PRAKATA

Alhamdulilllah, Terima kasih kepada rakan-rakan guru dan team sumberpendidikan kerana menyediakan RPT 2024/2025 untuk kegunaan guru-guru di Malaysia.

Muaturun Percuma…

****DILARANG UNTUK MENGAMBIL SEBARANG BENTUK DAN JENIS KEUNTUNGAN DARIPADA PIHAK KAMI DAN WEB INI SAMA ADA SECARA LANGSUNG ATAU TIDAK LANGSUNG.****



SUMBERPENDIDIKAN.COM

KSSR

English Language

Year 1

Scheme of Work
2024/25

Scheme of Work Lessons 1 – 15 & Lesson 45

WEEK 1 KUMPULAN A 10 Mac – 14 Mac 2024 KUMPULAN B 11 Mac – 15 Mac 2024 WEEK 2 KUMPULAN A 17 Mac – 21 Mac 2024 KUMPULAN B 18 Mac – 22 Mac 2024	**LESSON**: 1 (Speaking 1) **MAIN SKILL(S) FOCUS**: Speaking **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Hi. What's your name? I'm (name) He's, She's (name) Bye

WEEK 3 KUMPULAN A 24 Mac – 28 Mac 2024 KUMPULAN B 25 Mac – 29 Mac 2024	

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Speaking 2.1 Communicate simple information intelligibly **COMPLEMENTARY SKILL** Speaking 2.3 Communicate appropriately to a small or large group	**MAIN SKILL** Speaking 2.1.4 Greet, say goodbye, and express thanks using suitable fixed phrases **COMPLEMENTARY SKILL** Speaking 2.3.1 Introduce self to an audience using fixed phrases	**Pre-lesson** 1. Introduce target language (*Hi, I'm … What's your name?)* using yourself and pupils as examples. 2. Pupils report back (*I'm… He's… She's…*) … **Lesson delivery** 3. Pupils practise target language in pairs. 4. Pupils report back to the whole class e.g. *I'm … he's/she's …* 5. Divide pupils into groups of about 6: they repeat step 3. 6. Make larger groups of about 12: pupils report names within the larger group. 7. Pupils report back to whole class **Post lesson** 8. Ask pupils to stand in a line in alphabetical order of their first names. 9. In pairs, pupils remember as many names as they can (e.g. *He's Ahmed, She's Regina*). 10. Finish by eliciting the names of everyone in the line. 11. Teach pupils *Bye!*	None needed	Values (Friendship)	Strategies 3 and 4 may be suitable. Use other strategies if appropriate. If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson, to work towards Content Standard: Writing 4.1 Form letters and words in neat legible print using cursive writing.	

		12. Divide pupils into groups Pupils say *Bye!* to each other (e.g. *Bye Nur!Bye. Amir!*). and *Bye!* to you.				

WEEK 4 KUMPULAN A 31 Mac – 4 April 2024	**LESSON**: 2 (Listening 1)

KUMPULAN B 1 April – 5 April 2024	
WEEK 5 KUMPULAN A 7 April – 11 April 2024 KUMPULAN B 8 April – 12 April 2024	**MAIN SKILL(S) FOCUS**: Listening
	THEME: World of Self, Family and Friends
	TOPIC: Friends
WEEK 6 KUMPULAN A 14 April – 18 April 2024 KUMPULAN B 15 April – 19 April 2024	**LANGUAGE/GRAMMAR FOCUS**: Point to something (green) … Colours: blue, green, yellow, red, white

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS

MAIN SKILL Listening 1.2 Understand meaning in a variety of familiar contexts **COMPLEMENTARY SKILL** Writing 4.1 Form letters and words in neat legible print using cursive writing	**MAIN SKILL** Listening 1.2.4 Understand short basic supported classroom instructions **COMPLEMENTARY SKILL** Writing 4.1.2 i) Form upper and lower case letters of regular size and shape** **preliterate pupils only ii) write letters and words in a straight line from left to right with regular spaces between words and spaces* *all pupils iii) copy letters and familiar high frequency words and phrases correctly* *all pupils NB Learning standard 4.1.1 also applies to preliterate pupils here, and in all other lessons in the first few school weeks which involve writing. Please use your own judgement on this, as appropriate to the needs of your pupils.	**Pre-lesson** 1. Introduce and teach pupils names of colours. **Lesson delivery** 2. Give pupils instructions' *Point to something* (red/green etc) - pupils point to things inside or outside the classroom. 3. Pupils do step 2 in small groups. 4. Play *Simon says*. If your instruction is *Simon says point to something green,* pupils do this. If you just say *Point to something green*, they don't do it. 5. Pupils do step 4 in groups. 6. Pupils write the names of the colours. **Post lesson** 7. Extend the colour sequence by adding a colour e.g. *Point to something red and something blue.* 8. Pupils do step 7 in groups.	Flashcards for colours	Language	Strategies 1 and 2 may be suitable. Use other strategies if appropriate.	

WEEK 7 KUMPULAN A 21 April – 25 April 2024 KUMPULAN B 22 April – 26 APRIL 2024 WEEK 8 KUMPULAN A 28 April – 2 Mei 2024 KUMPULAN B 29 April – 3 Mei 2024 WEEK 9 KUMPULAN A 5 Mei – 9 Mei 2024 KUMPULAN B 6 Mei – 10 Mei 2024	**LESSON**: 3 (Reading 1) **MAIN SKILL(S) FOCUS**: Reading **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Colour words

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS

MAIN SKILL Reading 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters **COMPLEMENTARY SKILL** Reading 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters	**MAIN SKILL** Reading 3.1.1 Identify and recognise the shapes of the letters in the alphabet **COMPLEMENTARY SKILL** Reading 3.1.2 Recognise and sound out with support beginning, medial and final sounds in a word	**Pre-lesson** Review colour words by playing *Simon Says* (the same as Lesson 2). **Lesson delivery** 1. Have pupils sit or stand in a circle. Ask the pupils their names and practise any other spoken language they may know at this point (e.g. How are you? How old are you?). 2. Show each letter/letter card and ask pupils which letter is it. Elicit the sound of the letter, too, as appropriate. Put the letters in the middle of the circle. 3. Show pupils the colour flashcards and ask them to tell you the colour in English. *What colour is this?* 4. Next ask them which sound the colour starts with e.g. green starts with g-. Nominate pupils to take the letter from the circle. Repeat. 5. Have pupils sit down at their desks. Show pupils a set of colour word sound cards and elicit the sounds on them. 6. On the board, show them how to put together the colour word sounds cards to make the colour word. 7. In pairs or small groups, pupils put together the colour words. 8. Next, pupils take their notebooks. They copy the colour words into their book using the appropriate colour pencil/pen. **Post lesson** Sing or play the alphabet song or other appropriate song.	Plastic letters if available, or alphabet cards Flashcards of colours Colour word cards, divided into sounds, e.g. Card 1 – gr Card 2 – ee Card 3 – n One set of three or four colours for each pair or group = one set for modelling Alphabet song: e.g. https://www.youtube.com/watch?v=A7InEgfPGxc	Language	Strategy 1 may be suitable. Use other strategies if appropriate If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson, to work towards Content Standard: Writing 4.1 Form letters and words in neat legible print using cursive writing.	

WEEK 10 KUMPULAN A 12 Mei – 16 Mei 2024 KUMPULAN B 13 Mei – 17 Mei 2024 WEEK 11 19 Mei – 23 Mei 2024 KUMPULAN B 20 Mei – 24 Mei 2024 WEEK 12 KUMPULAN A 2 Jun – 6 Jun 2024 KUMPULAN B 3 Jun – 7 Jun 2024	**LESSON**: 4 (Writing 1) **MAIN SKILL(S) FOCUS**: Writing **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Alphabet, pupils' names

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Writing 4.1 Form letters and words in neat legible print using cursive writing **COMPLEMENTARY SKILL** Reading 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters	**MAIN SKILL** Writing 4.1.2 i) Form upper and lower case letters of regular size and shape** **preliterate pupils only ii) write letters and words in a straight line from left to right with regular spaces between words and spaces* *all pupils iii) copy letters and familiar high frequency words and phrases correctly* *all pupils **COMPLEMENTARY SKILL** Reading 3.1.1 Identify and recognise the shapes of the letters in the alphabet	**Pre-lesson** Task 7 using a colour word **Lesson delivery** 1. Play or sing the alphabet song as in previous lesson. 2. Ask pupils *What's your name?* 3. Have pupils ask each other what their names are. 4. Ask pupils how to spell their name: *What's your name? How do you spell that?* (this may be a new question for pupils, but they only need to understand it. Make the meaning clear by miming writing and eliciting the letter names) 5. Give each pupil a piece of card. Ask them to write their name on the card to complete the sentence. 6. When pupils are finished. Collect the name cards, mix them up and give them back to different pupils. 7. Pupils read the name on the cards and try to find the pupil whose card it is. At this point, they can say simply A: *Alia?* *B: Yes / No* 8. Make sure pupils all have their own name cards. Tell them to keep them in their books so that they can put them on their desks for English classes. **Post lesson** Task 3 (perhaps using name cards, and give them back to the pupils afterwards)	Your choice, as appropriate to your lesson content Card for name cards for each pupil. If possible, like a worksheet, with the sentence stem: *I'm _____.*	Language	Strategy 5 may be suitable. Use other strategies if appropriate.	

WEEK 13 KUMPULAN A 9 Jun – 13 Jun 2024 KUMPULAN B 10 Jun – 14 Jun 2024	**LESSON**: 5 (Language Arts 1)
	MAIN SKILL(S) FOCUS: Language Arts
	THEME: World of Self, Family and Friends
	TOPIC: Friends
WEEK 14 KUMPULAN A 16 Jun – 20 Jun 2024 KUMPULAN B 17 Jun – 21 Jun 2024 WEEK 15 KUMPULAN A 23 Jun – 27 Jun 2024	**LANGUAGE/GRAMMAR FOCUS**: Your choice, as appropriate to your pupils' needs and interests. Possible language focuses include colours or letters of the alphabet

KUMPULAN B 24 – 28 Jun 2024	

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Language Arts 5.1 Enjoy and appreciate rhymes, poems and songs **COMPLEMENTARY SKILL** Language Arts 5.1 Enjoy and appreciate rhymes, poems and songs	**MAIN SKILL** Language Arts 5.1.1 Demonstrate appreciation through nonverbal responses to: i) simple chants and raps ii) simple rhymes iii) simple action songs **COMPLEMENTARY SKILL** Language Arts 5.1.2 Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation i) simple chants and raps ii) simple rhymes iii) simple action songs	Plan a Language Arts lesson which gives pupils a chance to enjoy responding to and using language in a chant, rap, rhyme or action song. Once pupils can respond with confidence and enjoyment, you can help them to develop entrepreneurial skills by encouraging them to create their own gestures.	Use your own, as appropriate to your lesson content If your focus is on colours, one possibility is the rainbow song. See http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs/FJ/sing_a_rainbow for the tune and words.	Entrepreneurship	Your choice, as appropriate to your lesson.	

WEEK 16 KUMPULAN A 30 Jun – 4 Julai 2024 KUMPULAN B 1 Julai – 5 Julai 2024 WEEK 17 KUMPULAN A 7 Julai – 11 Julai 2024 KUMPULAN B 8 Julai – 12 Julai 2024 WEEK 18 KUMPULAN A 14 Julai – 18 Julai 2024 KUMPULAN B	**LESSON**: 6 (Listening 2) **MAIN SKILL(S) FOCUS**: Listening **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Hi. What's your name? I'm (name)

15 Julai – 19 Julai 2024	

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Listening 1.2 Understand meaning in a variety of familiar contexts **COMPLEMENTARY SKILL** Speaking 2.1 Communicate simple information intelligibly	**MAIN SKILL** Listening 1.2.2 Understand with support specific information and details of very simple phrases and sentences **COMPLEMENTARY SKILL** Speaking 2.1.1 Give very basic personal information using fixed phrases	**Pre-lesson** See Teacher's Book **Lesson delivery** See Teacher's Book **Post lesson** See Teacher's Book.	Superminds 1 p.4	Language	Strategy 2 may be suitable. Use other strategies if appropriate. If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson, to work towards Content Standard: Writing 4.1 Form letters and words in neat legible print using cursive writing	

WEEK 19 KUMPULAN A 21 Julai – 25 Julai 2024 KUMPULAN B 22 Julai – 26 Julai 2024 WEEK 20 KUMPULAN A 28 Julai – 1 Ogos 2024 KUMPULAN B 29 Julai – 2 Ogos 2024 WEEK 21 KUMPULAN A	**LESSON**: 7 (Writing 2) **MAIN SKILL(S) FOCUS**: Writing **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Numbers 1 - 10 How old are you? I'm (age)

4 Ogos – 8 Ogos 2024 KUMPULAN B 5 Ogos – 9 Ogos 2024	

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Writing 4.1 Form letters and words in neat legible print using cursive writing **COMPLEMENTARY SKILL** Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	**MAIN SKILL** Writing 4.1.2 ii) write letters and words in a straight line from left to right with regular spaces between words and spaces **COMPLEMENTARY SKILL** Writing 4.2.1 Give very basic personal information using fixed phrases	**Pre-Lesson** See Teacher's Book **Lesson delivery** See Teacher's Book **Post lesson** See Teacher's Book	Superminds 1 p.5	Language	Strategies 2 and 7 may be suitable. Use other strategies if appropriate. If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson, to work towards Content Standard: Writing 4.1 Form letters and words in neat legible print using cursive writing	

WEEK 22 KUMPULAN A 11 Ogos – 15 Ogos 2024 KUMPULAN B 12 Ogos – 16 Ogos 2024 WEEK 23 KUMPULAN A 18 Ogos – 22 Ogos 2024 KUMPULAN B 19 Ogos – 23 Ogos WEEK 24 KUMPULAN A 25 Ogos – 29 Ogos 2024 KUMPULAN B 26 Ogos – 30 Ogos 2024	**LESSON**: 8 (Reading 2) **MAIN SKILL(S) FOCUS**: Reading **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Names of letters of the alphabet

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Reading 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters **COMPLEMENTARY SKILL** Writing 4.1 Form letters and words in neat legible print using cursive writing	**MAIN SKILL** Reading 3.1.1 Identify and recognise the shapes of the letters in the alphabet **COMPLEMENTARY SKILL** Writing 4.1.2 ii) write letters and words in a straight line from left to right with regular spaces between words and spaces	**Pre-Lesson** See Teacher's Book **Lesson delivery** See Teacher's Book **Post lesson** See Teacher's Book	Superminds 1 p.6	Language	Strategies 2, 6, and 7 may be suitable. Use other strategies if appropriate.	

WEEK 25	**LESSON**: 9 (Speaking 2)

KUMPULAN A 1 September – 5 September 2024 KUMPULAN B 2 September – 6 September 2024 WEEK 26 KUMPULAN A 8 Sept – 12 Sept 2024 KUMPULAN B 9 Sept – 13 Sept 2024 WEEK 27 KUMPULAN A 22 Sept – 26 Sept 2024	**MAIN SKILL(S) FOCUS**: Speaking **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Colours My hat is (colour)

KUMPULAN B 23 Sept – 27 Sept 2024	

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Speaking 2.1 Communicate simple information intelligibly **COMPLEMENTARY SKILL** Reading 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters	**MAIN SKILL** Speaking 2.1.5 Name or describe objects using suitable words from word sets **COMPLEMENTARY SKILL** Reading 3.1.3 Blend phonemes (CVC, CCVC)	**Pre-lesson** See Teacher's Book **Lesson delivery** See Teacher's Book **Post lesson** See Teacher's Book	Superminds 1 p.7	Language	Strategies 1, 2 and 3 may be suitable. Use other strategies if appropriate.	

WEEK 28 KUMPULAN A 29 Sept – 2 Oktober 2024 KUMPULAN B 30 Sept – 3 Oktober 2024 WEEK 29 KUMPULAN A 5 Oktober – 9 Oktober 2024 KUMPULAN B 7 Oktober – 11 Oktober 2024 WEEK 30	**LESSON**: 10 (Language Arts 2) **MAIN SKILL(S) FOCUS**: Language Arts **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Recycled language: letters of the alphabet

KUMPULAN A 13 Oktober – 16 Oktober 2024 KUMPULAN B 14 Oktober – 17 Oktober 2024	

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Language Arts 5.1 Enjoy and appreciate rhymes, poems and songs **COMPLEMENTARY SKILL** Language Arts 5.1 Enjoy and appreciate rhymes, poems and songs	**MAIN SKILL** Language Arts 5.1.1 Demonstrate appreciation through nonverbal responses to i) simple chants and raps ii) simple rhymes iii) simple action songs **COMPLEMENTARY SKILL** Language Arts 5.1.2 Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation i) simple chants and raps ii) simple rhymes iii) simple action songs	**Pre-lesson** 1. Your choice, as appropriate to your lesson. **Lesson delivery** 2. Design a lesson in which pupils develop and share gestures to accompany a numbers song. 3. Body numbers: small groups of pupils represent numbers with their bodies: all group members are involved in representing each number. **Post lesson** 4. Your choice, as appropriate to your lesson.	Choose a number song you know and like, or create your own. 10 little numbers https://www.youtube.com/watch?v=dk9Yt1PqQiw is one possibility.	Entrepreneurship	Strategies 2, 3, 4 and 7 may be suitable. Use other strategies if appropriate.	

WEEK 31	**LESSON**: 11 (Listening 3)

KUMPULAN A 20 Oktober – 24 Oktober 2024	**MAIN SKILL(S) FOCUS**: Listening
	THEME: World of Self, Family and Friends
KUMPULAN B 21 Oktober – 25 Oktober 2024 WEEK 32 KUMPULAN A 27 Oktober – 31 Oktober 2024 KUMPULAN B 28 Oktober – 1 November 2024 WEEK 33 KUMPULAN A 3 November – 7 November 2024	**TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Recycled language from lessons 6 – 10: What's your name…? How old are you? I'm (years old) How do you spell? Names of the letters of the alphabet

KUMPULAN B 4 November – 8 November 2024	

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS

MAIN SKILL Listening 1.2 Understand meaning in a variety of familiar contexts **COMPLEMENTARY SKILL** Writing 4.2 Communicate basic information intelligibly for a range of purposes in print and digital media	**MAIN SKILL** Listening 1.2.5 Understand short supported questions **COMPLEMENTARY SKILL** Writing 4.2.2 Greet, say goodbye, and express thanks using suitable fixed phrases	**Pre-lesson** 1. Pre-lesson task 1: *Work at the word.* 2. Introduce and teach the fixed phrase *How do you spell….?* **Lesson development** 3. In groups of 6-8, pupils do a survey of names, ages, and ask how to spell their classmates' names. 4. In pairs, they draw their neighbour and write about him/her (E.g. *Lukman/Mira. He's/She's 7 years old*). 5. Pupils put their work on the wall to create a class profile. **Post lesson** 6. Post-lesson task 4: *Correct the error.*	Paper and something to stick pictures on the wall if appropriate	Values (Friendship)	Strategies 2 and 7 may be suitable. Use other strategies if appropriate. If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson, to work towards Content Standard: Writing 4.1 Form letters and words in neat legible print using cursive writing	

WEEK 34 KUMPULAN A	**LESSON**: 12 (Speaking 3)

10 November – 14 November 2024 KUMPULAN B 11 November – 15 November 2024 WEEK 35 KUMPULAN A 17 November – 21 November 2024 KUMPULAN B 18 November – 22 November 2024	**MAIN SKILL(S) FOCUS**: Speaking **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Recycled language from lessons 6 – 10 What's your name…? How old are you? I'm (years old)

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS

MAIN SKILL Speaking 2.3 Communicate appropriately to a small or large group **COMPLEMENTARY SKILL** Writing 4.3 Communicate with appropriate language form and style for a range of purposes in print and digital media	**MAIN SKILL** Speaking 2.3.1 Introduce self to an audience using fixed phrases **COMPLEMENTARY SKILL** Writing 4.3.1 Use capital letters appropriately in personal and place names	**Pre-lesson** 1. Pre-lesson task 7: *Beat the teacher* **Lesson delivery** 2. Pupils stand in groups of about 5 or 6. 3. They throw a ball of paper to each other to practise target language in a chain activity. 4. E.g. Pupil 1 starts: *Hi, I'm X …, I'm years old* and throws the ball of paper to pupil 2 in the circle who repeats this information, and adds their own information to make a chain. i.e. *He's/ she's X, he's /she's … years old. I'm Y… I'm years old*. 5. Each pupil repeats previous information and adds their own information to the chain. 6. Pupils write about themselves and a classmate. **Post lesson** 7. Post lesson task 6: *Whisper and write*	Pieces of paper to screw up into a ball	Language	Strategies 2 and 7 may be suitable. Use other strategies if appropriate.	

January –5 WEEK 36 KUMPULAN A	**LESSON**: 13 (Reading 3)

24 November – 28 November 2024 KUMPULAN B 25 November – 29 November 2024 1	**MAIN SKILL(S) FOCUS**: Reading **THEME**: World of Self, Family and Friends **TOPIC**: Friends **LANGUAGE/GRAMMAR FOCUS**: Recycled language from lessons 6 – 10: Hi, I'm (name), I'm (years old), colours, numbers

ii	

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Reading 3.1 Recognise words in linear and non-linear texts by using knowledge of sounds of letters **COMPLEMENTARY SKILL** Writing 4.1 Form letters and words in neat legible print using cursive writing	**MAIN SKILL** Reading 3.1.1 Identify and recognise the shapes of the letters in the alphabet **COMPLEMENTARY SKILL** Writing 4.1.2 i) Form upper and lower case letters of regular size and shape** **preliterate pupils only ii) write letters and words in a straight line from left to right with regular spaces between words and spaces* *all pupils iii) copy letters and familiar high frequency words and phrases correctly* *all pupils	**Pre-lesson** Play *Find Something-* pupils listen to you say *Find something red,* and go to touch something red in the classroom. Write the colour words on the board as you use them. **Lesson delivery** 1. Pupils sit in small groups. Give each group some letters (cards or plastic ones). Call out a letter; pupils have to try to grab the correct letter. They keep it if they grab it first. 2. Next, tell pupils a colour word. They should work together to try to spell it using the letters they have. They can use the words on the board to help. 3. Depending on the level of proficiency, you could repeat this activity with the words on the board erased. 4. Hand out worksheet and ask pupils to write their name at the top. Pupils then read and colour the words (Part A). 5. Next pupils colour the hat in Part B and write the colour in the gap. **Post lesson** Task 10 using picture on p.4. This may need adapting to your pupils.	Letter cards or plastic letters. Colour pencils Worksheet – one per pupil (see below)	Language	Strategies 2 and/or 4 may be suitable. Use other strategies as appropriate to your pupils. If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson to focus on phonemes from *Line a* of the Phonics Table (see Syllabus).	

WEEK 37 KUMPULAN A 1 Disember – 5 Disember 2024 KUMPULAN B 2 Disember – 6 Disember 2024	**LESSON**: 14 (Writing 3)
	MAIN SKILL(S) FOCUS: Writing
	THEME: World of Self, Family and Friends
	TOPIC: Friends
	LANGUAGE/GRAMMAR FOCUS: Recycled language from lessons 6 – 10: Hi. I'm (name), I'm (years old), colours, numbers

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Writing 4.1 Form letters and words in neat legible print using cursive writing **COMPLEMENTARY SKILL** Reading 3.3 Read independently for information and enjoyment	**MAIN SKILL** Writing 4.1.2 i) Form upper and lower case letters of regular size and shape** **preliterate pupils only ii) write letters and words in a straight line from left to right with regular spaces between words and spaces* *all pupils iii) copy letters and familiar high frequency words and phrases correctly* *all pupils **COMPLEMENTARY SKILL** Reading 3.3.1 Read and enjoy simple print and digital games at word level	**Pre-lesson** Task 1 using colour words. Leave the words on the board if necessary. **Lesson delivery** 1. Review the colour words using flashcards. Put the flashcards around the room. Say a colour and the pupils should go to that flashcard (run or walk). 2. Play a game of pelmanism with colour flashcards in small groups – lay out all the cards, face-down. Pupils turn over two cards in turns to find a pair of matching colour + word. 3. Pupils work in pairs. Give each pair two or maybe three colours. Pupils make a poster by drawing object(s) of a certain colour. They colour them and then write the colour word underneath. 4, Display pupils' work in the classroom. Have pupils talk about the colours and objects using as much vocabulary as they may have. You could introduce new words here if you feel it is appropriate and useful. **Post lesson** Task 11. Ask about colours of objects they have in their school bag, for example, that they can take out and show the class	Sets of word + colour cards for each group (i.e. pairs of cards, one with a coloured circle (or object) and the other with the written word of the colour). Coloured pencils, poster paper (or large paper for display). You may need to create a worksheet which shows pupils where to draw and where to write. Include lines to help with letter size and shape as/if you would normally do.	Language	Strategies 2 and/or 4 may be suitable. Use other strategies as appropriate to your pupils. If appropriate, select suitable activities for your pupils from *LINUS Module 1* to be added in to this lesson to focus on phonemes from Line b of the Phonics Table (see Syllabus).	

WEEK 38 KUMPULAN A 8 Disember – 12 Disember 2024	**LESSON**: 15 (Language Arts 3)
	MAIN SKILL(S) FOCUS: Language Arts
	THEME: World of Self, Family and Friends
	TOPIC: Friends
KUMPULAN B 9 Disember – 13 Disember 2024	**LANGUAGE/GRAMMAR FOCUS**: Your choice, as appropriate to your pupils' needs and interests

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Language Arts 5.1 Enjoy and appreciate rhymes, poems and songs **COMPLEMENTARY SKILL** Speaking 2.1 Communicate simple information intelligibly	**MAIN SKILL** Language Arts 5.1.1 Demonstrate appreciation through nonverbal responses to: i) simple chants and raps ii) simple rhymes iii) simple action songs **COMPLEMENTARY SKILL** Speaking 2.1.5 Name or describe objects using suitable words from word sets	Plan a Language Arts lesson which gives pupils a chance to enjoy responding to and using language in a chant, rap, rhyme or action song. Once pupils can respond with confidence and enjoyment, you can help them to develop entrepreneurial skills by encouraging them to create their own words to their own extra verse.	Use your own, as appropriate to your lesson content If your focus is on colours, one possibility is the rainbow song. See: http://www.bbc.co.uk/learning/schoolradio/subjects/earlylearning/nurserysongs/FJ/sing_a_rainbow for the tune and words.	Entrepreneurship	Your choice, as appropriate to your lesson content You may want to provide prompts for pupils to help them to create their own verse.	

	LESSON: 45 (Language Arts 9)
	MAIN SKILL(S) FOCUS: Language Arts
	THEME: World of Self, Family and Friends
	TOPIC: At school
	LANGUAGE/GRAMMAR FOCUS: Vocabulary review: Primary and secondary colours

CONTENT STANDARD	LEARNING STANDARD	LEARNING OUTLINE	MATERIALS / REFERENCES	CROSS - CURRICULAR ELEMENT	DIFFERENTIATION STRATEGIES	TEACHER'S NOTES / REMARKS
MAIN SKILL Language Arts 5.1 Enjoy and appreciate rhymes, poems and songs **COMPLEMENTARY SKILL** Language Arts 5.3 Express an imaginative response to literary texts	**MAIN SKILL** Language Arts 5.1.1 i) simple chants and raps ii) simple rhymes iii) simple action songs **COMPLEMENTARY SKILL** Language Arts 5.3.1 Respond imaginatively and intelligibly through creating simple art and craft products Other imaginative responses as appropriate	**Pre-lesson** Guessing game. Think of an item, pupils ask you about what colour it is and guess, e.g. Teacher: It's a fruit. Pupils: Is it blue? No. Is it yellow? Yes. Is it a banana? Yes. Depending on time available and the level of your class, you could have the pupils take the role of the teacher or work in pairs. **Lesson delivery** 1. Put flashcards with words of the six main colours (primary and secondary) on the board. Ask pupils to put them into two groups. 2. Play/sing the song and ask pupils to check their answer to stage 1. 3. Give each pupil a colour flashcard OR ask each pupil to write the name of their favourite colour on a paper. 4. Play/sing the song again and ask pupils to hold up their flashcard/paper when they hear their colour. 5. Draw a circle on the board and divide it into six parts. Elicit the primary colours and write them (or ask a pupil to write them) in alternate parts of the circle. 6. Elicit the secondary colours that are made when the primary colours are mixed and fill in the last three segments with these. The order should be: red – orange – yellow – green – blue – purple. 7. Ask pupils to make their own colour wheels. They should colour each part (not write the colour name); make a small hole in the middle of the circle and put in their pencil/pen so it will spin. 8. Ask pupils what they think will happen when they spin their wheel. Ask them to spin it and tell you. **Post lesson** Ask pupils to tell each other which colour they like best and why, e.g. I like red. My pencil case is red.	You will need card for each student and scissors (or cut into circles for each student in advance), colour pens/paints/pencils. Each student will need a pen or pencil and a ruler. Song: You can use a suitable song that focuses on primary and secondary colours. A suggestion is: https://www.youtube.com/watch?v=bmquqAP2 w_8 Here is a song based on this: *We are the primary colours.* *Red, yellow and blue. Mix us together, and we turn a colour that's new.* *I'm red, I'm a primary colour.* *I'm blue. I'm a primary colour too.* *We are primary colours.* *Mix us together, and we make purple.* *It's new!* *Etc.* Some information about colour wheels: http://www.bigshotcamera.com/fun/buildables/colorwheel#01	Science and technology	Your choice depending on your class and pupils. Possibly 5 or 6. You could encourage the pupils to sing along to the song. You could ask short answer questions at stage 8 (e.g *Will you see red? Orange? What other colours do you know? Maybe black? Or white?*) You might want to explain in L1 why the spinning wheel produces white.	