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| **UNIT 1: WHERE ARE YOU FROM** | | | |
| **Day** |  | **Date** |  |
| **Year** |  | **Time** |  |
| **Subject** | English | **Theme** | World of Self, Family and Friends |
| **Focus skill** | Listening | | |
| **Content Standards** | 1.1 Recognise and reproduce target language sounds  1.2 Understand meaning in a variety of familiar contexts | | |
| **Learning Standards** | 1.1.1 Recognise and reproduce with support a wide range of target language phonemes  1.2.2 Understand with support specific information and details of longer simple texts | | |
| **Learning Objectives** | To teach the pupils about the vocabulary and listening skill from the song. | | |
| **Activities** | 1. Teacher introduces a song to the pupils.  2. Teacher asks the pupils to sing the song.  3. Teacher then asks pupils to refer to the song to fill in the crossword with names, country and vocabulary.  4. Teacher goes through pupils’ answers | | |
| **Reflection** | Attendance:  \_\_\_\_ pupils were able to achieve the objectives  \_\_\_\_ pupils need extra guidance | | |

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| **UNIT 1: WHERE ARE YOU FROM** | | | |
| **Day** |  | **Date** |  |
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| **Subject** | English | **Theme** | World of Self, Family and Friends |
| **Focus skill** | Speaking | | |
| **Content Standards** | 2.1 Communicate simple information intelligibly  1.2 Understand meaning in a variety of familiar contexts | | |
| **Learning Standards** | 2.1.5 Describe people, and objects using suitable statements  1.2.4 Understand longer supported classroom instructions | | |
| **Learning Objectives** | To teach pupils in speaking and role-playing by using English language. | | |
| **Activities** | 1. Teacher introduces a dialogue.  2. Teacher asks pupils to work in groups and act out the dialogue.  3. Teacher then asks them to draw out the picture of their pen-pals and write up about their pen-pals. | | |
| **Reflection** | Attendance:  \_\_\_\_ pupils were able to achieve the objectives  \_\_\_\_ pupils need extra guidance | | |

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| **Subject** | English | **Theme** | World of Self, Family and Friends |
| **Focus skill** | Reading | | |
| **Content Standards** | 3.2 Understand a variety of linear and non-linear print and digital texts by using appropriate reading strategies  1.2 Understand meaning in a variety of familiar contexts | | |
| **Learning Standards** | 3.2.2 Understand specific information and details of simple texts of one or two paragraphs  1.2.4 Understand longer supported classroom instructions | | |
| **Learning Objectives** | To teach the pupils how to answer the questions in details and understanding of the topic. | | |
| **Activities** | 1. Teacher introduces a text on the everyday activities of two children.  2. Teacher asks pupils to read the text.  3. Teacher asks pupils to answer the questions given.  4. Teacher goes through pupils’ answers. | | |
| **Reflection** | Attendance:  \_\_\_\_ pupils were able to achieve the objectives  \_\_\_\_ pupils need extra guidance | | |

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| **UNIT 1: WHERE ARE YOU FROM** | | | |
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| **Subject** | English | **Theme** | World of Self, Family and Friends |
| **Focus skill** | Writing | | |
| **Content Standards** | 4.1 Form letters and words in neat legible print using cursive writing  4.2 Communicate basic information intelligibly for a range of purposes in print and digital media | | |
| **Learning Standards** | 4.2.4 Describe people and objects using suitable statements  4.3.2 Spell most high frequency words accurately in guided writing | | |
| **Learning Objectives** | To teach pupils how to approach the email and write the email with correct spelling and grammar. | | |
| **Activities** | |  | | --- | | **1.** Teacher introduces an email.  **2.** Teacher asks pupils to read the email.  **3.** Teacher asks pupils to refer to the email and write the reply accordingly.  **4.** Teacher goes through pupils’ answer. | | | |
| **Reflection** | Attendance:  \_\_\_\_ pupils were able to achieve the objectives  \_\_\_\_ pupils need extra guidance | | |

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| **Subject** | English | **Theme** | World of Self, Family and Friends |
| **Focus skill** | Language Awareness | | |
| **Content Standards** | Language Awareness lessons should be presented and practised using a main skill and a complementary skill (Listening, Speaking, Reading or Writing) | | |
| **Learning Standards** | 5.2.1 Say in simple words and phrases how a text makes them feel.  4.2.3 Describe basic every day routines | | |
| **Learning Objectives** | To teach the pupils about the grammar in terms of adverbs of time. | | |
| **Activities** | 1. Teacher asks pupils to read the questions and answer correctly.  2. Teacher then asks pupils to construct sentences according to the adverbs of time.  3. Teacher goes through the answers. | | |
| **Reflection** | Attendance:  \_\_\_\_ pupils were able to achieve the objectives  \_\_\_\_ pupils need extra guidance | | |

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| **UNIT 1: WHERE ARE YOU FROM** | | | |
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| **Subject** | English | **Theme** | World of Self, Family and Friends |
| **Focus skill** | Language Arts | | |
| **Content Standards** | 5.3 Express an imaginative response to literary texts | | |
| **Learning Standards** | 5.3.1 Respond imaginatively and intelligibly through creating simple picture stories, simple poems, and cartoon stories. Other imaginative responses as appropriate | | |
| **Learning Objectives** | To teach the pupils about the recitation of poem and understand the meaning of the poem. | | |
| **Activities** | 1. Teacher introduces a poem.  2. Teacher asks pupils to recite the poem.  3. Teacher asks pupils to imagine the biggest playground and draw out the picture of the playground.  4. Teacher asks pupils to construct sentences for the playground that they imagine.  4. Teacher goes through pupils’ work. | | |
| **Reflection** | Attendance:  \_\_\_\_ pupils were able to achieve the objectives  \_\_\_\_ pupils need extra guidance | | |