



Grade 1: Term 3

		Overview	Phonics	HFWs	Vocabulary	Grammar & Language Structures	Specific Student Learning Outcomes (SSLOs)
OUR NATURAL WORLD	Week 1: Do you Have a Pet?	Learners name different pets and ask and answer simple questions about their pets.	oa	too her with are yes	dog cat parrot fish rabbit hamster tortoise lizard	<p>Present Simple (have)</p> <p><u>Language Structures:</u></p> <p>Do you have a pet? Yes, I do. / No, I do not. I have a</p> <p>Examples: Do you have a pet? Yes, I do. / No, I do not. I have a cat.</p>	<p><u>Literacy Readiness</u></p> <ul style="list-style-type: none"> 1.LR.PA.3 Identify and isolate individual sounds in spoken words. 1.LR.PA.5 Count the number of sounds in one syllable words. 1.LR.P.4 Encode simple CVC words using letter-sound knowledge. 1.LR.CAP.4 Recognise that spaces separate words in printed text. 1.LR.HP.3 Apply appropriate spacing between letters and words <p><u>Speaking, Listening & Oral Communication</u></p> <ul style="list-style-type: none"> 1.SLOC.OLD.3 Speak in simple complete sentences using sentence frames. <p>Discussion & Collaborative Communication</p> <ul style="list-style-type: none"> 1.SLOC.DCC.4 Share relevant ideas on familiar topics. <p><u>Reading</u></p> <ul style="list-style-type: none"> 1.R.RF.3 Read simple texts aloud with teacher support, using appropriate pacing and expression. 1.R.RF.4 Recognise and read simple punctuation marks (e.g., full stops, question marks). 1.R.VD.3 Provide personal examples or experiences related to new vocabulary.. 1.R.ERT.5 Talk about what the story teaches us with teacher support. 1.R.TTP.1 Identify whether a text tells a story or shares information. <p><u>Writing</u></p> <ul style="list-style-type: none"> 1.W.WC.1 Apply capital letters at the beginning of sentences and for personal names. 1.W.WC.4 Demonstrate appropriate spacing between words in writing. 1.W.SSG.2 Use sentence frames and word banks to express complete thoughts about familiar topics. 1.W.WP.2 Create simple sentences about a topic with visuals and teacher support.
	Week 2: Farm Animals	Learners name farm animals and describe them using adjectives and “and.”	er	then them that this said	cow horse sheep chicken goat camel duck donkey	<p>Present Simple</p> <p>Coordinating Conjunctions (and)</p> <p>Adjectives (strong, fast, slow, big, small)</p> <p><u>Language Structures:</u></p> <p>The _____ is _____.</p> <p>The ____ is _____ and _____.</p> <p>Examples: The cow is big. The cow is big and strong. The horse is strong and fast.</p>	<p><u>Literacy Readiness</u></p> <ul style="list-style-type: none"> 1.LR.P.4 Encode simple CVC words using letter-sound knowledge. 1.LR.CAP.4 Recognise that spaces separate words in printed text. 1.LR.HP.3 Apply appropriate spacing between letters and words <p><u>Speaking, Listening & Oral Communication</u></p> <ul style="list-style-type: none"> 1.SLOC.DCC.4 Share relevant ideas on familiar topics. 1.SLOC.PP.1 Recite short rhymes and poems with rhythm, and expression. (e.g. Old MacDonald had a farm...) <p><u>Reading</u></p> <ul style="list-style-type: none"> 1.R.RF.3 Read simple texts aloud with teacher support, using appropriate pacing and expression. 1.R.RF.4 Recognise and read simple punctuation marks (e.g., full stops, question marks). 1.R.VD.3 Provide personal examples or experiences related to new vocabulary.. 1.R.ERT.5 Talk about what the story teaches us with teacher support. 1.R.TTP.1 Identify whether a text tells a story or shares information. <p><u>Writing</u></p> <ul style="list-style-type: none"> 1.W.WC.1 Apply capital letters at the beginning of sentences and for personal names. 1.W.WC.4 Demonstrate appropriate spacing between words in writing. 1.W.SSG.2 Use sentence frames and word banks to express complete thoughts about familiar topics. 1.W.WP.2 Create simple sentences about a topic with visuals and teacher support.



Grade 1: Term 3

		Overview	Phonics	HFWs	Vocabulary	Grammar & Language Structures	Specific Student Learning Outcomes (SSLOs)
OUR NATURAL WORLD	Week 3: Wild Animals	Learners identify wild animals and talk about what animals can and cannot do.	igh	and am dad	elephant monkey lion shark falcon kangaroo crocodile snake	Present Simple Modals (can - abilities: swim, fly, jump, climb, run) Language Structures: The _____ can _____. The _____ can not _____. Can the _____ _____? Examples: The kangaroo can jump. Can the elephant swim? No, the elephant cannot swim.	<u>Literacy Readiness</u> • 1.LR.SP.2 Spell some common high frequency words correctly. • 1.LR.SP.4 Apply knowledge of letter sound relationships to write simple words. <u>Speaking, Listening & Oral Communication</u> Listening Comprehension & Active Listening • 1.SLOC.LC.2 Point to pictures that match key details mentioned in short spoken texts. • 1.SLOC.LC.3 Answer simple who, what, and where questions about stories heard. <u>Reading</u> • 1.R.RF.3 Read simple texts aloud with teacher support, using appropriate pacing and expression. • 1.R.VD.5 Ask questions about unfamiliar words in texts, with teacher support. • 1.R.UTSF.4 Arrange picture cards in sequence to show the order of events in a familiar story. • 1.R.RC.5 Identify key story events by matching illustrations to corresponding parts of the text. • 1.R.ERT.2 Connect personal experiences to events or characters in a story. • 1.R.ERT.5 Talk about what the story teaches us with teacher support. • 1.R.TTP.1 Identify whether a text tells a story or shares information. <u>Writing</u> • 1.W.SWU.4 Apply knowledge of letter sound relationships to write simple, unfamiliar words. • 1.W.SSG.2 Use sentence frames and word banks to express complete thoughts about familiar topics. • 1.W.WP.2 Create simple sentences about a topic with visuals and teacher support.
	Week 4: Growing Green	Learners learn what plants need to grow and talk about basic needs using simple sentences.	air	look now down	tree flower plant sun water soil grow	Present Simple Present Simple (need) Language Structures: Plants need... They need.... Examples: Plants need water. They need water. I need water.	<u>Literacy Readiness</u> • 1.LR.SP.2 Spell some common high frequency words correctly. • 1.LR.SP.4 Apply knowledge of letter sound relationships to write simple words. <u>Speaking, Listening & Oral Communication</u> • 1.SLOC.DCC.4 Share relevant ideas on familiar topics. <u>Reading</u> • 1.R.RF.3 Read simple texts aloud with teacher support, using appropriate pacing and expression. • 1.R.VD.5 Ask questions about unfamiliar words in texts, with teacher support. • 1.R.UTSF.4 Arrange picture cards in sequence to show the order of events in a familiar story. • 1.R.RC.5 Identify key story events by matching illustrations to corresponding parts of the text. • 1.R.ERT.2 Connect personal experiences to events or characters in a story. • 1.R.ERT.5 Talk about what the story teaches us with teacher support. • 1.R.TTP.1 Identify whether a text tells a story or shares information. <u>Writing</u> • 1.W.SWU.4 Apply knowledge of letter sound relationships to write simple, unfamiliar words. • 1.W.SSG.2 Use sentence frames and word banks to express complete thoughts about familiar topics. • 1.W.WP.2 Create simple sentences about a topic with visuals and teacher support.



Grade 1: Term 3

		Overview	Phonics	HFWs	Vocabulary	Grammar & Language Structures	Specific Student Learning Outcomes (SSLOs)
OUR NATURAL WORLD	Week 5: Weather Watch	Learners describe the weather and answer simple questions about daily weather conditions.	oi	look now down	sunny rainy cloudy hot cold	<p>Dummy Subject (it is)</p> <p><u>Language Structures:</u> What is the weather like today? It is sunny.</p> <p>Examples: It is sunny. It is hot today.</p>	<p><u>Literacy Readiness</u></p> <ul style="list-style-type: none"> 1.LR.HFW.4 Recognise and use high frequency words accurately in structured reading and word building activities. 1.LR.SP.2 Spell some common high frequency words correctly. <p><u>Speaking, Listening & Oral Communication</u></p> <ul style="list-style-type: none"> 1.SLOC.OLD.3 Speak in simple complete sentences using sentence frames. 1.SLOC.DCC.4 Share relevant ideas on familiar topics. 1.SLOC.LC.3 Answer simple who, what, and where questions about stories heard. <p><u>Reading</u></p> <ul style="list-style-type: none"> 1.R.VD.3 Provide personal examples or experiences related to new vocabulary. 1.R.RC.2 Retell what happened first, next, and last in a simple story. 1.R.RC.5 Identify key story events by matching illustrations to corresponding parts of the text. <p><u>Writing</u></p> <ul style="list-style-type: none"> 1.W.SWU.4 Apply knowledge of letter sound relationships to write simple, unfamiliar words. 1.W.SSG.2 Use sentence frames and word banks to express complete thoughts about familiar topics. 1.W.WP.2 Create simple sentences about a topic with visuals and teacher support.
		Learners talk about places in the community and describe what they do there.	Refer to Monster Phonics Plan	Refer to Monster Phonics Plan	school park mall mosque restaurant beach cinema	<p>Present Simple (go) (learn, pray, shop, eat, play, swim, watch movies)</p> <p>Prepositions (at, in)</p> <p><u>Language Structures:</u> I ____at the____. I ____in the____.</p> <p>Examples: I learn at school. I watch movies at the cinema.</p>	<p><u>Literacy Readiness</u></p> <ul style="list-style-type: none"> 1.LR.HFW.4 Recognise and use high frequency words accurately in structured reading and word building activities. 1.LR.SP.2 Spell some common high frequency words correctly. <p><u>Speaking, Listening & Oral Communication</u></p> <ul style="list-style-type: none"> 1.SLOC.LC.2 Point to pictures that match key details mentioned in short spoken texts. 1.SLOC.LC.3 Answer simple who, what, and where questions about stories heard. <p><u>Reading</u></p> <ul style="list-style-type: none"> 1.R.VD.3 Provide personal examples or experiences related to new vocabulary. 1.R.RC.2 Retell what happened first, next, and last in a simple story. 1.R.RC.5 Identify key story events by matching illustrations to corresponding parts of the text. <p><u>Writing</u></p> <ul style="list-style-type: none"> 1.W.SWU.4 Apply knowledge of letter sound relationships to write simple, unfamiliar words. 1.W.SSG.2 Use sentence frames and word banks to express complete thoughts about familiar topics. 1.W.WP.2 Create simple sentences about a topic with visuals and teacher support. 1.W.WP.3 Add or change details to writing when prompted by the teacher.
MY COMMUNITY	Week 6: Places Around Us						



Grade 1: Term 3

		Overview	Phonics	HFWs	Vocabulary	Grammar & Language Structures	Specific Student Learning Outcomes (SSLOs)
MY COMMUNITY	Week 7: Different Ways to Travel	Learners describe how people travel using correct verb forms and prepositions.	Refer to Monster Phonics Plan	Refer to Monster Phonics Plan	car bus bike plane boat taxi train	Present Simple Prepositions (by) <u>Language Structures:</u> I / We/They go by... She/He goes by... How do you/they go to...? Examples: I go by car. She goes by bus.	<u>Literacy Readiness</u> • 1.LR.HFW.4 Recognise and use high frequency words accurately in structured reading and word building activities. • 1.LR.SP.2 Spell some common high frequency words correctly. <u>Speaking, Listening & Oral Communication</u> • 1.SLOC.LC.2 Point to pictures that match key details mentioned in short spoken texts. • 1.SLOC.LC.3 Answer simple who, what, and where questions about stories heard. <u>Reading</u> • 1.R.VD.3 Provide personal examples or experiences related to new vocabulary. • 1.R.UTSF.5 Name and describe characters and setting details from stories read aloud. • 1.R.RC.5 Identify key story events by matching illustrations to corresponding parts of the text. <u>Writing</u> • 1.W.SSG.2 Use sentence frames and word banks to express complete thoughts about familiar topics. • 1.W.SSG.3 Form basic affirmative and negative sentences using high-frequency verbs. <u>Writing Processes</u> • 1.W.WP.2 Create simple sentences about a topic with visuals and teacher support.
	Week 8: Community Helpers	Learners identify community helpers and describe how they help us using pronouns.	Refer to Monster Phonics Plan	Refer to Monster Phonics Plan	teacher doctor nurse policeman fireman cleaner builder farmer	Present Simple Subject Pronouns (he/she) <u>Language Structures:</u> He/She is a... She/He helps us. Examples: He is a teacher. She is a doctor. They help us.	<u>Literacy Readiness</u> • 1.LR.HFW.4 Recognise and use high frequency words accurately in structured reading and word building activities. • 1.LR.SP.2 Spell some common high frequency words correctly. <u>Speaking, Listening & Oral Communication</u> • 1.SLOC.LC.2 Point to pictures that match key details mentioned in short spoken texts. • 1.SLOC.LC.3 Answer simple who, what, and where questions about stories heard. <u>Reading</u> • 1.R.VD.3 Provide personal examples or experiences related to new vocabulary. • 1.R.UTSF.5 Name and describe characters and setting details from stories read aloud. • 1.R.RC.5 Identify key story events by matching illustrations to corresponding parts of the text. <u>Writing</u> • 1.W.SSG.2 Use sentence frames and word banks to express complete thoughts about familiar topics. • 1.W.SSG.3 Form basic affirmative and negative sentences using high-frequency verbs. <u>Writing Processes</u> • 1.W.WP.2 Create simple sentences about a topic with visuals and teacher support.