

Course Plan for English

(within the framework of updating the secondary education content)

Primary School

Grade 1

December 2014

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Long term plan

Subject: English Grade: 1

Term 1	Term 2	Term 3	Term 4
1 All about me <i>Greetings and names</i> <i>Colours</i> <i>1 to 10</i>	3 My family and friends <i>Family and friends</i> <i>In my house</i> <i>Days of the week</i>	5 Travel <i>Getting to school</i> <i>This is the way...</i> <i>Where is it?</i> <i>The big red bus</i>	7 Food and drink <i>Things I like</i> <i>Hot or cold</i> <i>Animals like</i> <i>Nice or nasty</i>
2 My school <i>Classroom objects</i> <i>Initial letters</i> <i>Classroom routines</i> <i>Describing things</i>	4 The world around us <i>Animals</i> <i>Hot and cold</i> <i>In Kazakhstan</i> <i>English around us</i>	6 Traditions and folklore <i>Happy Birthday</i> <i>Springtime in Kazakhstan</i> <i>Hats and masks</i> <i>Story time</i>	8 Health and body <i>Hands and Head</i> <i>Let's move</i> <i>Making a puppet</i> <i>A special dance</i>
Listening:			
<p>Listening activities are the primary focus of class work in Term 1 as learners listen to Teacher model names, short greeting phrases, basic colours, numbers 1 to 10 and words relating to the classroom environment and routines. Learners listen and repeat, follow simple Teacher instructions, perform total physical response routines and listen to simple songs.</p> <ul style="list-style-type: none"> The listening learning objective focus in Term 1 is very much on objectives 1.L1 and 1.L3. The themes for Term 1 work relate to basic greetings and introductions and those that are already familiar to learners from their school context: 	<p>Listening continues to be a primary driver of the work done in Term 2. As well as listening to songs, Teacher instructions and Teacher modelling words and phrases, in Term 2 students are involved in listening to and participating in simple question and answer exchanges and exchanges in which learners confirm or correct in response to what others say.</p> <ul style="list-style-type: none"> As well as learning objectives 1.L1 1.L3, objectives 1.L2 and 1.L4 form an important focus of listening work in Term 2. The themes are more wide-ranging with contexts outside the immediate classroom environment and linking to cross curricular themes of kinship, the 	<p>All Listening objectives: 1.L1, 1.L2, 1.L3 1.L4 and 1.L5 feature in Term 3 work as learners are engaged with listening in tasks involving slightly more complex instructional sequences, songs, more varied question tasks and listening to stories in English for the first time. Teacher continues to be the main source of input in all listening activity except song.</p> <p>What may seem quite challenging themes for learners of this age are made accessible by approaching them through craft, song, sense, movement and simple narrative activities.</p>	<p>All Listening objectives feature in Term 4 work and Teacher input continues to be primary source of listening input except for song. There is a much greater emphasis on understanding questions and active listening in question exchanges 1.L2, 1.L4.</p> <p>Learners also listen to recorded short exchanges for the first time exercising a new dimension of understanding in English and other activities require learners to listen and give an emotive response.</p> <p>The themes rework the language of colours, verbs of movement, animals, and also introduce new areas of vocabulary [food and parts</p>

Term 1	Term 2	Term 3	Term 4
counting, colouring, following songs and simple classroom routines.	geography of Kazakhstan and cultural identity.		of the face/body]. This final term of the year has elements [dance, song, shadow puppet narrative] that could be built into an end of year performance.
Speaking			
<p>Simple speaking activities complement the primary focus on Listening in Term 1. Learners are involved in activities such as listen and say, introducing themselves and others and saying words, names and numbers in response to prompts and in a variety of types of game.</p> <ul style="list-style-type: none"> The Speaking learning objective focus in Term 1 is primarily on objectives: 1.S1, 1.S3 and 1.S6. 	<p>Speaking continues to feature with listening in Term 2 as the primary means of exploring new English words and structures. The fact that learning contexts relate more to the outside world than the immediate classroom context means learning objective 1.S5 [Learners responding to aural and visual prompts] features a lot more in Term 2, alongside objectives 1.S1 and 1.S3.</p>	<p>All speaking learning objectives 1.S1, 1.S2, 1.S3, 1.S4, 1.S5 and 1.S6 are covered in the work of Term 3 but 1.S3 relating to pronouncing words intelligibly features prominently as learners meet a lot of new lexis. Learners are also involved in asking questions, giving short answers to questions and responding to prompts relating to narratives for the first time.</p>	<p>There are extensive speaking focuses in Term 4 work as learners learn language to make different kinds of statements/questions about likes and dislikes 1.S1, 1.S2. Work on questions and short answers is extended but learners also engage with new types of speaking activity: using emotive words to show approval or dislike, giving longer descriptions, participating in a short narrative performance and sounding words to movement in a dance routine.</p>
Reading:			
<p>There is only one focus on Reading in Term 1 as the primary thrust of work is that learners become familiar with English sounds through listening and speaking before moving on to looking at how the sounds of English are represented in print.</p> <p>It is important for learners however to develop a keen early interest in English words that they may see around them in their environment so there is one focus here on initial letter consonant sound pictures [1.R1].</p>	<p>Reading features slightly more in Term 2 than it did in Term 1 as activities extend work on recognition of initial consonant sound pictures to animal names and international words students are likely to see in their environment. Activities involving the recognition of whole common international words also feature</p> <ul style="list-style-type: none"> Reading learning objective focus in Term 2 is on 1.R1 and 1.R3 	<p>In Term 3 there is a limited but important focus on recognising and remembering the written form of 'whole' words 1.R3. Display of things that learners make such as cards and badges which include words and iconic phrases e.g. <i>Happy Birthday</i> will add to the store of English words that learners regularly see and recognise in their environment and are an important early foundation for later 'sight-word' work in literacy focuses.</p>	<p>As in Term 1, there is important focus on initial letter consonants.</p>

Term 1	Term 2	Term 3	Term 4
Use of English:			
<p>The Use of English work in Term 1 is all embedded in listening and speaking focuses. Learners learn to use certain personal pronouns, demonstratives, possessive adjectives, colour adjectives, articles a/an and cardinal numbers 1 – 10 as part of wider speaking and listening activities. Teacher engages learners with such language through drilling items as part of phrases rather than stopping to isolate and explain differences.</p> <ul style="list-style-type: none"> The Use of English learning objectives touched upon in Term 1 are: 1.UE1 1.UE2 1.UE3 1.UE4 1.UE6 1.UE8 	<p>The Use of English focus in Term 2 provides learners with more opportunities to experience pattern/structure differences as they relate to singular/plural forms, verb <i>to be</i>/pronoun agreement and the structure <i>there is/there are</i>. There is still no overt teaching of rule or pattern but such structural differences, together with the use of interrogative pronouns in question tasks, feature more often as the central focus of activities.</p> <ul style="list-style-type: none"> Key learning objectives in Term 2 are: 1.UE1 1.UE3 1.UE7 1.UE11: 	<p>As well as revisiting areas of Use of English from previous units, learners experience new areas of structure in Term 3: new interrogative forms 1.UE5, prepositions of movement and place 1.UE14 and present simple forms 1.UE9. Learners are involved in simple exchanges using short forms, forming questions in a class survey activity and responding to different types of questions [where, how interrogatives, do auxiliary questions and questions with verb 'to be'].</p>	<p>There is a more limited range of Use of English focuses in Term 4 as learners work to consolidate key areas looked at in previous terms. Work is also extended in the area plural forms 1.UE1 where learners practice s plural forms and learn a few more irregular forms.</p> <p>As in previous terms, the language focus is largely embedded in ongoing language activity where the primary focus is on using structures in the making of meaning rather than an overt focus on form.</p>

Notes:

A unit is a body of lessons which covers a defined topic.

W = whole class

G = group work

P = pair work

I = individual work

E = learner experiment

D = teacher demonstration **f** = supports formative assessment

Medium term plans

English Primary Grade 1

Unit 1: All about me

Recommended prior knowledge

Recognition of the names of some world-renowned US/English characters. Some familiarity with simple +/- arithmetic operations.

Context

This opening unit of work is very much about getting learners used to the idea of participating in English through listening, speaking and singing and making them aware of English words/names they may already know. Learners learn a number of songs for greetings, colours and numbers in this unit and learners can be encouraged to sing along at home to these songs where Teachers provide media links for learners and parents. The cross curricular links in this unit are learning the colours of the rainbow and performing simple addition and subtraction operations.

Outline

All learning in this unit is activity-based and focused exclusively on Listening and Speaking with the aim of getting learners used to English sounds. There is no overt focus on grammar but certain grammar focuses are embedded within activities. Learners learn to recognise and use a variety of simple English words, phrases and names through meaningful and affective Teacher-Learner and Learner-Learner interactions which are fostered through activities such as circle participation, learning and performing songs, colouring, quizzes, counting and memory, touch, movement and team games.

For learners' safety teachers should pay attention to general safety rules ("Art and Craft Safety Guide" developed by U.S. Consumer Product Safety Commission)

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L3	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words	Greetings and names 1 (W) Teacher and learners stand in circle. Teacher models / gestures: <i>Hello I'm ...</i> Teacher indicates learners in turn to say <i>Hello, I'm...</i>	Ensure that throughout activities in this opening section all Teacher/Learner language is accompanied by contingent gesture or action [pointing to self/others, waving, handshakes etc.]	Primary Colours Starter, Hicks and Littlejohn (CUP 2002)
1.S1	make basic personal statements and simple statements about			

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1.UE6	objects use demonstrative pronouns <i>this/these</i> to indicate things	(W) Teacher and learners in circle. Teachers models/gestures <i>Hello, I'm ...</i> [indicating person to right] <i>This is ...</i> Teacher indicates learners in turn to continue.	Could be done in chair circle and learners sit down when successfully introduced themselves and someone else.	Primary Colours Starter, Hicks and Littlejohn (CUP 2002) Primary Colours for Kazakhstan, Hicks and Littlejohn (CUP 2012) ¹ Translations by N.Mukhamedjanova and B. Berdimbetova Hello song http://www.youtube.com/watch?v=hqx2phxn_cM
1.S6	exchange simple greetings and say please, sorry and thank you	(G) Learners form smaller circles and continue saying <i>Hello I'm....</i> and introducing learner to right <i>This is...</i> (W) Teacher gives out picture cards to learners. Teacher models for learners to assume identity on card. Teacher indicates learners in turn to say <i>Hello I'm... Whole circle replies How are you...? I'm fine...</i>	Listen, Listen and point and Song activity from the course book (1A) can be used to consolidate this activity. Try and identify a bank of anglophone characters [celebrities, cartoon characters] known to most learners with short simple names [short consonant-vowel-consonant first names will serve well for later letter activities]	
1.L3	recognise with support simple greetings; recognise the spoken form of a limited range of basic and everyday classroom words	(W) Listening to and singing along with a simple <i>Hello</i> song. (D) Teacher pre-teaches key words from song with simple gestures.	Song versions with lyrics accompanying animation can be used but the reading of these should form no part of the activity. Learners learn the song from aural memory alone. Teacher helps students recognise the intonation in questions and statements.	
1.S3	pronounce basic words and expressions intelligibly	Greetings and names 2 (W) Teacher models <i>My name is... His/Her name is</i> . Teacher introduces self and then names of projected images. Teacher indicates learners in turn to introduce self and then name two projected images of well-known people/characters.	Nominate a learner and ask them to stand up for the duration of their turn. <i>My name is... Her name is ... His name is ...</i> Recycle some pictures from activity above in projections.	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE3 1.S1 1.S6 1.S3	use basic adjectives and colours to say what someone/something is or has make basic personal statements and simple statements about objects exchange simple greetings and say please, sorry and thank you pronounce basic words and expressions intelligibly	<p>(G) In circles of 5 - 8 learners. Each learner has at least two images of different identities. Learners take turns to say as many names as they can remember after identities are flashed for a few seconds <i>His name / Her name is...</i> Game can continue by getting students of same sex to swap one or more of their identity cards.</p> <p>(D) Teacher models with one learner <i>Nice to meet you, Good Bye (Bye!) [handshake and wave].</i></p> <p>(P) (f) Learners each given picture identity and practice introduction sequence in closed pairs / then for whole class.</p> <p>(W) Reprise of same, extended or different simple Hello song.</p>	<p>Ask learners to choose an identity and flash the image of their chosen identity before turning card over and holding to their chest. Get one or two learners to try and say as many names as they can remember before repeating the process with different learners.</p> <p>Use large gestures to accompany each part of exchange and encourage learner modelling to do so.</p> <p>Monitor and note where students are having problems with individual sounds, blends and/or linking of words.</p> <p>Use song to recap/reinforce key words.</p> <p>The song (1B) can be used to consolidate greeting phrases</p>	<p>Activities 1 and 2 (1B) can be used to support this activity: Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p> <p>PC 1B</p> <p>Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p>
1.UE3	use basic adjectives and colours to say what someone/something is or has	<p>Colours</p> <p>(D) Teacher presents names of colours through short visual presentation.</p> <p>(P) Learners listen to sounds and tick the colours</p>	<p>Use a presentation animation which repeats words and gives learners plenty of opportunities to produce words.</p> <p>Play sounds like a crackling fire, lapping</p>	<p>Color song. Collection Vol.1 www.busybeavers.com</p> <p>Colours www.youtube.com/watch?v+S24hZC-ednk</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L3	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words	the sounds make them think of – then say the colours in feedback.	waves, police siren, elephants, opening bars of Kazakh anthem etc. Learners have a grid of colours and tick the ones they think of. Play sounds again [in feedback and get learners to shout out colour names].	www.learningchocolate.com
1.S3	pronounce basic words and expressions intelligibly	(W) Learners listen to the Rainbow song and order colour cards according to the order they are heard in the lyrics. (W) Learners learn and sing along to an animation of the Rainbow song.	Show black and white image of a rainbow. Give learners in pairs a set of colour cards [colours of rainbow and a few distractors] As they listen get learners to put colours of rainbow in order. Play the song a number of times with/without animation. Then get learners to sing along with Teacher as Teacher uses colour cards stuck on board as prompts.	Rainbow song http://www.youtube.com/watch?v=uTDJiPdz3L0
1.UE6	use demonstrative pronouns <i>this/these</i> to indicate things	(I) Blindfold activity involving dressed/costumed stuffed toys. Blindfolded learner given three of five stuffed toys that the whole class has seen and has to point and say the colours of different items on them e.g. pointing to a panda's ear, learner says <i>This is black</i> .	Bring in colourful stuffed toys as visual and tactile aids [clearly indefinable coloured parts e.g. hat, feet, trousers etc.] Keep team scores for correct colour details.	
1.S1	make basic personal statements and simple statements about objects	(P) (f) Colouring / colour quiz. Learners given worksheet with the outline of recognisable objects e.g. Kazakh flag, traffic lights, zebra, ladybird and have to agree with another student what colour to colour things. In feedback learners say colours.	Use a visual presentation of objects complete with colours for feedback.	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L3	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words	1 - 10 (W) Listening to and watching an animation of the song <i>Ten Little Numbers</i> . (W) Singing along to the song and then practising counting on fingers.	Work with a set of number flashcards [numerals]. Learners use fingers to count as Teacher says numbers as a warmer to the song. Sing along to song animation two or three times and then see if learners can sing song with just the music.	Math video for kids.mp4 Abacus for kids video- Turtle Diary/.com www.learningchocolate.com
1.UE2	use cardinal numbers 1-10 to count	(D) Teacher demonstrates simple <i>plus / minus</i> sums producing written numerical answers.	Moveable units/counters on the board can be used to demonstrate addition and subtraction processes.	Ten Little Numbers song http://www.youtube.com/watch?v=BYIrkMV9uug
1.L1	recognise short instructions for basic classroom routines spoken slowly and distinctly	(P) Teacher gives learners range of simple sums to write down numerical answer to.	Sums given orally for comprehension with learners writing down the answers to demonstrate understanding of what is heard.	To reinforce work on numbers, the activity and song (1E) can be used: Primary Colours Starter, Hicks and Littlejohn (CUP 2002)
1.S3	pronounce basic words and expressions intelligibly	(W) A blindfold memory number/colour activity, played with the class divided into two teams. Before being blindfolded learners survey a board with number [1-10] shapes on it – each number is a different colour. Blindfolded learners find a number and say number and colour e.g. <i>black eight</i> .	Get one learner from each team to try and win as many points for the team as they can. Then change learners and one or two of the numbers and begin again.	Printable Colouring numbers pages and other useful number tasks http://www.allkidsnetwork.com/coloring-pages/Numbers.html
1.L1	recognise short instructions for basic classroom routines spoken slowly and distinctly.	(I) (f) Learners given a worksheet with a range of jumbled numbers 1-10 to colour according to Teacher's instructions.	Give instructions such as: <i>Colour 3 red... OK...3 is red.</i> Give feedback by projecting numbers coloured the correct colours.	www.dreamenglish.com

English Primary Grade 1

Unit 2: My school

Recommended prior knowledge

UE knowledge from Unit 1: *This is.... It is... Myis.* Vocabulary knowledge from Unit 1, basic colours and numbers 1-10.

Context

Having learned in Unit 1 to say names, what things are and basic colours and numbers, this unit builds on that knowledge in encouraging learners to say things about their immediate classroom environment and understand and respond to basic instructions in that environment. It also introduces for the first time an awareness of letters as 'sound pictures' and gets learners used to the written shape of their first name in English. The cross-curricular dimension in this unit relates to links with early literacy in other subjects focusing on recognising letter shapes as sound pictures and forming letters of regular size and shape between lines.

Outline

This language from the previous unit is woven here with new forms [*nouns and imperative forms*] to allow learners to participate in a growing range of instructional activities in English. Basic awareness of English as a written code is raised for the first time through simple initial letter sound picture activities and the writing of learner names. The thrust of the unit is for learners to experience a clear sense of 'can-do' in English by understanding and responding to spoken language in total physical response, colouring and letter recognition and copying activities.

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Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE1	use common singular and plural nouns to say what and where things are	Classroom objects (D) Teacher pre-teaches using realia/visual aids: <i>desk chair book pen bag teacher ruler rubber felt tip</i> (W) Teacher uses visuals/flashcards to prompt learners to say the words. (P) Teacher gives each pair of learners a set of flashcards. One learner holds up a flashcard. The	Reinforces the use of <i>this is</i> and <i>I'm</i> in modelling these words.	Range of common object flashcards http://www.mes-english.com/flashcards/animals.php To help with the introduction of new vocabulary and consolidate this work, activities 1, 2 and 3
1.UE4	use determiners <i>a an this these</i> to indicate what something is		Elicit words from learners and intermittently model and drill correct pronunciation for the different words.	
1.UE6	use demonstrative pronouns <i>this/these</i> to indicate things		Monitor pair work and prompt learners with initial sounds where they cannot find words. Encourage learners to point to their own	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S1 1.UE1 1.UE4 1.L1 1.S3 1.L3	make basic personal statements and simple statements about objects use common singular and plural nouns to say what and where things are use determiners <i>a an this these</i> to indicate what something is recognise short instructions for basic classroom routines spoken slowly and distinctly pronounce basic words and expressions intelligibly recognise with support simple greetings recognise the spoken form of a limited range of	other learner points/indicates and says <i>This is my book</i> etc. Learners then swap roles. (D) Teacher pre-teaches using realia/visual aids <i>computer board door window</i> (W) Teacher gives learners worksheet with outline images of 10 items [new words above]. Learners listen and follow colouring instructions Colour the book red, OK? Colour the book red. (D) Teacher demonstrates using realia: open the door close the door open the book close the book open the window close the window open the bag close the bag point to the door (D) Teacher demonstrates a mime gesture to go with each of the actions above. (W) Class is divided into two lines facing each other. Teacher gives random instructions, e.g. <i>open the door</i> and all learners perform the mime. Teacher gradually speeds up with instructions.	objects in this task. Model and drill the pronunciation of these words, getting individual learners, groups and the whole class to pronounce them. Repeat each instruction twice or more if most students are having problems performing the task. Ensure that gestures for each different action are clearly distinct from each other and easy for learners to do. Part of the aim of this activity is to enable students who do not understand immediately to participate by initially following other learners. View this as a freer activity in which	(2A) can be used: Primary Colours Starter, Hicks and Littlejohn (CUP 2002) Simple action flashcards http://www.englishraven.com/flashcardsactions.html Songs and chants (2B and 2C) can be used to support this activity and Listen, Point and say, and Listen and match

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L1	<p>basic and everyday classroom words</p> <p>recognise short instructions for basic classroom routines spoken slowly and distinctly</p>	<p>(W) Listening to and learning a simple song about the classroom.</p> <p>(D) Teacher demonstrates simple routine actions to facilitate the giving of total physical response instruction sequences. <i>open close stand up sit down go to find point to</i></p> <p>(I)/(P) (f) Teacher gives instruction sequences using all language learnt so far first for individual learners to perform and then for pairs of learners to perform as part of a race.</p>	<p>students just enjoy singing along and recognising some of the sounds and words they have already been introduced to. Demonstrate these actions with two learners at the front of the class [start on chairs] who listen and then copy your actions. A typical instruction sequence might be something like this: <i>go to the door, open the door. close the door, go to the board, write your name, go to your desk, sit down</i></p>	<p>activities (2B) can be used to consolidate language : Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p>
<p>1.UE8</p> <p>1.S3</p> <p>1.L1</p> <p>1.L3</p>	<p>use imperative forms of common verbs related to classroom routines</p> <p>pronounce basic words and expressions intelligibly</p> <p>recognise short instructions for basic classroom routines spoken slowly and distinctly</p> <p>recognise with support simple greetings recognise the spoken form of a limited range of</p>	<p>Classroom routines</p> <p>(D) Teacher pre-teaches and models following action verbs with simple mime gesture <i>listen read write sing say look</i></p> <p>(P) Learners in two lines facing their partner. One learner has set of flashcards above and says action verbs for the other learner to mime action. Learners then change roles.</p> <p>(G) In groups of 3 or 4 learners play ‘go fish’ with sets of jumbled ‘action’ flashcards. Each learner takes turns to turn over two cards. Learners win cards if they match and correctly name action: <i>open close sit stand listen read write sing say look go find point</i></p>	<p>Ensure that the gestures are simple, clear and distinct from each other as these gestures should become a standard part of the instructional fabric of the Grade 1 classroom.</p> <p>Make sure learners understand who they are paired with in the opposite line. Different learners will be talking simultaneously during this activity but this should add to the communicative timbre of the exchanges.</p> <p>This is a simple memory game where, as cards are turned over, learners build up an idea of where a matching item might be. Learners can only win cards if they correctly say the action.</p>	<p>Action verbs www.kidsgoflash.com</p> <p>Talking flashcards www.esl-kids.com</p> <p>www.learningchocolate.com</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE3	<p>basic and everyday classroom words</p> <p>use basic adjectives and colours to say what someone/something is or has</p>	<p>(W) (f) Two teams at board in lines. Learner at the head of the line has to be first to perform action Teacher says. Score a point for the winner of each round.</p>	<p>This should be done at speed. A fun simple way of reinforcing the language previously covered and an opportunity to assess the extent to which students are picking lexis up.</p>	<p>Use the activities in 2C, 1 and 2 to reinforce this focus of instructions in the classroom: Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p>
<p>1.S1</p> <p>1.UE3</p>	<p>make basic personal statements and simple statements about objects</p> <p>use basic adjectives and colours to say what someone/something is or has</p>	<p>Describing things</p> <p>(D) Teacher demonstrates <i>big/small</i> using projected visual images. Teacher models: '<i>It's a big/small ...</i>' e.g. <i>It's a big chair. It's a green chair.</i></p> <p>(W) Teacher nominates a learner to say what projected image is.</p> <p>(G) Each group is given a bag and blindfold. In the bag are some 'feely' numbers, consonant letters [above] common objects [pen chair (toy) bag]. These items are different sizes [big or small].</p> <p>Learners take turns to be blindfolded and pull out a few objects and say what they are e.g. <i>It's a big 3, It's a small 'p' [sound]. It's a big pen</i> etc.</p> <p>(W) Teacher takes a full bag, pulls out an object and nominates a learner to say what it is (including colour or size) e.g. <i>It's a small /red pen.</i></p>	<p>Note that at this stage such activity is still done without asking questions. It's done rather by eliciting using prompts and revealing parts of the target answer where learners are struggling.</p> <p>Mix as much realia as you can in with number/letter shapes to provide variety but only of lexical items already known to students from units/lessons above.</p> <p>Remember to consistent with letters. Learners do not know letter names yet [only letter sounds] and to slip into using letter names would be confusing.</p> <p>This formative assessment strategy is similar to the idea of 'exit passes': you only get out if you can. Use ideas like this regularly as warmers and fillers to monitor progress.</p>	<p>Teacher clip [realia] http://www.youtube.com/watch?v=uQk3aCJayuY</p> <p>Color song www.learningchocolate.com</p> <p>Adjectives www.MagicPathshala.com</p> <p>House song http://www.youtube.com/watch?v=jUNTMKpoLAI</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		<p>(l) (f) Two objects from the bags are placed in front of every Learner. Every learner stands. Teacher nominates one to begin. Learner says what objects are. If correct, sits down. If not, remains standing and passes object[s] he/she could not describe to next learner. Game continues until no one left standing.</p>		

English Primary Grade 1

Unit 3: My family and friends

Recommended prior knowledge

Personal pronouns *I am He/she/it is* possessive adjectives *my his her*, numbers *1 – 10 to talk about age* from Unit 1, initial consonant letters, adjectives *big small* from Unit 2

Context

In this unit learners are introduced to vocabulary through visuals and songs which relates to familiar environments beyond the classroom. Learners learn to make basic statements about themselves, their home, family and routines. The emphasis in this unit shifts from instructional language activity towards making and responding to basic statements and responding to simple questions. The cross-curricular element in this unit relates to understanding and talking about kinship.

Outline

This unit involves learners making things which allow them to begin to talk about their wider environment of friends, family, home and school and home activities on different days of the week. The language of previous units is consolidated and reworked here and letter forming and recognition skills are extended. Learners are introduced to direct questions and confirming and correcting language exchanges for the first time.

For learners' safety teachers should pay attention to general safety rules ("Art and Craft Safety Guide" developed by U.S. Consumer Product Safety Commission)

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE7	use personal subject pronouns to identify things	Family and friends (D) Teacher demonstrates with a small circle of learners: <i>I'm... You are... She is.... He is... and Yes that's right / No....</i>	After modelling <i>yes that's right / no</i> a few times, Teacher encourages learners to take on this role in response to prompts.	
1.S5	produce words in response to prompts	(W) Teacher pre-teaches <i>boy/girl</i> . Teacher projects visual of children [boys and girls] of different sizes, wearing age badges, with initial letter for name etc. Teacher elicits agreement or correction from different learners around the class.	Initially point clearly to characters e.g. <i>This boy Tom is 10</i> but gradually require learners to rely more on your language to make connections: <i>Rick is a girl</i> .	
1.S1	make basic personal statements and simple statements about objects	(G) Learners put on name badges from previous lesson and stand in circle [5-6 learners]. One learner starts to make statements about others [name, age, size, boy/girl etc.] in the group [others agree or correct]. When a learner corrects, it's then their turn to make the next statement.	Make it clear to learners through modelling and examples that this activity relies as much on saying what is not true as what is true.	
1.S3	pronounce basic words and expressions intelligibly	(W) All learners stand in large circle. One learner, in middle, is blindfolded. Teacher nominates one or two learners to say something in a funny voice e.g. <i>I'm BIG</i> and learner in middle has to point and say: <i>You're...[learner's name]</i> .	The use of funny voices in such activities is an important part of children exploring the affective dimensions of language. If learners are slow to get started with this encourage them to mimic the voices you make.	
1.UE7	use personal subject pronouns to identify things	Once learners are used to the activity have several learners saying things at the same time. (D) Teacher demonstrates personal pronoun 'they' referencing to learners in class and classroom objects e.g. <i>They're 7 [2 learners]</i> <i>They're red [2bags]</i> <i>They're friends [3 learners]</i> and pre-teaches <i>brother, sister, friend</i> .	Try to be consistent in the use of spoken contracted forms with subject pronouns and forms of 'be' to get learners used to one form [sound] at this stage.	
1.UE1	use common singular and plural nouns to say what and where things are recognise with	(I) Learners listen to Teacher describing and identify who brothers and sisters are on a	Design a worksheet with cartoon figures	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L3 1.UE7 1.S3 1.UE4 1.S1	support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words use personal subject pronouns to identify things pronounce basic words and expressions intelligibly use determiners a an this these to indicate what something is make basic personal statements and simple statements about objects	worksheet – matching by drawing lines [Characters on worksheet all wearing T-shirts with first letter of their name on]. In feedback, project image to board and ask learners to identify characters. <i>She is his sister. He is his brother.</i> (D) Teacher models. <i>That’s right, they’re brothers</i> etc. (D) Teacher uses own family silhouette picture [made earlier] to demonstrate what to do in next activity and pre-teach <i>mum, dad, granny, granddad, dog, cat, car, house</i> and reinforce <i>brother</i> and <i>sister</i> . (G)(I) Learners work within their groups to make a family silhouette picture. Each group is given four silhouette sheets [showing adults, children, babies] [houses flats cars] [different dogs and cats]. Learners cut out images and stick on card to make a silhouette image of their family. (G) Learners practice telling other members in the group about their family pointing to images in picture. <i>This is my mum. Her name is ... etc.</i> (W) (f) Teacher nominates learners to come to front to introduce their family through their picture. (W) Listening and singing along to an animated song about family.	with similarities/family traits. Again, rather than asking questions, elicit answer by pointing to a character and beginning sentence ‘ <i>She</i> ’ that learners then complete. Make/make-up a full silhouette picture that gives you plenty of detail to demonstrate/model from. Encourage learners to share cut-out sheets and recycle images between groups where necessary. Model again for each group to get learners started in describing silhouettes to each other. Nominate a stronger learner first to model/reinforce for others what the activity involves and details to be described. Play song through first and then focus learners on chorus line before playing	Family Song http://www.youtube.com/watch?

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S3	pronounce basic words and expressions intelligibly		again.	v=GiRUF7hvWuM

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S3	pronounce basic words and expressions intelligibly	<p>In my house</p> <p>(D) Teacher uses visual of a house on board and elicits vocabulary items as they are added to picture. <i>a door 3 windows a black cat 2 big red chairs mum and dad and a baby a small desk a TV</i></p>	<p>Note that nearly all the vocabulary here is recycled from previous units as the primary focus of this section is to focus on the new structure: <i>There is / There are</i></p>	<p>http://www.youtube.com/watch?v=jUNTMKpoLAI</p>
I.UE11	use there is/are to make short statements	<p>Use demonstration to model <i>In this house There is There are</i></p>	<p>Again be consistent in your use of the contracted form: <i>There's</i>.</p>	
1.L3	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words	<p>(W) Nominate a pair of learners to come to board and give them above objects to place in house. Learners say what <i>There is in house</i> as they add images – possibly with help from rest of class.</p>	<p>Encourage learners to say words as they place objects in the house. You can change sets of images to extend this activity meaningfully.</p>	<p>To reinforce words relating to the home and objects in the home, activities from 4C can be used: Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p>
1.UE11	use there is/are to make short statements	<p>(I) Learners listen to Teacher describing what's in a house and tick on a visual worksheet the things that are in the house and put a cross next to things that are not described.</p>	<p>Make sure that some of the things you describe differ in some detail [colour number size etc.] from what is represented on the worksheet.</p>	
1.S1	make basic personal statements and simple statements about objects	<p>(P) Each learner is given a worksheet with two empty house outlines on it. In house A, learners are asked to draw eight things to describe in English to another learner e.g. <i>a big window...two yellow bags</i>.</p>	<p>Ensure that learners work independently without other learners seeing what they are doing. Also ensure that learners only draw initially in the one box.</p>	
1.UE3	use basic adjectives and colours to say what someone/something is or has ²	<p>Learners take turns to describe what there is in their house A for the other learner to draw in their house B.</p> <p>Learners compare pictures when both have described their house.</p>	<p>Give clear demonstration of what to do by modelling activity with a learner at the board.</p> <p>Giving exaggerated gestures of nodding and shaking head will help Learners remember words and phrases.</p>	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L3 1.R1 1.S3 1.R1 1.S1	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words recognise initial letters in names and places pronounce basic words and expressions intelligibly recognise initial letters in names and places make basic personal statements	<p>Days of the week</p> <p>(W) Listening to and singing along to a ‘Days of the Week’ song.</p> <p>(W) Focusing on the initial letter sound of the days of the week. Learners practise overwriting capital letters M T W Th F S S [upper case letters] – initial day of week letters.</p> <p>(W) Teacher holds up initial letter to elicit day of week from learners that it stands for.</p> <p>(G) Learners given jumbled initial letter cards of days of week and have to put them in order.</p> <p>(G) Learners make a Days of the Week collage. Teacher provides learners with a week calendar, glue/tape and a range of different images to cut out and stick on different days [images e.g. school subjects/activities, shopping, special foods, football, cinema, cleaning, TV etc.].</p> <p>(I) (f) Learners stand in front of collages and say, when nominated, e.g. <i>Saturday is football day.</i></p>	<p>There are many different Days of the Week songs. You may choose to play one or more to practise the language.</p> <p>Again there is no need to make a formal distinction here between upper and lower case letters. Learners are simply presented with the upper case letter to overwrite. <i>Th</i> is given as typical initial letter for <i>Thursday</i> not just to distinguish it from <i>Tuesday</i> but because <i>Th</i> is initial sound.</p> <p>The aim here is that the ordered sound picture sequence will serve as an aid to memory and recall.</p> <p>This is a freer activity. The images may or may not contain English words common in</p>	<p>Days of the Week song http://www.youtube.com/watch?v=OPzIbbvoiMA or http://www.youtube.com/watch?v=941e6RnP4EQ</p> <p>Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S3	and simple statements about objects pronounce basic words and expressions intelligibly	<i>Tuesday is English day etc.</i> (W) Reprise of the Days of the Week song, getting different groups in the class to sing different parts.	learners' environment e.g. names of stores or food outlets. Getting different groups to perform different parts of the song allows you to introduce different affective elements into it [quietly, loudly, with / without gesture etc.] at different times.	

English Primary Grade 1

Unit 4: The world around us

Recommended prior knowledge

Vocabulary from previous three units: *There is/There are* structure and use of plural forms from Unit 3.

Context

Learners continue in this unit to use craft, display, mimicking and movement activities to explore aspects of their world but here the contexts are extended to include aspects of the natural and demographic environment they live in. The cross-curricular links here are to aspects of geography relating to weather, seasons and types of terrain and habitat and to themes of cultural identity and international words.

Outline

A lot of new vocabulary is introduced in this unit but words are recycled extensively across different lessons. No new structures are introduced but structures and phrases Learners have already seen are reinforced in these new contexts. As in the previous unit, Learners are encouraged to use language meaningfully through activities such as categorising and sharing what they know of the world around them.

For learners' safety teachers should pay attention to general safety rules ("Art and Craft Safety Guide" developed by U.S. Consumer Product Safety Commission)

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S3	pronounce basic words and expressions intelligibly	(W) Learners listen to animal noises and write a number next to animal picture on worksheet that noise corresponds to.	This activity is a language free warmer to provide context for the language focus of the lesson.	Different animal sounds can be downloaded from www.findsounds.com
1.S5	produce words in response to basic prompts	(D) Teacher uses visuals and puppets/toys to model and practise animal names <i>dog cat chicken sheep cow bee duck monkey</i> (W) Nominate learners in turn to do animal mimes or make animal noises. Other Learners have to shout the name of the animal.	Model and help learners distinguish between the pronunciation of 'ch' and 'sh'. Give as many learners as possible the opportunity to participate in the fun physicality of this activity by keeping the pace lively. An extension/variation could be having a group of learners in a line performing gestures and then asking other learners to remember what animals they were.	Flashcards can be downloaded from www.esl-kids.com/flashcards www.AnimalDottodots.com Farm Animal Song for Kids www.youtube.com
1.L1	recognise short instructions for	(I) (f) Teacher gives learners worksheet with animal outlines to colour. Learners listen and	Repeat and rework language 2 or 3 times in giving instructional language.	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S3	basic classroom routines spoken slowly and distinctly pronounce basic words and expressions intelligibly	colour animals according to Teacher instructions e.g. <i>Colour the monkey blue and red. That's right.</i> <i>The monkey is blue and red.</i> (W) Listening to and singing along with the song 'Old Macdonald'. Teacher pre-teaches any unknown animals in the version of the song.	Pre-teach any unknown animals and ask learners what noises they think the animals make.	Old Macdonald song http://www.youtube.com/watch?v=7_mol6B9z00
1.L3	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words	(P) Learners given worksheet with silhouettes of animals. Teacher says e.g. Number 1: Its small yellow and black. [bee] Number 2: It's black and white. [zebra] Learners write number next to matching animal.	There is no writing involved in this task – just the matching of a number to an image.	gameboardanimal www.bogglesworldesl.com
1.R1	recognise initial letters in names and places	(P) Learners work in pairs to make an animal mobile (with split pins] and the initial letter shape of the animal name to hang below it. Learners colour the letter same colour as the animal.	Display and hang the mobiles and refer to in subsequent lessons as a form of 'exit pass' for learners. Name the animal and you can go.	Mobile and craft resources www.4kraftykidz.com www.kidscanhavefun.com www.wikihow.com

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S3	pronounce basic words and expressions intelligibly	<p>Hot and cold</p> <p>(D) Teacher demonstrates and drills different weather adjectives:</p> <p><i>hot, cold, rainy, wet, cloudy, sunny, windy, snowy</i></p>	Use projected flashcards to demonstrate words.	English vocabulary-Weather mp.4 www.learningchocolate.com
1.UE3	use basic adjectives and colours to say what someone/something is or has	<p>(W) Teacher shows weather visuals and elicits weather description from learners: e.g. <i>It's cold and cloudy.</i></p> <p>(W) Learners hear sounds relating to weather conditions and Teacher elicits what the weather is 'It's...'</p>	Model and drill linking of final consonant + vowel sound in <i>cold and wet</i> and intrusive /j/ in <i>rainy and windy.</i>	www.learningchocolate.com How's the weather and cartoon for kids www.dreamenglish.com
1.UE7	use personal subject pronouns to identify things	<p>(P) Learners in pairs play a memory game of 'Go Fish'. Learners take turns to turn over two images and then turn them back over. Learners are looking for / need to remember images that both indicate a weather condition, e.g. umbrella / raincoat [<i>It's rainy.</i>]</p>		A good resource for weather sounds:
1.S5	produce words in response to basic prompts	<p>(W) Listening to, learning and singing along to an animated nursery rhyme relating to weather: Rain, rain, go away</p>		http://www.bbc.co.uk/schoolradio/subjects/earlylearning/stimulusounds/programmes/inside_sounds
1.L3	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words	<p>(W) Listening to, learning and singing along to an animated nursery rhyme relating to weather: Rain, rain, go away</p>		Rain, rain go away song: www.youtube.com/watch?v=KAYZo8a8AHg

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S3	pronounce basic words and expressions intelligibly	<p>In Kazakhstan</p> <p>(D) Teacher pre-teaches using large wall display visual <i>(in) the mountains, (in) the forest, (on) the plain</i></p> <p>(G) Teacher gives different groups different animal cut-outs e.g. monkeys, cows, tigers, foxes, wild dogs, sheep, ducks, camels, elephants etc. Learners divide animals into two groups: animals in Kazakhstan/animals not in Kazakhstan. Learners given worksheet with Kazakhstan flag YES column / Kazakhstan flag NO column.</p>	<p>The overall aim of this lesson is to produce a highly colourful and attractive collage for the classroom wall which will be a valuable resource for revising language in future lessons.</p> <p>Encourage creativity by showing learners a decorated cut-out animal that you made earlier.</p>	<p>animal finger puppets cut outs http://www.users.waitrose.com/~1stprestrainbows/crafts.htm</p> <p>Crafts (spring)</p> <p>www.enchantedlearning.com</p> <p>You can find useful weather image / craft resources at www.dtk-kids.com/crafts/weather</p>
1.UE11	use there is/are to make short statements	<p>(W) Teacher asks, projecting visuals, e.g. <i>Are there monkeys in Kazakhstan?</i> Groups with visuals say: <i>Yes, there are, No, there aren't.</i></p> <p>(G) Learners then colour animal cut-outs, cut-out initial letter of animal name and decorate with anything they choose to cut out and stick from Kazakh magazine pages each group has been provided with.</p> <p>(I) Learners then bring animals to display wall. Teacher asks <i>Are there sheep in Kazakhstan? [Yes] Where? In the forest? [No, on the plain]</i></p>		
1.R1	recognise initial letters in names and places	<p>(G) Learners are then given a range of weather image cut-outs and decide which ones best match the weather today in Kazakhstan. Teacher reminds learners of weather words. Learners place these weather cut-outs on the</p>	<p>Allow learners to take responsibility for the placing and sticking of their cut-outs in the overall class image.</p>	
1.L4	recognise basic intonation distinguishing			

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S1	<p>questions from statements</p> <p>make basic personal statements and simple statements about objects</p>	<p>class display picture.</p> <p>(I) (f) Learners take turns to come to display wall and say something about it e.g. <i>There are foxes in the mountains. It's cold and windy today.</i></p>	<p>Do not be prescriptive about what learners say at this point. Welcome all contributions.</p>	
1.R3 1.S5 1.R1	<p>recognise some very high frequency words from local environment</p> <p>produce words in response to basic prompts</p> <p>recognise initial letters in names and places</p>	<p>English around us</p> <p>(W) Elicit from learners first sound of names of following international words by showing visuals with first sound [letter missing]</p> <p><i>[t] axi [h] otel [m] obile [t] ennis [p] izza [c] oke</i> etc. Choose other words from local context.</p> <p>(W) Teacher reveals part of image of above words and others and reveals and says initial sound/sound picture. Learners guess/shout out the word.</p> <p>(W) Teacher presents 10 sound pictures: l b a m p etc. initial sound in names and places e.g. <i>Moscow London</i> etc.</p>	<p>Choose iconic recognisable brands [chains] and international names as well as words used in the local environment.</p> <p>Slowly reveal image to gradually give more clues to the identity of the word.</p> <p>Present initial sound with pictures first and then say initial sounds and see if learners can remember the word.</p>	

English Primary Grade 1

Unit 5: Travel

Recommended prior knowledge

Vocabulary relating to simple actions: *ride wash go* is revised and extended. Use of possessive adjectives and short *do /don't* answers.

Context

This unit encourages learners to share their own personal narrative about their daily routine and how they do things, as well as the narrative of fictional characters through song, mine, movement and stories. The cross-curricular links relate to means of transport and staying safe.

Outline

The new language in this unit relates to words for types of transport and locomotion and prepositions of place. The use of present simple forms is extended in talking about daily routines/actions and learners take part in short statement-response and question-response exchanges.

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Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S3	pronounce basic words and expressions intelligibly	(D) Teacher demonstrates and drills pronunciation for types of transport: <i>bus car bike school bus tram [walking] train</i> using visuals and actions.	In drilling, isolate initial sound or blend for learners to say hear clearly and say in isolation before saying as part of the whole word.	Transportation Song www.kidsinglish.com
1.S5	produce words in response to basic prompts	(W) Teacher plays sounds and learners say where people are, e.g. [<i>bus bell rings</i>]. Learners answer <i>a bus</i> Teacher drills: <i>That's right. They're on a bus.</i>	Collect as many different relevant sounds as you can to give all learners a chance to participate by responding when nominated.	
1.L4	recognise basic intonation distinguishing questions from statements	(W) Teacher projects visuals of different means of transport around an image of a school. Teacher asks each learner to write the first letter of their name and come to board and stick it on transport they use. Teacher then asks e.g. <i>Does Kira ride a bike to school?</i> Learners give answer.		
1.S2	begin to use intonation to signal questions in basic exchanges	(I) (f) Learners then nominated individually to ask a question [as above] to the whole class.	Where learners struggle to formulate a question, prompt by giving opening word/s	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE5 1.S1 1.L1	use interrogative pronouns <i>what where how</i> to ask basic questions make basic personal statements and simple statements about objects recognise short instructions for basic classroom routines spoken slowly and distinctly	(W) Learners given a worksheet [tally chart] with different means of transport on. They mingle and try and complete their class transport survey by asking e.g. <i>How do you get to school?</i> and put a tick next to the means of transport each learner indicates. (W) Teacher then asks: <i>How many learners walk to school?</i> etc. Learners answer on basis of their class survey [tally chart]. (I) (f) Listening and putting objects on and colouring different parts of a getting to school transport scene card. <i>Write number 10 on the bus. Colour the bike blue. Put the cat in the car.</i>	of question. Monitor to ensure learners attempt to formulate question with each Learners they encounter. As a follow-up to the lesson, produce a large display tally chart for the wall for future reference. Ask learners to put their names on this task and collect in in order to assess just how much language each Learner is processing correctly.	Tally chart worksheets can be downloaded from www.turtlediary.com
1.S3 1.S5 1.L2	pronounce basic words and expressions intelligibly produce words in response to basic prompts recognise with considerable support a few basic personal questions spoken slowly and distinctly	This is the way ... (D) Teacher demonstrates and drills action words related to getting ready for school in the morning <i>brush, wash, drink, pack</i> etc. (W) Learners listen, perform gestures and sing along to the This is the way song. (W) Teacher show visuals and asks learners about how they do things, e.g. <i>Do you brush your teeth this way or that way?</i> [visual shows up and down and side to side].	Project flashcard animations. Get learners to perform gestures with you and the animation as they sing along. To make this activity work, clear visuals showing different ways of doing daily things are needed e.g. breakfast in bed / at table watch TV on floor / on sofa put on trousers one leg /two legs at a time brush teeth side to side / up and down etc.	<i>This is the way</i> song www.youtube.com/watch?v=poO40B4fPzg

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE9	use basic present simple forms [positive and negative] to give basic personal information	<p>(D) Teacher demonstrates with a learner a short exchange with '<i>Me too</i>' / '<i>I don't</i>' with above actions.</p> <p>(P) (f) Each pair is given a set of cards showing actions done in different ways from previous activity. Learners take turns to turn over a card and comment, e.g. <i>I wash my face this way</i>. The other learner responds, e.g. <i>Me too</i> or <i>I don't... I wash my face this way</i> [performs gesture].</p> <p>(W) Reprise of the song <i>This is the way</i>. Perhaps introduce other verses related to transport actions looked at in the opening section of the unit.</p>	<p>Do not be too prescriptive about how learners communicate how they do things to each other. Possibly introduce a further plenary checking stage where you ask one learner how his/her partner does something. e.g. <i>Kim, does Hara wash her face like this?</i></p> <p>If you adapt the song for transport actions, have a group of learners stand in line at the front of the class so that they can perform gestures.</p>	<p><i>This is the way we go to school</i> song http://www.youtube.com/watch?v=fs1b5L0_pGY</p>
1.S3	pronounce basic words and expressions intelligibly			
1.S3	pronounce basic words and expressions intelligibly	<p>Where is it?</p> <p>(D) Teacher demonstrates and drills basic prepositions of place: <i>in, on, under, next to, in front of, behind</i> using visuals at board.</p> <p>(I) Learners given worksheet and tick the correct option of three according to Teacher's descriptions. e.g. <i>There are two black cats under a chair</i>.</p>	<p>Use animation flashcards, realia or both.</p> <p>No writing is involved in this activity – just the identification and matching of descriptions to images.</p> <p>Prepare instruction sequences of about 5 or 6 instructions for each race. Keep team scores on the board.</p> <p>To revise vocabulary from previous units and to reinforce use of the question "Where is...?" use the activities in 4C</p>	
1.L3	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words			
1.UE8	use imperative forms of common verbs related to classroom routines	<p>(G) Teacher nominates one learner per group for each round and gives Total Physical Response instructions for learners who start on chairs at front of class to follow e.g. <i>Stand behind your chair and put your pen on your chair</i>. First learner</p>		<p>Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p> <p>Song "In On Under" www.busybeavers.com</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L1 1.UE14 1.L1 1.UE5	recognise short instructions for basic classroom routines spoken slowly and distinctly use basic prepositions of location and position <i>in next to on to</i> to describe where people and things are recognise short instructions for basic classroom routines spoken slowly and distinctly use interrogative pronouns <i>what where how</i> to ask basic questions	to complete each round's instructions wins a point for his/her team. (W) (f) Teacher projects images which learners have to scan to identify a detail and answer Teacher's question e.g. <i>Where's the letter 'p' [sound]?</i> Learners shout out e.g. <i>Under the table.</i> (P) Learners in pairs are given a street scene card and ten objects to place on it, according to Teacher's instructions, e.g. <i>Put the bike next to the tree.</i> (P) Learners given information gap picture activity [picture A and picture B]. Learners ask e.g. <i>Where's the car?</i> and draw information on their picture according to the information they are given.	Use an image with plenty of detail in it. Some prepositions (behind, in front of, next to) can be drilled via the song Getting Learners to do this activity in pairs builds in a checking element to the task as Learners can use each other as a sounding board. You will need a classic information gap activity which indicates to students which information they need to ask for too.	Song "In On Under" www.busybeavers.com
1.L3 1.L5	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words begin to recognise the sound of	The big red bus (W) Use a big book or project images and tell the story of the bus. Repeat the story. (G) In small groups, learners given an image of the bus and cut-outs of key characters. Check learners are familiar with all names.	Choose a story about a bus for which you can get hold of visuals and story sequences to project.	Transportation Song www.kidsinglish.com

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L1	phonemes and blends recognise short instructions for basic classroom routines spoken slowly and distinctly	(W) Share characters out among the group and then give instructions to colour/add detail to them. (W) Teacher relates an event from the story and then asks a question: <i>Where's ... now?</i> Learners move the characters.	Give learners simple colouring instructions relating to characters' clothing and personal objects. Focus learners on a particular point in the story and where the characters are.	
1.L4	recognise basic intonation distinguishing questions from statements			
1.L3	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words	(G) Display the images of the bus in a sequence along a wall. Recount a part of the story and ask learners from one group to stick the characters in the right place.	If you have images with bus windows, cut-out characters can be placed behind the bus visual.	
1.S5	produce words in response to basic prompts	(W) (f) Retell the whole story with the class, prompting with the first word to elicit details.	Encourage learner engagement with the story through this process of collective class telling.	
1.S3	pronounce basic words and expressions intelligibly	(W) Learners listen and sing along to an animation of the song The wheels on the bus.	Get learners performing gestures to accompany the lyrics of the song.	

English Primary Grade 1

Unit 6: Traditions and folklore

Recommended prior knowledge

This unit recycles and revisits a lot of vocabulary seen in previous units, e.g. words for colours and simple objects and animals. Learners further practice giving short answers in response to direct questions.

Context

This unit has a diverse focus engaging students with the broader theme of tradition and folklore from a number of different angles. Learners are encouraged to think about tradition through making cards for special days, traditional images of spring and making traditional objects. The cross-curricular themes in this unit relate widely to the themes of seasonal changes, traditional masks and the fairy tale genre.

Outline

The new language in this unit relates to birthday greetings, instructional language in craft activities and words relating to spring. The present simple is further explored in talking about what happens in spring and through its use in simple narrative.

For learners' safety teachers should pay attention to general safety rules ("Art and Craft Safety Guide" developed by U.S. Consumer Product Safety Commission)

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.R3	recognise some very high frequency words from local environment	(I) Learners given worksheets with different birthday badges to cut out and overwrite, e.g. <i>It's my birthday. I'm six.</i> Learners make badge and, when nominated by Teacher, stand up and say what's on their badge. Other learners wish <i>Happy Birthday.</i> (D) Teacher demonstrates and drills birthday words: <i>cake, balloons, candles, cards,</i>	You'll need to provide scissors and tape or some other way of making a fastening for the badges. Use animated flashcards.	Happy birthday song How old are you? www.youtube.com
1.UE2	use cardinal numbers 1-10 to count			
1.S6	exchange simple greetings and say please, sorry and thank you pronounce basic words and			

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>1.S3</p> <p>expressions intelligibly</p> <p>1.L1</p> <p>recognise short instructions for basic classroom routines spoken slowly and distinctly</p> <p>1.S5</p> <p>produce words in response to basic prompts</p> <p>1.S3</p> <p>pronounce basic words and expressions intelligibly</p> <p>1.S1</p> <p>make basic personal statements and simple statements about objects</p>	<p><i>presents, party</i></p> <p>(I) Teacher gives each learner a blank card and images of above cut out for small group of students to share. Teacher gives instructions about making and decorating the card for learners to follow e.g. <i>Put a cake on the card. Colour the cake red. etc.</i></p> <p>(G) Teacher divides class into 4 or 5 teams. Teams in turn see a projected flashed image of a range of birthday presents. Team has to remember as many of the presents as possible [1 point per item]. Different/new image for each team.</p> <p>(W) (f) Learners pass around eight present boxes. They can feel but not see inside. Teacher then nominates one learner to come out and say what a present is before opening it.</p> <p>(W) Listening to, learning and singing along to the happy birthday song.</p> <p>(W) Listening to [with big book or story animation] a story about a birthday party. Teacher reads the story and then using flashcards asks a range of <i>yes/no</i> questions.</p>	<p>Learners will need craft materials and instructions will need to be given at a speed that allows learners to cut out and paste images.</p> <p>Each image should contain 12 -15 items [vocabulary already known to learners].</p> <p>Include numerous items in each box [some more difficult to guess than others] to maximise the language learners need to use.</p> <p>Read and animate the story through from beginning to end to promote learners' enjoyment of it.</p>	<p>Activities in 2D can be used to support the craft element in this part of the unit: Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p>	
<p>1.S3</p> <p>pronounce basic words and</p>		<p>Springtime in Kazakhstan</p> <p>(G) Give learners worksheet of different images and ask learners to tick which ones are about</p>	<p>Use this activity to pre-teach the key-words for the Spring is here song.</p>	<p>Spring is here song www.youtube.com/watch?v=I4L</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>1.L3</p> <p>1.L1</p>	<p>expressions intelligibly</p> <p>recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words</p> <p>recognise short instructions for basic classroom routines spoken slowly and distinctly</p>	<p>springtime.</p> <p>(W) Elicit and pre-teach spring words <i>birds flowers bees rabbits leaves snow</i> etc. (W) Listening to, learning and singing along to a simple song about spring.</p> <p>(I) Learners listen, draw and colour a spring scene image according to Teacher instructions e.g. <i>Colour the bees black and yellow.</i></p> <p>(W) Learners listen to Teacher instructions to make a pressed flower and leaf picture.</p>	<p>Provide each learner with a spring scene image to complete by adding drawings and colouring according to a set of instructions that Teacher pre-prepares.</p> <p>Find or make a simple press device that learners can use in turn.</p> <p>Bring a range of small flowers and leaves to class for learners to select from for their pictures.</p>	<p><u>PLGwFb-A</u></p> <p>Crafts (spring)</p> <p><u>www.enchantedlearning.com</u></p> <p>Spring craft ideas and images: <u>www.spoonful.com/spring/spring-crafts</u></p>
<p>1.S3</p> <p>1.L1</p>	<p>pronounce basic words and expressions intelligibly</p> <p>recognise short instructions for basic classroom routines spoken slowly and</p>	<p>Hats and masks</p> <p>(D) Teacher demonstrates and drills instruction verbs for making craft items: <i>cut fold stick draw open colour.</i></p> <p>(W) Teacher gives each learner card, paper, scissors, etc. and play demonstration of how to make a traditional hat. Play without sound and Teacher gives simple instructions. When</p>	<p>Activities throughout this lesson involve learners in cutting out, sticking and decorating the card objects they make. Ensure that each table has a craft box including scissors, glue, string, stencils to draw around etc.</p> <p>Encourage learners to make their hats distinct from the others by adding three or four elements of decoration.</p>	<p>Ideas for mask making <u>www.allspecies.org/edu/maskmaking.htm</u></p> <p>Printable hat templates <u>http://www.firstpalette.com/toolbox/printables/paperhats.html</u></p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE11 1.L1 1.S1 1.S6	distinctly use there is/are to make short statements recognise short instructions for basic classroom routines spoken slowly and distinctly make basic personal statements and simple statements about objects exchange simple greetings and say please sorry and thank you	learners have made basic outline shape of hat give ideas for decoration e.g. <i>stars leaves flowers flags</i> etc. Learners tie decoration to their hats with string. (G) In large groups, learners put their hats on a table and stand around the table. Learners take it in turns to describe their hat, e.g. <i>On my hat there is a star and two blue flowers</i> . Other learners identify hat for learners to put on. (W) Learners listen to instructions and follow demonstration for making a traditional mask. Learners then decorate their mask. (W) Half of class line up [wearing hat and mask]. Learners take turns to come to centre stage and introduce themselves with a fantasy or mythical name and say two more things about themselves in English.	Model the language learners are expected to produce at the beginning of the task. As above, ensure that all learners have access to craft materials and deliver instructions at a slow speed to allow learners to complete each phase of the craft process. Allow learners to use any English they care to in this open-ended task.	
1.L3 1.S4	recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words respond to very	Story time (D) Teacher pre-teaches key vocabulary items from a well-known traditional story, e.g. <i>Hansel and Gretel</i> . (W) Teacher shows a short animation of the opening part of the story and learners follow the story and visuals as Teacher or narrator narrates it. (I) Teacher gives learners worksheet with 1 – 10	The language of whatever version of whatever story you choose should be extremely limited and recycle language of previous 5 units. Narrate yourself if animated version you find has too much language. The dual aim of these questions is check	Silent animation of <i>Hansel and Gretel</i> http://www.youtube.com/watch?v=ecoEhwx8Ars

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L3	<p>basic questions</p> <p>recognise with support simple greetings</p> <p>recognise the spoken form of a limited range of basic and everyday classroom words</p>	<p>yes / no options. Teacher says number 1, e.g. <i>Are Hansel and Gretel friends?</i></p> <p>(W) Teacher shows animation of and tells next part of the story.</p>	<p>comprehension and to generate a language response from learners to the story.</p>	
1.S5	<p>produce words in response to basic prompts</p>	<p>(G) Teacher gives groups of learners images from the middle part of the story and learners circle in the incorrect details. In feedback learners say e.g. <i>The witch has a black cat not a white dog.</i></p>	<p>Explain to learners they have to spot differences between the story they heard and what the pictures show.</p>	
1.L3	<p>recognise with support simple greetings</p> <p>recognise the spoken form of a limited range of basic and everyday classroom words</p>	<p>(W) Teacher shows animation of and tells final part of the story.</p>		
1.S5	<p>produce words in response to basic prompts</p>	<p>(W) Teacher shows still sequences from story with blank captions relating to characters. Teacher elicits from learners what characters say.</p>	<p>Elicit language and sounds characters might make at the different points in the story.</p>	

English Primary Grade 1

Unit 7: Food and drink

Recommended prior knowledge

Vocabulary relating to food and animals and present simple structures [positive and negative] and short form answers.

Context

In this unit learners learn to talk about likes and dislikes and comment on other learners' preferences. They talk about what they and other learners eat and think about what animals eat in order to survive. The cross-curricular links in this unit relate to foods which go together and animal food chains.

Outline

Learners are engaged in talking about food preferences in this unit through a range of matching, question, comprehension and creative performance tasks. As well as making simple statements of fact about their own tastes, learners are encouraged to respond emotively to those of other learners.

For learners' safety teachers should pay attention to general safety rules ("Art and Craft Safety Guide" developed by U.S. Consumer Product Safety Commission)

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE9	use basic present simple forms [positive and negative] to give basic personal information	(D) Teacher uses visuals of different types of food to introduce /revisit food vocabulary. Teacher models <i>I like... I don't like</i> in building up two groups of food items on the board beneath a happy/sad face.	Try and use lots of cognates/international food words here so that learners have a range of words to use and say throughout this section	Wide range of food flashcards: http://www.messages-english.com/flashcards/food.php
1.S3	pronounce basic words and expressions intelligibly	(D) Teacher models and drills words/sounds <i>hmm, nice, yuk, urghhh</i> in relation to choices.		Do you like broccoli ice cream?/Food Song www.youtube.com
1.S5	produce words in response to basic prompts	(W) Learners given worksheet with letters to overwrite. Teacher shows a picture and asks learners <i>What's this?</i> e.g. <i>Pizza</i> and elicits a response e.g. <i>hmm...nice</i> . Teacher then says <i>That's right, it's pizza. P for pizza</i> and learners	In line with above, choose images of international food items that learners may already be familiar with.	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L4	recognise basic intonation distinguishing questions from statements	seek out and overwrite <i>p</i> on their worksheet. (D) Teacher demonstrates [using previous visuals] by putting 2 things together e.g. <i>I like chips with cheese</i> . Teacher models question/checking intonation. Learners need to use: <i>Chips with cheese?</i> Teacher then elicits a response word from learners: <i>hmm... yuk... etc.</i>		
1.R1	recognise initial letters in names and places			
1.S1	make basic personal statements and simple statements about objects	(G) Learners given sets of food drink visuals and find pairs of things they like together e.g. <i>ice-cream / chocolate</i> . Learners announce choices to each other and practice exchanges as above.	Learners only have to repeat the words their partner uses in the exchange. This should help them to focus on producing the correct intonation.	
1.S2	begin to use intonation to signal questions in basic exchanges	(W) (f) Teacher nominates learners around class to say what they like with what and elicits exchanges as above.	Model and drill with whole class what different learners say at different points.	
1.L4	recognise basic intonation distinguishing questions from statements			
1.S5	produce words in response to basic prompts	Hot or cold (D) Teacher elicits hot and cold food/drinks using visuals <i>What's this?</i> e.g. <i>hot milk/cold chips</i> . Teacher elicits reaction from learners about the	Recycle visuals from previous task and add visuals of two characters and smiley and sad faces.	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>1.S1</p> <p>1.L3</p> <p>1.UE7</p> <p>1.UE9</p>	<p>make basic simple statements about objects</p> <p>recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words</p> <p>use personal subject pronouns to identify things</p> <p>use basic present simple forms [positive and negative] to give basic personal information</p>	<p>food and drinks <i>e.g. hmm or I don't like cold chips.</i></p> <p>(D) Teacher models using images of characters smiley/sad faces and visuals of hot and cold foods: <i>Does Ben like cold soup? Does Lulu like hot milk? Yes he does. / No he doesn't.</i></p> <p>(I) Learners listen to short conversations between a boy and a girl and on a worksheet draw straight lines to the things each character likes and wiggly lines to the things each character doesn't like.</p> <p>(W) (f) Teacher nominates learners and asks question about worksheet. Learners respond <i>Yes he does / No she doesn't etc.</i></p> <p>(W) Divide the class into three teams. Reveal partial visuals [projections] of different hot/cold food items. First learner to shout out correct answer of what it is wins a point for team and a bonus point if they respond correctly [grammatically] to your follow-up question. <i>Do you like ... Does Kim like? Etc..</i></p>	<p>Find short clear examples of child conversations where target information is repeated as in the Cambridge English Starters test.</p> <p>Reveal images in stages and keep team scores.</p>	<p>Cambridge English Starters <i>The food I like</i> listening activity http://www.lingoclub.com</p>
<p>1.S5</p> <p>1.L3</p>	<p>produce words in response to basic prompts</p> <p>recognise with support simple greetings recognise the spoken form of a</p>	<p>Animals like ...</p> <p>(D) Teacher presents, using visuals, vocabulary relating to different types of food animals eat <i>grass, fish, bananas, milk, leaves, birds, bugs etc.</i></p> <p>(I) Learners are given worksheets with numbers 1 to 10 written on and options y (for yes), n (for no). Teacher reads out ten questions, e.g. <i>Do cats like milk? Do cows eat eggs?</i></p>	<p>Model and drill the words and then change focus to eliciting words from individual students.</p>	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S1	limited range of basic and everyday classroom words make basic personal statements and simple statements about objects	(W) (f) In feedback learners answer <i>Yes they do./ No they don't</i>		Puppets www.kidscanhavefun.com
1.L3	recognise with support the spoken form of a limited range of basic words	(W) Divide the class into three teams for an animal food quiz. Ask question and show visual of animal <i>What do spiders like/ eat?</i> One point for first correct answer / bonus point if team can name a second thing.	Allow learners time to think of a food chain story and check with Teacher. Then get learners to practice telling their story using animal shadow shapes in their groups before presenting to the whole class.	
1.UE9	use basic present simple forms [positive and negative] to give basic personal information	(G) Put learners in groups of four or five. Give learners a basic food chain diagram outline to complete with animal / food images [including hand shadow shapes]. Show learners they are going to tell their food chain story making animal/ food shadow shapes on board, making animal noises / approval / disapproval noises ... <i>yuk</i> etc. and by saying what animals like or eat, e.g. <i>bugs like leaves / birds [bird noise] eat bugs [yuk] and cats like birds</i> . Give different learners in groups different roles, narrator, shadow puppet makers, story tellers etc. Let learners practice stories before telling the whole class.		Shadow puppet visuals www.imgur.com
1.S3	pronounce basic words and expressions intelligibly			
1.S3	pronounce basic words and expressions intelligibly	Nice or nasty (D) Teacher demonstrates models and drills <i>What's your favourite...? My favourite colour's blue.</i>	Use the activities in 5A to reinforce language related to likes, favourites and colours	Primary Colours Starter, Hicks and Littlejohn (CUP 2002)

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.L2	recognise with considerable support a few basic personal questions spoken slowly and distinctly	(W) Teacher gives each learner 8 squares of paper. On board, Teacher projects a range of colours, foods, animals, drinks, numbers etc. with initial letter next to them. Teacher then asks 8 questions: <i>What's your favourite food colour /number /big animal / drink / ice-cream / day of the week / small animal?</i> Learners copy or think of initial sound / blend picture for their answer e.g. <i>p for pink</i> and write on one of the paper squares.	The initial letter should be clearly tied to each image in the projection.	What's your favourite colour? www.mapleleaf.com
1.UE5	use interrogative pronouns what where how to ask basic questions	(W) Teacher now blanks projection and asks learners to mix up their letters. Teacher nominates one learner to ask another <i>What's your favourite s/th?</i> Other learner holds up initial sound/blend picture and rest of class guess what it stands for.	Sound out the sound picture [letter/blend] where learners have trouble thinking of a word.	
1.S2	begin to use intonation to signal questions in basic exchanges	(W) Teacher elicits / encourages class to show approval / disapproval. <i>Pink ... nice, cheese... yuk</i> etc.		
1.S4	respond to very basic supported personal questions	(I) (f) Give learners a cut out image of a basket and ask them to draw, colour, cut out, circle e.g. a day of the week, to make a collage of their 8 favourite things.	Provide learners with a range of sheets per table for cutting out images.	
1.S1	make basic personal statements and simple statements about objects	When collages are complete, learners stand up with baskets in front of them and can only sit down when they have named all eight things in their basket.		

English Primary Grade 1

Unit 8: Health and body

Recommended prior knowledge

Extension of use of plural and imperative forms from previous units and vocabulary relating to verbs of movement units 2, 4 and 5 and animals units 3, 4 and 7. Introduction of vocabulary of parts of body, verb *has* to describe attribute and introduction of preposition *like*.

Context

The activities in this unit involve learners in asking and responding to basic questions and making and responding to instructional statements. The language focus is on parts of the body, how we use them and doing exercise and dance to stay healthy. The cross-curricular links in this unit relate to types of movement and traditional dance and the physical attributes of animals.

Outline

The theme of health is focused on in a more latent than explicit way in this unit. New vocabulary relating to types of movement and parts of the body is introduced and revisited across the activities in the different lessons in this unit. Learners principally listen to and use these words through various instructional and performance tasks – including singing songs, making shadow puppets and craft activities, learning dance steps and following exercise sequences.

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Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE1	use common singular and plural nouns to say what and where things are	(D) Teacher introduces names of body parts [highlighting and drilling singular and plural forms]. Teacher nominates learners to come to board and assemble parts of the body and face.	Focus on and drill the sound of plural endings in the words: <i>legs, eyes, arms hands ears</i> and point out <i>feet</i>	
1.L2	recognise with considerable support a few basic personal questions spoken slowly and distinctly	(W) Learners listen to and answer questions: <i>Where's / Where are you ...?</i> Learners respond by pointing/showing and saying <i>These are my eyes</i> etc.	Repeat all instructions at least twice.	
1.L1	recognise short instructions for basic classroom routines spoken slowly and	(I) Learners listen and respond to basic commands in the colouring and drawing of an image of a clown.	Activities from 5B can be used to reinforce teaching of vocabulary for parts of the face	Primary Colours Starter, Hicks and Littlejohn (CUP 2002)

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p>1.L3</p> <p>1.L2</p> <p>1.UE9</p> <p>1.S1</p>	<p>distinctly</p> <p>recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words</p> <p>recognise with considerable support a few basic personal questions spoken slowly and distinctly</p> <p>use basic present simple forms [positive and negative] to give basic personal information</p> <p>make basic personal statements and simple statements about objects</p>	<p>(W) Listening to and performing actions to the song Head, shoulders, knees and toes.</p> <p>(W) Show images of different parts of animals and ask <i>What's this? [It's a leg]. What are these? [feet] etc..</i> Teacher then asks <i>What animal is it?</i></p> <p>(D) Focusing on the form <i>has</i> to talk about body parts, Teacher models <i>This is a cow. She has 4 legs and two big brown eyes.</i></p> <p>(P) In pairs, learners work on worksheet which shows animal pictures with something missing/added, e.g. chicken with four legs.</p> <p>In feedback learners say what animal <i>has / doesn't have</i>.</p> <p>(I) (f) Listening to instructions for making a monster [either cut out or using computer software].</p> <p>Learners make and name their monster and introduce to class e.g. <i>He's got six legs and two faces. etc.</i></p>	<p>Play a version of the song where learners can copy gestures as they sing along.</p> <p>The success of these exercises will depend to a large extent on the quality of the visuals and how easy it is for learners to identify the animals.</p> <p>The language and focus of 5C can be used to complement and reinforce these activities</p> <p>Make it clear to learners that in each image something is added or missing.</p> <p>Bring in craft material boxes [one for each table] for learners to select items from.</p>	<p>Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p>
<p>1.L1</p>	<p>recognise short instructions for basic classroom routines spoken slowly and</p>	<p>Let's move</p> <p>(D) Focusing on basic classroom instructions by performing actions with parts of the body.</p> <p>(W) Listening and following instructions for simple</p>	<p>Prepare instructional sequences which use</p>	<p>Head, Shoulders, Knees and toes www.youtube.com</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.UE8	distinctly use imperative forms of common verbs related to classroom routines	classroom actions, learners perform sets of instructions that Teacher dictates. (W) Different learners around the class given visuals with action on. When indicated to do so by Teacher, learners give the instruction that corresponds to their visual to their peers.	vocabulary previously seen in this and other units. Start this slowly but build into learners rapidly giving instructions for a group at the front of the class to follow.	
1.S4	respond to very basic supported personal questions			
1.L1	recognise short instructions for basic classroom routines spoken slowly and distinctly	(W) Focusing on prepositions of location and position by saying where things are in response to Teacher questions about a large visual. (I) Listening to instructions and placing / moving objects on a large scene picture e.g. <i>Put a hat on the monkey. Move the monkey. Put the monkey in the car.</i>	Use a large scene card for this and the activity that learners do subsequently on their own.	
1.L2	recognise with considerable support a few basic personal questions spoken slowly and distinctly	(W) (f) Movement activity in which learners move around and sing to 'Head, shoulders, knees and toes' until music stops, then freeze and are asked a question, e.g. <i>Tina, where's Tom? (He's next to the door).</i>		
1.S1	make basic personal statements and simple statements about objects			
1.R1	recognise initial letters in names and places	(P) Learners work in pairs to match the pictures of parts of body and the initial letters. Learners colour the letter same colour as the part of body.	If learners are not confident yet in this type of exercise, project the letters that they will need to choose from.	

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
<p data-bbox="226 316 293 347">1.L1</p> <p data-bbox="226 502 293 534">1.S5</p>	<p data-bbox="309 231 568 379">recognise short instructions for basic classroom routines spoken slowly and distinctly</p> <p data-bbox="309 411 568 507">produce words in response to basic prompts</p>	<p data-bbox="586 256 1182 347">(W) Listening to and following instructions in an exercise routine e.g. <i>Bend and touch your feet ... and up...</i></p> <p data-bbox="586 379 1182 534">(W) Learning and singing along to the 'Tweenies Copy me' song and following the video clip (I) Learners then sing song and take turns to perform an action that everyone copies within the frame of the song.</p>	<p data-bbox="1200 320 1724 379">Have learners stand away from their desks so that they can perform all actions freely.</p>	
<p data-bbox="226 630 293 662">1.L3</p> <p data-bbox="226 901 293 933">1.S2</p> <p data-bbox="226 1093 293 1125">1.L5</p> <p data-bbox="203 1252 293 1284">1.UE8</p>	<p data-bbox="309 630 568 874">recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words</p> <p data-bbox="309 906 568 1029">begin to use intonation to signal questions in basic exchanges</p> <p data-bbox="309 1093 568 1216">begin to recognise the sound of phonemes and phoneme blends</p> <p data-bbox="309 1248 568 1370">use imperative forms of common verbs related to classroom routines</p>	<p data-bbox="586 569 810 601">Making a puppet</p> <p data-bbox="586 630 1182 753">(D) Teacher demonstrates on an illuminated white board how to make an animal shadow puppet shape e.g. a bird. Teacher demonstrates "<i>Look it's a bird ...fly, bird, fly.</i>"</p> <p data-bbox="586 906 1182 1157">(G) Learners given worksheet with diagrams of how to make animal shadows using their hands. Different groups given different animals. Learners practice shapes in groups. Learners can only make shapes if they can find name of the animal. Position yourself in the middle of groups so learners can come and ask you <i>What's this?</i> Give clues e.g. <i>f...</i> [fox].</p> <p data-bbox="586 1216 1182 1339">(W) Learners then come to the board [one by one], make shape and ask <i>What's this?</i> Class answers and then learner says e.g. <i>Walk chicken walk</i> and makes shape move.</p> <p data-bbox="586 1367 1182 1399">(G) Invite two learners to come back to the board</p>	<p data-bbox="1200 630 1724 721">The success of this activity will depend on finding a range of animal shadow shape diagrams that learners can easily copy.</p> <p data-bbox="1200 1339 1724 1399">It is a good idea to have action flashcards ready to use as prompts if learners can't</p>	<p data-bbox="1742 630 2141 721">How to make shadow puppets http://www.youtube.com/watch?v=EreMGIH-li8</p> <p data-bbox="1742 753 2141 849">Finger puppet craft focus: Primary Colours Starter, Hicks and Littlejohn (CUP 2002)</p> <p data-bbox="1742 880 2141 971">Shadow puppets www.Blifaloo.com www.kidscanhavefun.com</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
		<p>to make their shapes on different sides of the board. Get learners in class to give instructions for animal shapes to perform. e.g. <i>Hey, frog, kiss the chicken.</i></p> <p>(W) Photograph shapes learners perform and use in display with learners writing initial letter of animal name for display.</p>	think of things to say.	
<p>1.L1</p> <p>1.L4</p> <p>1.L3</p> <p>1.L1</p>	<p>recognise short instructions for basic classroom routines spoken slowly and distinctly</p> <p>recognise basic intonation distinguishing questions from statements</p> <p>recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words</p> <p>recognise short instructions for basic</p>	<p>A special dance</p> <p>(W) Learners get into lines and as a warmer get learners marching in time on the spot. As they march shout out in military exercise fashion instructions e.g. <i>Touch your head and touch your nose</i> etc.</p> <p>(G) Again as a movement warmer, invite groups of 3 or 4 learners to front of class. Give groups instructions to perform actions ‘like’ e.g. <i>walk like a chicken, eat like a mouse, laugh like a monkey, sing like a fish.</i></p> <p>(D) Teacher demonstrates words that learners will hear in instructions in teaching of simple steps of a traditional Kazakh dance e.g. <i>one two three... forward, back... turn around, all together.</i></p> <p>(W) Learners listen and watch as you instruct a few learners in basic steps [without music]. Repeat the process several times with different groups. Then move to instructing a larger group with music. Change groups.</p>	<p>Use these activities to warm everyone to the task of listening to instructional movement language.</p> <p>Identify a dance which is simple, likely to be familiar to learners and will be fun to learn the steps to. This could be learnt with a view to an end of year performance in which other activities learnt in English might be displayed/performed.</p> <p>Encourage learners to say words as they walk through the step routines.</p>	<p>Kazakh dance “Kara Zhorga” www.youtube.com/watch?v=oB0mKSCOJgk</p>

Subject programme reference	Learning objectives	Suggested teaching activities	Teaching notes	Learning resources
1.S5 1.S3	classroom routines spoken slowly and distinctly produce words in response to basic prompts pronounce basic words and expressions intelligibly	(G) Get some learners to perform/walk through dance saying words in time with steps. Repeat with different groups. (G) Get learners to perform dance with music, incorporating elements from previous lessons e.g. badges and hats/masks made. Learners say words in time with steps.		Sample hip hop dance tutorial http://www.youtube.com/watch?v=RjiyHYg4YQU

Short term plan

Lesson plan

Before beginning, refer to your medium term plan. Your lesson plans should be developed from this, making any adjustments necessary in the light of recent teaching and learning.

LESSON: Unit 7 Food and Drink: Animals like...		School:	
Date:		Teacher name:	
CLASS:		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	1.S5 1.L3 1.S1 1.L3 1.Ue9		
Lesson objectives	All learners will be able to: Say names of some animals intelligibly Say names of some food items intelligibly Produce some approval/disapproval sounds		
	Most learners will be able to: Understand some factual questions about animals and their food Respond appropriately to some yes/no questions Use some short form answers correctly Respond to some information questions about animals correctly		
	Some learners will be able to: Produce a simple food chain and narrate to class what eats what Use present simple forms correctly in narration		
Previous learning	plural 's' forms, irregular plurals: <i>sheep fish mice</i> ; personal pronoun <i>they</i> present simple forms: <i>eat, like</i> ; short forms: <i>do</i>		
Plan			
Planned timings	Planned activities (replace the notes below with your planned activities)		Resources
8-12 minutes 12-15 minutes	Teacher models and drills words that feature in animal food chains. Teacher shows a word and then drills pronunciation with individual learners then whole class. Teacher then flashes cards and nominates individual learners to produce words. Teacher demonstrates what learners have to do with a model question. Teacher then reads out each question about animal food e.g. <i>Do cats like milk? Do cows eat eggs?</i> repeating each question twice and learners answer y or n on their answer sheet. In feedback Teacher encourages learners to answer <i>Yes they do/No they don't</i> .		Flashcards for words <i>grass, fish, bananas, milk, leaves, birds, bugs</i> etc. Worksheet: numbers 1 -10 with y for yes and n for no written against each number A set of 10 questions to read out
Middle 15 -20 minutes	Divide the class into three teams for an animal food quiz. Ask a question and show visual of animal: <i>What do spiders like/eat?</i>		A set of animal visuals / flashcards to project

15-20 minutes	<p>Keep team scores. Score one point for first correct answer and a bonus point if the team can name a second thing.</p> <p>In groups of 3-5, Teacher gives a worksheet with an outline diagram of a food chain and another worksheet with images of animals and food for learners to cut out and stick into their food chain. The images of animals show how they can be made as animal shadow shapes. Learners make food chains with support from Teacher.</p>	<p>food chain outline worksheet Worksheet with animal food images to cut out [images include visual of how to make animal shadow shapes]</p>
20-25 minutes	<p>Learners practice and get ready to perform their short narrative about their food chain. Learners make animal/ food shadow shapes on board, make animal noises / approval / disapproval noises ...yuk etc. and say what animals like or eat, e.g. <i>Bugs like leaves / Birds [bird noise] eat bugs [yuk] .and Cats like birds.</i> Give different learners in groups different roles: narrator, shadow puppet makers, noise makers etc. Let learners practice stories before telling the whole class.</p>	<p>Blank projection screen for learners to make animal shadow shapes on</p>

Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Cross-curricular links Health and safety check ICT links Values links
<p>more support can be given during elicitation, instruction and questioning phases of the lesson by nominating learners to answer items relating to more high frequency vocabulary to build confidence through participation.</p> <p>more able learners will be challenged by prompting their groups to develop more elaborate food chains to narrate.</p>	<p>through questioning and the redirecting of questioning in feedback activities through observation in group and end performance activities</p>	<p>performance arts: making of animal shadow puppets as part of a story environmental science: animal food chains</p>

<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>What did the learners learn today?</p> <p>What was the learning atmosphere like?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings? What changes did I make from my plan and</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>	