



***Curriculum and Curriculum Standards for Primary Education
(Grade 1)***

Annual Planning

***Based on the new Curriculum
New Fun with English
2015 / 2016***

First Period (Time: 7 weeks)

Unit Title	Competences to be developed	Standards to Be achieved by the end of the first Evaluation period pupils are expected to	Formative assessment		
Hello / My Body / My Family	<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 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening</p> <p>1.3 Following simple instructions given by the teacher in the classroom</p> <p>1.4 listening respectfully to the speaker</p> <p>1.5 Recognizing and reproducing English sounds and words, Using their musical abilities or their knowledge acquired in Arabic language</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech</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>3.4. Reading English letters, frequent words, and Arabic digits they can meet in familiar contexts</p> <p>4.1. Writing simple words and using drawings to indicate objects or feelings</p> <p>4.2 Drawing pre-letter figures from left to right</p> <p>4.3. Following a simple written pattern neatly based on Teacher's support.</p>	<p>1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)</p> <p>1.2.Distinguish, with teacher's guidance, English sounds which are not represented in Arabic</p> <p>1.3. Listen to and follow simple instructions in English related to life in the classroom</p> <p>1.4 listen attentively and respond politely to speakers in different situations</p> <p>1.5 Identify English sounds in oral messages which are similar or different from Arabic sounds</p> <p>2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts , family, food items and other things in small conversations or individual speech</p> <p>2.2 Use simple language related to location of objects communicatively in mini- dialogues</p> <p>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</p> <p>3.3 Handle books appropriately holding them right-side up and turning pages one at a time from front to back</p> <p>3.4. Read letters, numbers in digits from 1-6 ,and words related to parts of the body in English</p> <p>4.1 Trace and copy simple letters and words related to body parts</p> <p>4.2 draw correct figures of pre letters and simple figures from left to right</p> <p>4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colors, glue, plastic scissors, pictures)</p>	Worksheets		
			Projects		
			Quizzes		
			Portfolio		
			Questions		
			Observation		
			Paper pencil tasks		
Content	<p>Voc. Hello , teacher, yes , no , Hi , goodbye , numbers 1-10 , sister , school , Muslim , apple , ear, nose, hand, foot, eye, mouth, leg, arm, head, face, toe, touch , family, mother, father, brother, , thank you, camera , read , pray please ,drink , eat , cook , ball</p> <p>Str. I'm , Possessive adjectives: (<i>my, his, her, your</i>); who's this , Plurals: <i>leg/legs , ...imperatives and possessive adj.</i> , Present simple: <i>We read. They pray;</i> Present Continuous, <i>What's (he) doing? He's She's (eating); How many ...?</i></p> <p>Func. Greetings & responses , counting ,Introduce oneself , asking for and giving information ,Identifying body parts ,asking people to do something, understanding simple instructions counting, describing actions.</p> <p>Note Teachers are advised / encouraged to use extra material " voc. ,str. , I. functions" - Students are assessed according to the required content above</p>				

Teacher's Reflection		
Competences	Added by the teacher	
	Needed to be developed in the coming periods	

Second Period (Time: 7 weeks)

Unit Title	Competences to be developed	Standards to Be achieved by the end of the second Evaluation period pupils are expected to	Formative assessment	
My house / I like apples	<p>1.1 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening</p> <p>1.4 listening respectfully to the speaker</p> <p>1.5 Recognizing and reproducing English sounds and words, Using their musical abilities or their knowledge acquired in Arabic language</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small 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>3.1. Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols</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>3.4. Reading English letters, frequent words, and Arabic digits they can meet in familiar contexts</p> <p>4.2. Drawing pre-letter figures from left to right</p> <p>4.1. Writing simple words and using drawings to indicate objects or feelings</p> <p>4.3. Following a simple written pattern neatly based on Teacher's support.</p>	<p>1.1 Distinguish, with teacher's guidance, English sounds which are not represented in Arabic</p> <p>1.4.Listen attentively and respond politely to speakers in different situations</p> <p>1.5 Identify English sounds in oral messages which are similar or different from Arabic sounds</p> <p>2.1 Use appropriate simple vocabulary to indicate/name classroom objects, people and places "home" , food items and other things in small conversations or individual speech</p> <p>2.2 Use simple language related to location of objects communicatively in mini-dialogues</p> <p>2.3 Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country.</p> <p>3.1. Read grade level words and phrases clearly</p> <p>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</p> <p>3.3 Handle books appropriately holding them right-side-up and turning pages one at a time from front to back</p> <p>3.4. Read letters, numbers in digits from 1-6 ,and words related to parts of the body in English</p> <p>4.2. Draw correct figures of pre-letters from left to right</p> <p>4.1 Trace and copy simple letters and words related to body parts</p> <p>4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colors, glue, plastic scissors, pictures)</p>	Worksheets	
			Projects	
			Quizzes	
			Portfolio	
			Questions	
			Observation	
			Paper pencil tasks	
Content	<p>Voc. Chair, table, computer, desk ,nice, a drink ,please ,thank you ,want ,fridge, kitchen, door, sofa, in ,garden, bed, bedroom, wall, colors ,egg, sandwich, orange ,honey ,banana, date ,pizza, ice cream ,burger, chocolate , on</p> <p>Str. Do you want (a drink) Yes, please. No, thank you .Where's)? He/ She are in theWhat color is the? TheisWhat color are The?The are/ What's this? It's aThis is myPresent continuous / Short forms The bedsCan I have a/ a /some ...? Yes, here you are / .No I don't have / Present simple/. I don't like . .Do you like...? Yes, I do .No I don't .Where is? Where are these?</p> <p>L.Fun : Making offers ,Responding politely to offers ,Expressing gratitude ,Expressing approval ,Asking and answering questions ,Describing colors, Using polite requests, Expressing gratitude, Expressing likes and dislikes ,Counting</p>			

Teacher's Reflection		
Competences	Added by the teacher	
	Needed to be developed in the coming periods	

Third Period (Time: 7 weeks)

Unit Title	Competences to be developed	Standards to Be achieved by the end of the Third Evaluation period pupils are expected to	Formative assessment	
Funni goes to school / What can Funni see? / Funni on the farm	1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations 1.2 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening 1.3 Following simple instructions given by the teacher in the classroom 1.4 listening respectfully to the speaker 1.5 Recognizing and reproducing English sounds and words using their musical abilities or their knowledge acquired in Arabic language 2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech 2.2 Responding to simple communicative situations in mini dialogues related to every day topics 2.4 Using the knowledge and abilities acquired in other subjects when producing sounds of English or speaking about their family or school 3.1 Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols 3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials 3.3 Handling books respectfully and appropriately 3.4 Reading English letters, frequent words, and Arabic digits they can meet in familiar contexts 4.1 Writing simple words and using drawings to indicate objects or feelings 4.2 Drawing pre-letter figures from left to right 4.3 Following a simple written pattern neatly based on teacher's support	1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material) 1.2 Distinguish, with teacher's guidance, English sounds which are not represented in Arabic 1.3. Listen to and follow simple instructions in English related to life in the classroom 1.4 listen attentively and respond politely to speakers in different situations 1.5 Identify English sounds in oral messages which are similar or different from Arabic sounds 2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts , family, food items and other things in small conversations or individual speech 2.2 Use simple language related to location of objects communicatively in mini-dialogues 2.4 Respond correctly to questions about familiar topics "parts of the body , counting numbers , Kuwait , Islam" 3.1 Read grade level words and phrases aloud clearly. 3.2 Read illustrations, pictures, signs and letters in written and visual materials. 3.3 Handle books appropriately holding them right-side up and turning pages one at a time from front to back 3.4 Reading letters, numbers in digits from 1-20 ,and words related to parts of the body in English 4.1 Write simple words or phrases related to issues learned in school 4.2 Draw correct figures of pre letters and simple figures from left to right 4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue, plastic scissors, pictures)	Worksheets	
			Projects	
			Quizzes	
			Portfolio	
			Questions	
			Observation	
			Paper pencil tasks	

<p style="text-align: center;">Content</p>	<p>Voc. Girl , art , purple , class, paint, come, on , book, ruler, bag, eraser , pencil, numbers(11-15), run, sit down, kick, walk, play, jump, hop, football, gym, library, cat, duck, hen, dog, mouse, horse, friend, bird, cow, sheep, goat, falcon, boy, stop, stay, stand, (16-20)</p> <p>Str. Present Continuous, <i>What are you painting? I'm painting..; Is this a ...? Yes, it is/No it isn't ;What colour is the ...? It's....; Can I have a ...,please? Yes, here you are. Thank you; How many..? ; Imperative: run/Don't; Present Continuous, What is he/she doing? He/She is....; Modal (can) for ability; Present Continuous, It's sitting..; What are these/those? They are...</i></p> <p>Func. Talking about actions; Expressing likes and dislikes; Making suggestions; Asking questions; Expressing gratitude; Counting; Identifying colours ; Giving instructions; Expressing ability; Asking and answering questions; Asking for and giving information; Describing actions; Describing animals.</p> <p>Note Teachers are advised / encouraged to use extra material " voc. ,str. , l. functions" - Students are assessed according to the required content above</p>	
<p style="text-align: center;">Teacher's Reflection</p>		
<p style="text-align: center;">Competences</p>	<p>Added by the teacher</p>	
	<p>Needed to be developed in the coming periods</p>	

Fouth Period (Time: 7 weeks)

Unit Title	Competences to be developed	Standards to Be achieved by the end of the Fourth Evaluation period pupils are expected to	Formative assessment	
Learn about Kuwait / Let's play	1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations	1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)	Worksheets	
	1.2 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening	1.2 Distinguish, with teacher's guidance, English sounds which are not represented in Arabic	Projects	
	1.3 Following simple instructions given by the teacher in the classroom	1.3. Listen to and follow simple instructions in English related to life in the classroom	Quizzes	
	1.4 listening respectfully to the speaker	1.4 listen attentively and respond politely to speakers in different situations	Portfolio	
	1.5 Recognizing and reproducing English sounds and words using their musical abilities or their knowledge acquired in Arabic language	1.5 Identify English sounds in oral messages which are similar or different from Arabic sounds	Questions	
	2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech	2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts , family, food items and other things in small conversations or individual speech	Observation	
	2.2 Responding to simple communicative situations in mini dialogues related to every day topics	2.2 Use simple language related to location of objects communicatively in mini-dialogues	Paper pencil tasks	
2.4 Using the knowledge and abilities acquired in other subjects when producing sounds of English or speaking about their family or school	2.4 Respond correctly to questions about familiar topics "parts of the body , counting numbers , Kuwait , Islam"			
3.1 Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols	3.1 Read grade level words and phrases aloud clearly.			
3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials	3.2 Read illustrations, pictures, signs and letters in written and visual materials.			
3.3 Handling books respectfully and appropriately	3.3 Handle books appropriately holding them right-side up and turning pages one at a time from front to back			
3.4 Reading English letters, frequent words, and Arabic digits they can meet in familiar contexts	3.4 Reading letters, numbers in digits from 1-20 ,and words related to parts of the body in English			
4.1 Writing simple words and using drawings to indicate objects or feelings	4.1 Write simple words or phrases related to issues learned in school			
4.2 Drawing pre-letter figures from left to right	4.2 Draw correct figures of pre letters and simple figures from left to right			
4.3 Following a simple written pattern neatly based on teacher's support	4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue, plastic scissors, pictures)			

<p style="text-align: center;">Content</p>	<p>Voc. Country, flag, boat, dhow, swim, water, box, under, in front of, behind, between, Kuwait , game ,know, throw, take a photo, van, queen, zoo, play a game</p> <p>Str. What colour is this? It's...; What colour are these? They are...; What's this? What are these?; Where's..? Where are ..? He's/she's/They are in/on/under/in front of/behind.. Modal (can) for ability; Present continuous: Is he/she running? Yes, he is/ No he isn't; Present simple: Does he/she want..? Yes, he/she does/ No he/she doesn't; He likes / he doesn't like.</p> <p>Func. Asking for and giving information, Describing colours, Asking and answering about ability, asking and answering about location, Describing location, Asking and answering questions, Expressing likes and dislikes, Making suggestions, Describing actions.</p> <p>Note Teachers are advised / encouraged to use extra material " voc. ,str. , l. functions" - Students are assessed according to the required content above</p>	
<p style="text-align: center;">Teacher's Reflection</p>		
<p style="text-align: center;">Competences</p>	<p>Added by the teacher</p>	
	<p>Needed to be developed in the coming periods</p>	