><u>Penmanship (Purposeful) Book 1 Ex10</u></p> <ul style="list-style-type: none"> <li>• Grammar focus : Simple present tense</li> </ul>	
4	11.04.16 – 15.04.16	<p><u>To Town</u>  <u>Learning Booklet : To Town</u>  <u>Grammar</u></p>	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> <li>• Prepositions: in, on, over, for, down, at, above, near, out, under, between, for, up</li> <li>• Adjectives: my (poss.) big</li> <li>• Structures: <i>It is.. / This is... / ....is my.....</i></li> <li>• Pronouns : my, your, her, his, its</li> </ul> <p>Booklet pg 7-8, 10-11</p> <p><u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> <li>• make predictions using titles and visuals</li> <li>• respond to questions about the text</li> <li>• use the target language structures</li> </ul> <p><u>Writing: Class, Group &amp; Individual</u></p> <ul style="list-style-type: none"> <li>• contribute ideas for the Class Writing</li> <li>• write it out in at least ten sentences</li> <li>• contribute ideas for the Class Writing</li> <li>• write it out in at least ten sentences</li> <li>• Vehicles in my Neighbourhood</li> </ul> <p><u>Learning Booklet : To Town</u>  <u>Comprehension : Trains and Trucks</u>  Booklet Pg 12 – Pg 13  Comprehension Structure</p> <ul style="list-style-type: none"> <li>• Tick the correct answer</li> <li>• Answer the question by writing out in full sentences</li> <li>• MCQ</li> </ul> <p><u>Speech and Drama:</u>  Dramatisation</p> <ul style="list-style-type: none"> <li>• Have pupils dramatise the story. Other pupils can participate by making the sounds of the vehicles.</li> <li>• Alternatively, you can have the pupils dramatise the vehicles that some of their friends had talked about during SBA1 (these vehicles may not be the ones in the book).</li> </ul> <p><u>Synthesis &amp; Transformation : Conquer Book</u>  Exercise 25 – 28 : Combining Sentences with “or” (Write the sentences)  Exercise 29 : Grammar “but” (Fill in the blanks)</p> <p><u>Penmanship (Purposeful) Book 1 Ex11</u></p>	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> <li>Skills : Recognition and practice of the upper and lower case of the alphabet</li> </ul> <p><u>Listening Comprehension &amp; Oral Book : Ex 4</u></p>	
5	18.04.16 – 22.04.16	<p><b><u>The Giant's Ice Cream</u></b></p> <p><u>Tuning- in:</u></p> <ul style="list-style-type: none"> <li>Sing Along : The Giant's Ice Cream</li> <li>Tune: Five Little Ducks</li> </ul> <p><i>Talk about ice-cream and show students the many images of a simple ice-cream</i></p> <p><u>Reading Big Book : The Giant's Ice Cream</u></p> <ul style="list-style-type: none"> <li>read a text aloud with the teacher</li> <li>identify key vocabulary</li> <li>recognise high frequency words</li> <li>use initial consonants and blends for word identification</li> </ul> <p>Concepts about print</p> <ul style="list-style-type: none"> <li>exclamation mark, font size and open inverted commas</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>make predictions using titles, visuals</li> <li>respond to questions about the text</li> <li>describe different giants across fairy tales</li> <li>use the target language structures</li> </ul> <p><u>Word Identification</u></p> <ul style="list-style-type: none"> <li>initial consonants: st (revision)</li> <li>vowels: ice, ate, no syllabification: 1, 2 syllables, tough, sang, green, dinner, yummy, bigger</li> <li>rhyming words: cat/that, stuff/tough</li> </ul> <p><u>Conclusion</u></p> <ul style="list-style-type: none"> <li>Have the pupils respond to the book by thinking of a conversation the cat and the giant might have after the giant has been set free from the doorway.</li> <li>Have them draw the cat and the giant and make speech bubbles to show what they might have said to each other.</li> </ul> <p><u>Learning Booklet :The Giant's Ice Cream</u></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>dinner, purple, stuck, doorway, lunch, ice-cream, breakfast, party, strong, big, weak, small, giant, purple, orange, green, doorway, ate, tough,</li> </ul>	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p>some, loved, meowed, bigger, stuck, shouted, yummy, stuff, tall, long, heavy, hairy, bushy</p> <p><u>Learning Booklet : The Giant's Ice Cream</u></p> <p>Vocabulary Exercises Pg 4 – 7, 14 &amp; 18</p> <ul style="list-style-type: none"> <li>• Vocabulary Cloze Passage</li> <li>• Fill in the blanks with helping words</li> </ul> <p>High Frequency Words : that</p> <p><u>Learning Booklet : The Giant's Ice Cream.</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• listen to a text read by the teacher</li> <li>• identify the words that has the same 'a', 'i' or 'o' sound as the picture</li> <li>• words that rhyme / words that don't rhyme</li> </ul> <p>pg8 - 12</p> <p><u>Penmanship (Purposeful) Book 1 Ex12</u></p> <ul style="list-style-type: none"> <li>• Grammar Focus : Proper Noun</li> </ul>	
6	25.04.16 – 29.04.16	<p><b><u>The Giant's Ice Cream</u></b></p> <p><u>Learning Booklet :The Giant's Ice Cream</u></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• contractions: you're, I'm, he's, she's, we're</li> <li>• adjectives: big, tough, orange, green, purple</li> <li>• structures: The ...ate...for breakfast/lunch/dinner.</li> <li>• punctuation: hyphen when a two word noun</li> <li>• becomes an adjective – ice cream and ice-cream cone</li> <li>• adjectives</li> </ul> <p>Pg 11 – 13, 15 &amp;18</p> <p><u>Grammar Activity</u></p> <p><u>Adjectives: colour &amp; size</u></p> <ul style="list-style-type: none"> <li>• Ask pupils to think of other words that tell about/describe the giant.</li> <li>• Write them in sentences on the board, e.g.,</li> <li>• The tall giant... The fat giant...The greedy giant loved ice cream. The big/little cat.....</li> <li>• Have the pupils read through the sentences.</li> <li>• Tell the pupils that these words help us describe who or</li> </ul>	



Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> <li>• what we are writing about (a bit like drawing a picture with words).</li> <li>• Write the words orange, purple and green on the board.</li> <li>• Ask pupils what these words tell us about the ice cream (what it looks like).</li> <li>• Explain that colours and sizes help us describe things and people in our writing.</li> <li>• Ask pupils to suggest sentences using the colours.</li> <li>• Write them on the board.</li> <li>• Read through the sentences with the pupils.</li> </ul> <p>(More adjectives to describe ice cream – sweet, creamy, cold, fried, bitter-sweet, delicious, etc.)</p> <p><u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> <li>• make predictions using titles and visuals</li> <li>• respond to questions about the text</li> <li>• use the target language structures</li> </ul> <p><u>Writing: Class, Group &amp; Individual</u></p> <ul style="list-style-type: none"> <li>• contribute ideas for the Class Writing</li> <li>• write it out in at least ten sentences</li> <li>• contribute ideas for the Class Writing</li> <li>• write it out in at least ten sentences</li> </ul> <p><u>Learning Booklet : The Giant's Ice Cream Comprehension : How to Make a Sundae Booklet Pg 16 – Pg 17</u>  Comprehension Structure</p> <ul style="list-style-type: none"> <li>• Tick the correct answer</li> <li>• Fill in the box : one-word answer</li> <li>• Fill in the blanks</li> </ul> <p>Word identification</p> <ul style="list-style-type: none"> <li>• initial consonants: "st"</li> <li>• vowels: ice, ate, no syllabification: 1, 2 syllables, tough, sang, green, dinner, yummy, bigger</li> <li>• rhyming words: cat/that, stuff/tough</li> </ul> <p><u>Synthesis &amp; Transformation : Conquer Book</u>  Exercise 30 : Grammar "or", "but" or "because" (Fill in the blanks)</p> <p><u>Penmanship (Purposeful) Book 1 Ex13</u></p> <ul style="list-style-type: none"> <li>• Grammar Focus : First Personal Pronouns</li> </ul>	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
7	02.05.16 – 06.05.16	<p><b><u>The Jigaree</u></b>  <u>Tuning- in:</u></p> <ul style="list-style-type: none"> <li>• Sing Along : The Jigaree</li> <li>• Tune: Looby Loo</li> </ul> <p><u>Reading Big Book : The Jigaree</u></p> <ul style="list-style-type: none"> <li>• read a text aloud with the teacher</li> <li>• identify key vocabulary</li> <li>• recognise high frequency words</li> <li>• use initial consonants and blends for word identification</li> </ul> <p><u>Concepts about print</u></p> <ul style="list-style-type: none"> <li>• Ellipsis: a sentence that ends on the next page</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• make predictions using titles, visuals</li> <li>• respond to questions about the text</li> <li>• describe different giants across fairy tales</li> <li>• use the target language structures</li> </ul> <p><u>Word Identification</u>  Consonant blends: cl, sw  <u>Concepts about print</u>  Ellipsis: a sentence that ends on the next page  High Frequency words: word parts 'ing'</p> <p><u>Conclusion</u></p> <ul style="list-style-type: none"> <li>• Have the pupils respond to the book by discussing whether the Jigaree would make a good friend and ask them to give their reasons.</li> </ul> <p><u>Learning Booklet : The Jigaree</u>  <u>Vocabulary</u>  climbing, dancing, flying, jigaree, jumping, riding, skating, swimming, here, there, everywhere, after, home, spaceship, see, would, come, alien, creature, rocket, ride</p> <p><u>Learning Booklet : The Jigaree</u>  <u>Vocabulary Exercises</u>  Pg 4 – 6, 13 &amp; 18</p> <ul style="list-style-type: none"> <li>• Vocab words : Fill in the blanks</li> <li>• Answer in complete sentences with helping words</li> <li>• Fill in the blanks with helping words</li> <li>• Vocabulary Cloze</li> </ul> <p><u>Learning Booklet : The Jigaree</u>  <u>Listening</u></p> <ul style="list-style-type: none"> <li>• listen to a text read by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Labour Day Holiday (02.05.16)</li> </ul>

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> <li>identify the words with 'cl' or 'sw'</li> </ul> Booklet pg7  <u>Listening Comprehension &amp; Oral Book : Ex 4</u>  <u>Penmanship (Purposeful) Book 1 Ex14</u> <ul style="list-style-type: none"> <li>Grammar Focus : The Connector 'and'</li> </ul>	
8	09.05.16 – 13.05.16	<p><b><u>The Jigaree</u></b>  <b><u>The Giant's Ice Cream</u></b>  <u>Learning Booklet :The Giant's Ice Cream</u>  <u>Grammar</u></p> <ul style="list-style-type: none"> <li>pronouns: it, me,(revision)</li> <li>verbs (present continuous): -ing</li> <li>I can see .....</li> <li>It is .....-ing after me.</li> </ul> <p>Words ending with 'ing'</p> <ul style="list-style-type: none"> <li>Show pupils how to make the -ing form action words or verbs+ing:</li> <li>do – doing, work – working</li> <li>but take away the final e for words like:</li> <li>shine – shining, dance – dancing.</li> <li>Write the root words on the board and get pupils to change them to verbs+ing.</li> <li>e.g., jump – dance – fly – ride – climb- skate – see - take</li> <li>Explain that see is special because we do not take off the final e before adding -ing.</li> </ul> <p>Booklet pg 8 - 12, pg 14 - 15</p> <p><u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> <li>make predictions using titles and visuals</li> <li>respond to questions about the text</li> <li>use the target language structures</li> </ul> <p><u>Writing: Class, Group &amp; Individual</u></p> <ul style="list-style-type: none"> <li>contribute ideas for the Class Writing</li> <li>write it out in at least ten sentences</li> <li>contribute ideas for the Class Writing</li> <li>write it out in at least ten sentences</li> </ul> <p>Writing a letter to a friend telling him about your experience meeting the Jigaree.</p> <p><u>Learning Booklet : The Giant's Ice Cream</u>  <u>Comprehension : It's the Circus</u></p>	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p>Booklet Pg 16 – Pg 17 Comprehension Structure</p> <ul style="list-style-type: none"> <li>• Answer the questions in complete sentences</li> <li>• Fill in the blanks</li> </ul> <p><u>Synthesis &amp; Transformation : Conquer Book</u> Exercise 31 - 32 : Grammar “both” (Fill in the blanks) Exercise 8 – 10 : Combining Sentences with “but” (Write the sentences)</p> <p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Sound Discrimination &amp; Picture Matching (5%)</b></li> <li>• <b>Poetry Recitation (5%)</b></li> <li>• <b>Mini Test: (15%)</b> <ul style="list-style-type: none"> <li>○ Grammar MCQ</li> <li>○ Vocabulary MCQ</li> <li>○ Word Order</li> <li>○ Comprehension</li> </ul> </li> </ul>	
9	16.05.16 – 20.05.16	<p>Going thru all the Test Papers</p> <p><u>Penmanship (Purposeful) Book 1 Ex15</u></p> <ul style="list-style-type: none"> <li>• Grammar Focus : Simple Present Tense</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exam Week</li> </ul>
10	23.05.16 – 27.05.16	<ul style="list-style-type: none"> <li>▪ Post Examinations</li> </ul>	