

# Unit

## 1 My School Day



### Learning Outcomes

#### Listening and Viewing:

- Identify key vocabulary and details from short listening texts about daily routines and time.
- Identify consonant digraphs in syllables and words ( sh, bl, br ).
- Follow and respond to simple classroom instructions and routine questions using familiar expressions.
- Listen to short recordings and match them to corresponding images about daily routines.
- Circle pictures after listening to school day scenarios.
- Show engagement when listening to classmates' daily routine stories.
- Demonstrate interest in learning about others' schedules and daily habits.

#### Speaking and Representing:

- Use time expressions and action verbs to describe daily routines using simple present tense.
- Demonstrate awareness of accurate pronunciation of compound sounds in syllables and words: (/ʃ/, /br/, /bl/).
- Acquire high-frequency words, phrases and grammar for communication.
- Ask and answer questions about what people do and when they do it.
- Participate in pair and group role-play about morning, afternoon and evening routines.
- Use picture cards or visual prompts to retell or sequence events in the school day.
- Describe and compare personal daily habits using time expressions.
- Show respect for peers' turn-taking during classroom discussions.

# Unit

## 1 My School Day



### Learning Outcomes

#### Reading and Viewing:

- Read and answer simple questions about short stories and texts related to school and home routines.
- Recognise a variety of consonant clusters and vowel combinations in multi-syllable words (sh, br, bl).
- Apply knowledge of compound sounds to read unfamiliar words in context.
- Identify the logical sequence of events using picture-based prompts.
- Re-order jumbled words or sentences to form meaningful sentences/ paragraph.
- Engage positively in reading tasks with peers.

#### Writing and Representing:

- Write short sentences about daily routines using learned vocabulary.
- Complete sentence frames related to school day activities and days of the week.
- Acquire knowledge of grammatical rules at the word, phrase, and sentence levels.
- Trace and copy time phrases and verbs in legible handwriting.
- Label school-related drawings and use checklists to mark completed routines.
- Demonstrate effort and pride in writing about personal experiences.
- Present written and illustrated daily routines using simple sentences and time phrases.

# 1

## My School Day

### Lesson 1

### Listening

I will learn:

wash, get up, brush, breakfast, late  
He/She washes, eats

Listen to the recording and tick ✓ or ✗



1. Hamad washes his face at 5 o'clock.



2. Hamad goes to school at 7 o'clock.



3. Hamad is late for school.



Complete the crossword, then fill in the missing words



1. I wash my face in the morning.

2. Hamad eats his breakfast at 7 o'clock.

## Lesson 2

### Grammar

I will learn:

lunch, dinner, early  
 When **do** you ...? **at** ... o'clock.  
 does he/she ...?  
**yes**, he/she does.

 Ask and answer, then write the time



When **do** you pray?

I pray **at** 5 o'clock in the morning.



Morning

Daily routine

Time



Reem **brushes** her hair at



Afternoon

Daily routine

Time



Hamad **eats** his lunch at



Evening

Daily routine

Time



Noura **goes** to bed at



### Speaking

 Look and say



Reem **goes** to school **at** 7 o'clock in the morning.



At 7 o'clock.



At 1 o'clock.



At 8 o'clock.

### Lesson 3

#### Phonics

I will learn:

short, shoes, shelf, shop, dish

 Look and read

s + h = sh



shelf



dish

She wears short socks and white shoes. She goes to the shop. She gets a fish for her favourite dish.

 Find the words with "sh" sound, then write



Fish



Shoes

 Blend, then complete the sentence

Blend	Write
<div style="display: flex; justify-content: space-around;"> <span>(sh)</span> <span>(ee)</span> <span>(p)</span> </div> <div style="display: flex; justify-content: space-around;"> <span>(t)</span> <span>(o)</span> <span>(th)</span> </div>	Bader went to the book <u>Shop</u> .

## Lesson 4

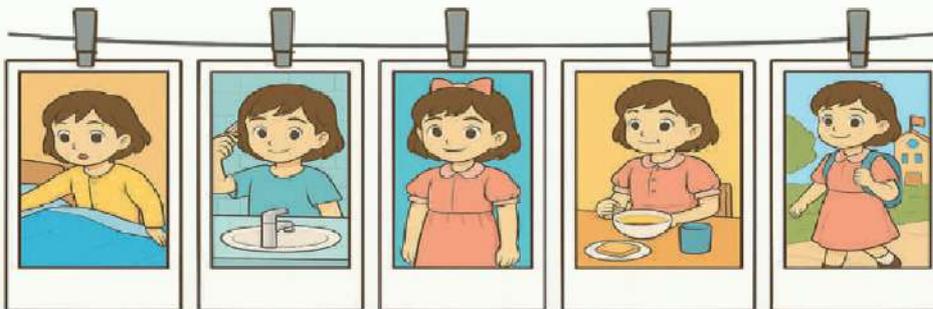
### Reading

I will learn:

comb, long, put on, clothes

#### Before you read

What do you do every morning?



#### Read and re-order the events of the story below

Reem gets up early in the morning. She washes her face and brushes her teeth. She puts on her long pink dress. She combs her short brown hair and eats her breakfast. She goes to school at 7 o'clock. Reem has friends at school. She plays with them. She goes home at 2 o'clock.

- 4 Reem combs her short brown hair and has her breakfast.
- 2 Reem washes her face and brushes her teeth.
- 1 Reem gets up early.
- 3 Reem puts on her long pink dress and goes to school.

#### Read again, then answer the following question

1. When does Reem go home?

Reem goes home at 2 o'clock

## Lesson 5

### Writing

I will learn:

on Sunday, Monday, ...

 Use the week planner to complete the sentences below

 Sunday go to school 	 Monday play in the gym 	 Tuesday swim 	 Wednesday run with friends 
 Thursday read a book 	 Friday go to the farm 	 Saturday do my homework 	

1. Noura goes to school on Sunday.
2. On Monday, Fahed plays in the gym.
3. Reem goes to the farm on Friday.

 Re-order words to form a sentence with proper punctuation marks

1. read - I - on - Sunday - book - a

I read a book on Sunday.

2. early - Noura - goes - school - to

Noura goes to school early.

## Lesson 6

### Listening

I will learn:

science

What *is this/that...*? It/that is...

What *are these/those...*? They are...



Before you listen

What colour is your classroom?



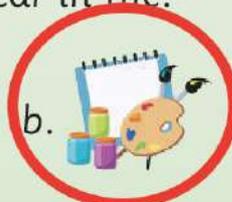
Listen to the recording and circle the correct answer



1. The science room is yellow and:



2. Fahed painted a flying car in the:



Listen again, then complete the sentence

1. There are books in the library.

## Lesson 8

### Phonics

I will learn:

block, blend, brick

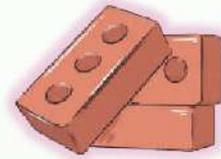
 Look and read

b + l = bl



block

b + r = br



brick

Blair likes black and blue blocks. He blends colours to paint his blocks.

Brad paints the bricks with a brown brush in the break.

 Read again, then complete the sentences with the suitable words

1. Blair plays with his blocks.

2. Brad has a brown brush.

 Write what is in the blender, then read aloud

br

brown

brush

bl

blue

block



## Lesson 9

### Reading

I will learn:

favourite, subject, maths, lab, PE

 Before you read

 Tick your favourite subjects, then talk about them



 Read, then tick ✓ or ✗

Hello, my name is Hamad. Saleh and Fahad are my friends. In our school we have 2 science labs and 3 computer labs. My favourite subject is maths. I can count to 20. Saleh likes PE classes. He plays football every Monday. Fahad likes art. He paints in the art class. I like my school.



1. Saleh and Fahad are Hamad's friends.

2. There is 1 Science Lab at school.

 Read again and answer the following questions

1. What is Hamad's favourite subject?

Hamad's favourite subject is **maths**

2. When does Saleh play football?

Saleh plays football every **Monday**

## Lesson 10

### Writing

 Before you write

  Read the words and number the school rooms

1	PE Class	2	Computer Lab	3	Science Lab	4	Art Class
---	----------	---	--------------	---	-------------	---	-----------



 Use the words above to complete the paragraph

In school, we have a Science Lab. There are computers in the computer lab. I like playing basketball in the PE class. I like painting in the Art Class.

 Re-order words to form a sentence with proper punctuation marks

1. favourite – science – my – subject – is

My favourite subject is science.



# Fun with Writing Activities

Trace and copy



When do you pray?

She eats dinner in the evening.

These are brown blocks.



On Monday, he plays in the gym.

It is 9 o'clock.



## Progress Test

### Reading

A) Classify the following words under the suitable heading

shoes, block, brick, blue, shelf, brown

sh	br	bl
shoes	brick	block
shelf	brown	blue

B) Fill in the spaces with the suitable words from the list

long – subject – comb – teeth

1. She brushes her teeth every day.



2. I comb my hair at seven o'clock.



3. Saleh has got a long ruler.



C) Read and tick (✓) or (✗)

Sara and Noura are good friends. They are in the same school. Noura likes playing basketball. Sara likes painting roses for Noura. Noura likes the picture and thanks her friend, Sara.

1. Sara and Noura are sisters.



2. Sara likes painting.



3. Noura likes playing basketball.



4. Sara paints roses for Noura.



## Progress Test

### Writing

#### A) Choose the correct answer from a, b or c

1. These walls ..... blue.

a. is

b. am

c. are

2. My mother ..... at nine o'clock in the evening.

a. eat

b. eats

c. eating

#### B) Re-order words to form a sentence with proper punctuation marks

1. go - I - at - o'clock - seven - to - bed

I go to bed at seven o'clock.

2. the - is - this - science lab

This is a science lab.

#### C) Complete the sentences with the suitable words

1. We like to play with **bricks**.



2. He **gets up** at 6 o'clock in the morning.



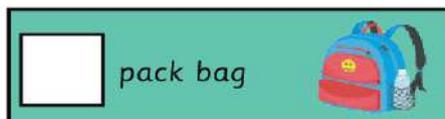
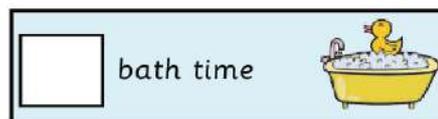
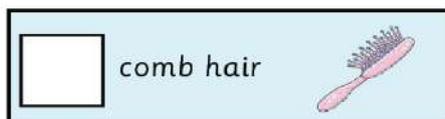
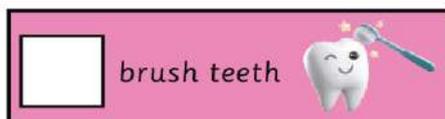
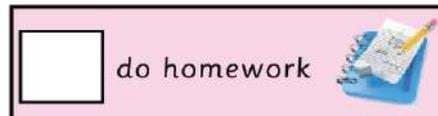
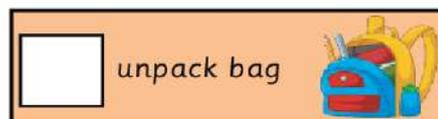
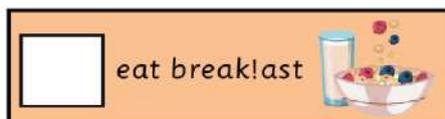
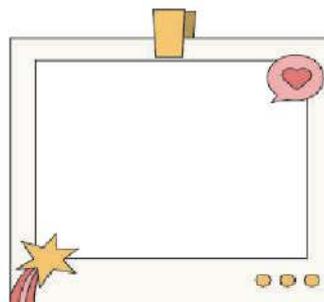
3. Salem likes painting in the **art** class.



# 1 Project 1



## My Day...



Mark each routine done every day, then present it to your class.

### Minimum words to be taught

No	word	part of speech	lesson
1	wash	verb	1
2	get up	verb	1
3	brush	verb	1
4	breakfast	noun	1
5	late	adverb	2
6	lunch	noun	2
7	dinner	noun	2
8	early	adverb	2
9	short	adjective	3
10	shoes	noun	3
11	shelf	noun	3
12	shop	noun	3
13	dish	noun	3
14	comb	verb	4
15	long	adjective	4
16	put on	verb	4
17	clothes	noun	4
18	science	noun	6
19	block	noun	8
20	blend	noun	8
21	brick	noun	8
22	favourite	noun	9
23	subject	noun	9
24	math	noun	9
25	lab	noun	9
26	PE class	noun	9

# Songs



## “My day” song



When do you eat breakfast?  
I eat breakfast in the morning, I wake up early, I am  
never late, I start my day, I feel great!

When does he eat lunch?  
He eats lunch in the afternoon, He eats on time with a  
happy face, He finds his seat and takes his place!

When does she eat dinner?  
She eats dinner in the evening, she eats on time, she is  
never late, she helps her mum that is really great!



## “This, That, These, Those” song



What is this? It is a bag.  
What is that? It is a pen.  
What is this? It is a book.  
I use my things — come take a look!

What are these? They are pencils.  
What are those? They are erasers.  
What are these? They are rulers too.  
I take good care — that is what I do!



1

# Songs



## “Sh” song



She has shoes, she goes to the shop, she sees a dish  
And a fish that can hop!

[Chorus – optional repeat]

Short, shoes, shop, and dish, she has a brush, she sees  
a fish, she helps at home, She does her part,  
With a clean dish and a kind heart!

She takes a brush, she cleans the dish, she helps at  
home, she is kind, she is she!



## “bl + br” song



This is a block, that is a brick.  
We blend them well, we build them quick!

The block is blue, the brick is brown.  
We keep them neat, we don't break down.

Take the brush, brush, brush, brush!  
Clean the blocks, no need to rush!



# Unit

## 2 My Home



### Learning Outcomes

#### Listening and Viewing:

- Identify key vocabulary and details from simple listening texts related to home and furniture.
- Identify vowel/consonant digraphs in syllables and words (ou, oy).
- Pinpoint factual details, such as numbers (40, 50) and rooms of the house.
- Follow and respond to spoken instructions and questions about household items and locations.
- Listen to home-related audio descriptions and select the correct corresponding pictures.
- Sequence actions or items according to listening instructions.
- Show interest in listening to stories, dialogues and songs about family and home life.
- Demonstrate attentiveness during listening tasks in class activities.

#### Speaking and Representing:

- Ask and answer questions about rooms and objects using prepositions and simple sentence structures.
- Demonstrate awareness of accurate pronunciation of compound sounds in syllables and words (/aʊ /, /ɔɪ /).
- Use imperative verbs and prepositions of place to describe positions of items.
- Use simple sentences to describe actions using the past simple tense.
- Acquire words, phrases, and grammar for communication.
- Engage in role-play and pair conversations using home-related vocabulary.
- Label objects and rooms during oral tasks or presentations.
- Express opinions about homes and routines confidently.
- Collaborate respectfully with classmates during speaking and building projects.

# Unit

## 2 My Home



### Learning Outcomes

#### Reading and Viewing:

- Read short texts and identify main ideas about home, routines, and shopping experiences.
- Recognise a variety of vowel combinations in multi-syllable words ( ou, oy )
- Answer comprehension questions and choose the correct responses from multiple choices.
- Underline key vocabulary related to rooms and household actions.
- Show curiosity about others' home experiences through reading.
- Participate actively and respectfully in reading-related discussions.

#### Writing and Representing:

- Write short and clear sentences describing daily routines at home using correct word order and punctuation.
- Acquire knowledge of grammatical rules at word, phrase, and sentence level ( Modal verb (can) for permission - Prepositions of place- Past simple tense).
- Use learned vocabulary to describe rooms and family activities.
- Trace and copy words and sentences related to home.
- Label household rooms and furniture using learned vocabulary and visuals.
- Demonstrate creativity and responsibility in home-themed project work.

2



## My Home

### Lesson 1

#### Listening

I will learn:

watch, television, living room, tidy, messy  
Can I... ? Yes, you can/ No, you can't  
Imperative: Tidy ...!/ Don't ...



Before you listen

Where do you live?



Listen to the recording, then re-order the pictures



3



2



1



Listen again and tick ✓ or ✗

1. Noura and Hamad put the toys in the box.



2. The bedroom is messy.



3. The living room is tidy.



Keep your home clean and tidy.



## Lesson 2

### Grammar

I will learn:

video games, outside\inside  
**Can I** play video games, please?

### Ask and answer



Can I play video games, please?



Yes, you **can**.



No, you **can't**.

### Speaking

### Look and say



Can I play outside, please?



♡ 👤 ↗ **watch**



♡ 👤 ↗ **eat**



♡ 👤 ↗ **play**



Discuss with your friend why you can't play in the street.

### Lesson 3

#### Phonics

I will learn:

enjoy, annoy

 Look and read

o + y = oy



enjoy



annoy

Troy is a boy. He has a toy. He has a sister. Her name is Joy. They enjoy playing together.

 Find the words with **oy** sound then complete the sentences

w	e	m	s	u
a	n	n	o	y
s	j	r	r	e
h	o	f	u	s
f	y	b	o	y

1. The boy plays with his toy.



2. I enjoy reading stories.



3. Don't annoy your friend.



## Lesson 4

### Reading

I will learn:

beautiful, area, mall, find,  
restaurant, movie  
I live, go, have ...



Before you read

Where do you go shopping?



Read the email, then choose the correct answer

New message

To [Reem@kuwaitmail.com](mailto:Reem@kuwaitmail.com)

Subject My Area

Dear Reem,

I live in a house in Al-Zahra'a. It's a big and beautiful area in Kuwait. You can find 360 Mall there. There are many shops and restaurants in the mall. On Saturday, I have my breakfast with my family there. We watch a movie too. Can you tell me about your area ?

Yours,  
Noura



Sand | | +

1. Noura lives in a ----- area.

a. small

b. beautiful

c. messy

2. In 360 Mall, There are many shops and -----

a. houses

b. gardens

c. restaurants



Read again and answer the following question

1. Where does Noura live ?

She lives in the house in Al-Zahra'a.

## Lesson 5

### writing

I will learn:

bathroom, dining room, kitchen



Label the rooms



living room – bathroom – bedroom – kitchen



kitchen



Living room



bedroom



bathroom



Dining room



Garden



Complete the sentences about your house with proper punctuation marks

1. I watch TV in the living room.

2. My mother cooks in the kitchen

3. I play in the garden

## Lesson 6

### Listening

I will learn:

basket, trousers, visit  
Where is /are my ...  
It is /they are ....

#### Before you listen

Where is the basket? Where are the clothes?



#### Listen to the recording and tick ✓ or ✗



1. The trousers are in the basket.
2. The shoes are under the sofa.

#### Listen again, then choose the correct answer from a, b or c

1. The family visit their grandmother on .....
  - a. Thursday
  - b. Friday
  - c. Saturday
2. The shirt is ..... the bed.
  - a. under
  - b. in
  - c. on

# Lesson 7

## Grammar

I will learn:

last, visited, found, went  
What did you do? I... ed /went/found

  Look, then ask and answer

I We You They + He She It	<b>v + ed</b> watched visited 	<b>irregular</b> go/ went find/ found 	<b>Key words</b> yesterday last ... 
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What did you do last week?



I played football with my friends.



## Speaking

 Look and say, what they did last week



## Lesson 8

### Phonics

I will learn:

cloud, proud, couch, ground

 Look and read

o + u = ou

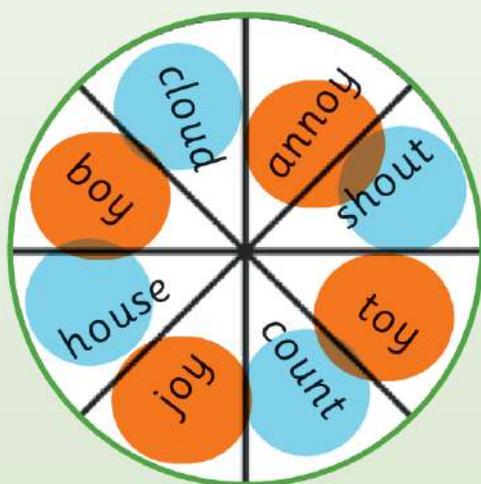


proud

cloud

Mona goes **ou**tside. She sees a cloud. She sits on the **ou**ch. She plays with her toys on the **ou**nd.

 Read, group the rhyming words, then colour



oy	ou

oy	ou
annoy	shout
toy	count
joy	house
boy	cloud

## Lesson 9

### Reading

I will learn:

grocery, bakery, buy / bought  
They **bought**

#### Before you read



Where did you go last week?

#### Read, then choose the correct answer from a, b or c

Last week, Reem and Fahad visited their grandmother's house. On the way, they went to the grocery and the bakery. They bought fruit from the grocery and a cake from the bakery. They had fun. At night, Reem watched a movie on television with her grandmother. Fahad played in the garden. They ate dinner and washed their hands.



1. Reem and Fahad ..... their grandmother house last week.

**a. visited**

b. watched

c. washed

2. Reem and Fahad bought a cake from the .....

a. grocery

**b. bakery**

c. garden

#### Read again and answer the following questions

1. What did Reem and Fahad buy from the grocery?

They bought **fruit**

2. When did Reem watch television?

Reem watched television **at night**

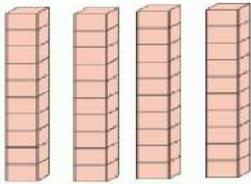
## Lesson 10

### Writing

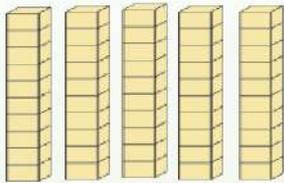
I will learn:

40 – 50

 Count, trace, then copy

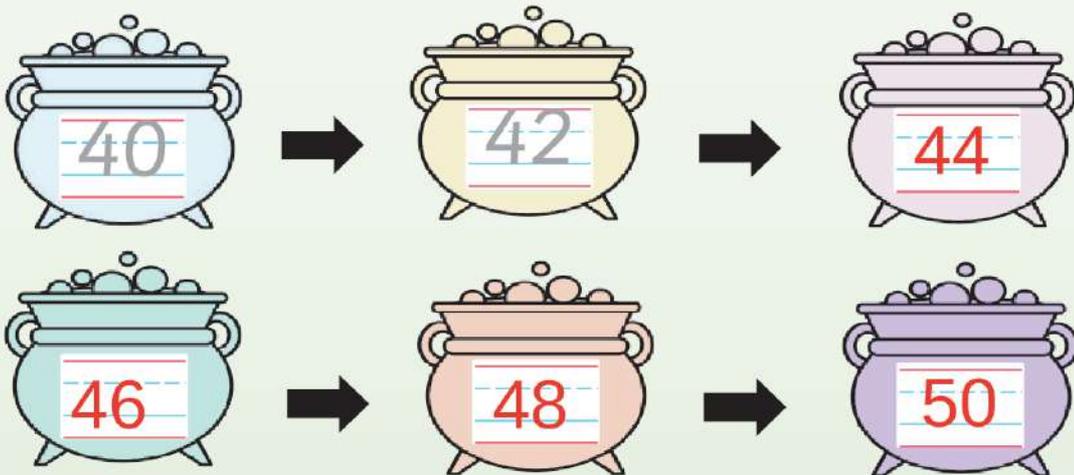


40



50

 Read, then count by 2



 Re-order words to form a sentence with proper punctuation marks

1. are – my – where - toys

Where are my toys?

2. 50 – has – sheep – Maram

Maram has 50 sheep.



# Fun with Writing Activities

 Trace and copy

Comb your hair, please!



Where are my trousers?

They are in the basket.



I visited my friend's house.

Keep your room tidy, please!



## Progress Test

### Reading

A) Classify the following words under the suitable heading

boy - sound - annoy - cloud

ou	oy
sound	annoy
cloud	boy

B) Fill in the spaces with the suitable words from the list

bakery- bought- proud- television

1. Yesterday, Sara bought a pink dress.



2. Ahmad watches television at 4 o'clock.



3. My mother is so proud of me.



C) Read and tick (✓) or (✗)

Noura and Hamad went to 360 Mall. Noura bought new clothes. Hamad played at the Game Centre. They ate dinner in a restaurant. They watched a movie. Noura and Hamad had fun.

1. Noura and Hamad went to 360 Mall.

2. Noura bought a cake.

3. Hamad played in the park.

4. Hamad and Noura ate burger.



## Progress Test

### Writing

#### A) Choose the correct answer from a, b or c

1. Your shoes ..... under the chair.

a. is

b. am

c. are

2. Yesterday, Heba ..... her friend Sara.

a. visited

b. visit

c. visits

#### B) Re-order words to form a sentence with proper punctuation marks

1. the – where – grocery – is

Where is the grocery?

2. football – last – Monday – Ali – played

Ali played football, last Monday.

#### C) Complete the sentences with the suitable words

1. The bedroom is messy.



2. They eat lunch in the dining room.



3. Yesterday, I saw a cat in the garden



## ② Project 2



# My Dream House



### Project steps:

1. Build your house.
2. Label the rooms.
3. Describe the rooms.
4. Decorate the house.
5. Present your house.



Material Needed: Empty boxes (shoe boxes/ tissue boxes), glue, scissors, coloured paper/markers, crayons, stickers, furniture cut – outs, room labels.

## Minimum words to be taught

No	word	part of speech	lesson
1	watch/watched	verb	1/7
2	television	noun	1
3	living room	noun	1
4	tidy	verb/adjective	1
5	messy	adjective	1
6	video games	noun	2
7	outside/inside	preposition	2
8	enjoy	verb	3
9	annoy	verb	3
10	beautiful	adjective	4
11	area	noun	4
12	mall	noun	4
13	find/found	verb	4/7
14	restaurant	noun	4
15	movie	noun	4
16	bathroom	noun	5
17	dining room	noun	5
18	kitchen	noun	5
19	basket	noun	6
20	trousers	noun	6
21	visit/visited	verb	6/7
22	last	adjective	7
23	go/went	verb	7
24	cloud	noun	8
25	proud	adjective	8
26	couch	noun	8
27	ground	noun	8
28	grocery	noun	9
29	bakery	noun	9
30	buy/bought	verb	9

## 2 Songs



### “Punctuation Party” song



Capital letters start the show. Big and bold they help us know. Where a sentence will begin. That's where the fun jumps in

Full stop comes to end the line. A little dot that says “It's time”. Question mark's a curly cue. It asks us “What? Where? Why? Who?”

Let's give a cheer for punctuation. They guide our words with dedication. Capital letters standing tall Full stops and questions – we love them all!



### “ou” song



Do you know these letters sound , O u O u equal /ou/ /ou/ /ou/

Now lets sing all together .Out , out, I go, looking all around. I see clouds up high and I hear a sound.

Shout, shout, shout with me, Let's say /ou/ /ou/ /ou/ out loud. Found a ball that's round and red Bouncing on the ground.



## 2

# Songs



### “oy” song



Children, children yes, teacher. Let's learn a new sound  
/oy/oy/oy/  
Blend o and y to get /oy/ /oy/ /oy/

“Boy, boy with a toy, jumping up with joy!  
Don't annoy your sister now, Let's all enjoy!”  
Like a pirate says ahoy with an oy



### “The past tense” song



Yesterday Fahad went to the park . He played football until  
it got dark. He jumped, he laughed. He kicked the ball  
He even helped a friend who had a fall.

Reem stayed at home. She watched TV. She cleaned her  
room so happily. She painted and baked a cake  
She visited her grandmother - she is so nice

Reem and Fahad had a lovely day they did their best in  
every way.



# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Three All About Animals	<ul style="list-style-type: none"> <li>Asking for and giving information</li> <li>Describing animals</li> <li>Describing actions</li> </ul>	<ul style="list-style-type: none"> <li>Present simple</li> <li>Present continuous</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> <li>Actions</li> <li>Places</li> <li>Target sound words</li> </ul>	<ul style="list-style-type: none"> <li>ar /ɑ: /</li> <li>or /ɔ: /</li> <li>ir /ɪ: /</li> </ul>	<ul style="list-style-type: none"> <li>Kindness to animals</li> <li>Responsibility towards public property</li> <li>21<sup>st</sup> Century Skills</li> <li>Environmental Awareness</li> <li>Scientific inquiry and observation</li> </ul>	<ul style="list-style-type: none"> <li>Be kind to animals</li> <li>At the zoo today</li> </ul>
Project	<ul style="list-style-type: none"> <li>Let's Make A Flamingo</li> </ul>					

# Scope and Sequence

Unit Title	Language Functions	Grammar	Vocabulary	phonics	Values	Songs
Unit Four I Like Sports	<ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> <li>• Asking for and giving information</li> <li>• Describe actions and sports</li> </ul>	<ul style="list-style-type: none"> <li>• Like + Gerund</li> <li>• Modal verb can for ability</li> </ul>	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Actions</li> <li>• Places</li> </ul>	<ul style="list-style-type: none"> <li>• ay /eɪ/</li> <li>• th /ð/</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy lifestyle and well-being, personal responsibility</li> <li>21st Century Skills</li> <li>• Teamwork and cooperation</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• I like Playing</li> <li>• My favourite sport</li> <li>• “ay” sound song</li> <li>• “th” sound song</li> </ul>
Project	<ul style="list-style-type: none"> <li>• Make your Favourite Sports Team T-shirt</li> </ul>					

# Unit

## 3 All About Animals



### Learning Outcomes

#### Listening and Viewing:

- Identify main ideas and specific information in short spoken texts about animals and farms.
- Identify vowel/consonant digraphs in syllables and words (or, ir).
- Listen to descriptions about animals.
- Choose images that match spoken descriptions of animal features or actions.
- Show interest and enjoyment in listening to an audio related to animal activities.
- Demonstrate respect when listening to peers' responses during listening tasks.

#### Speaking and Representing:

- Use simple present and present continuous tense to describe animals, their actions, and habitats.
- Demonstrate awareness of accurate pronunciation of compound sounds ( /ɔ:/, /ɑ:/ ) in syllables and words.
- Ask and answer simple questions related to farm and zoo animals.
- Participate in pair or group speaking activities using animal pictures or props.
- Express feelings about favourite animals and zoo visits in speaking tasks.
- Demonstrate confidence while presenting animal-related projects to classmates.

# Unit

## 3 All About Animals



### Learning Outcomes

#### Reading and Viewing:

- Read and comprehend short passages about farm and zoo animals.
- Recognise a variety of vowel combinations in multi-syllable words (or, ir).
- Identify key vocabulary and details from stories and informational texts.
- Match animal pictures with names or descriptive sentences.
- Show curiosity and enjoyment in reading about animals and their environments.
- Engage actively in group reading activities with peers.

#### Writing and Representing:

- Complete sentences to describe animals' features.
- Acquire knowledge of grammatical rules at word, phrase, and sentence level (Present simple (3rd person) - Present continuous).
- Write the correct spelling of words using knowledge of vowel combinations.
- Write brief descriptive paragraphs about farm or zoo animals using visual prompts and learned vocabulary.
- Trace, copy and write sentences related to animals.
- Create visual animal representations and label their features in writing tasks.
- Show care and effort when presenting written work about animals.
- Demonstrate pride in completing and sharing animal-themed projects.



## Lesson 1

## Listening



Before you listen

I will learn:

sing, make, grass, cage

I/you/we/they like v + ing.

He/she/it likes v+ ing.

There is/are ....

Do you like eating honey?



Listen to the recording and tick ✓ or ✗



1. There are birds in the tree.



2. Rabbits like eating animals.



Listen again, then choose the correct answer

1. There are ducks in the .....

a. water

b. cage

c. tree

2. Bees ..... honey.

a. make

b. eat

c. sing

## Lesson 2

### Grammar



### Ask and answer

I will learn:

parrot, flamingo  
I/you/we/they like v + ing.  
He/she/it likes v+ ing.



What **does** the duck like doing?

The duck **likes** swimming.



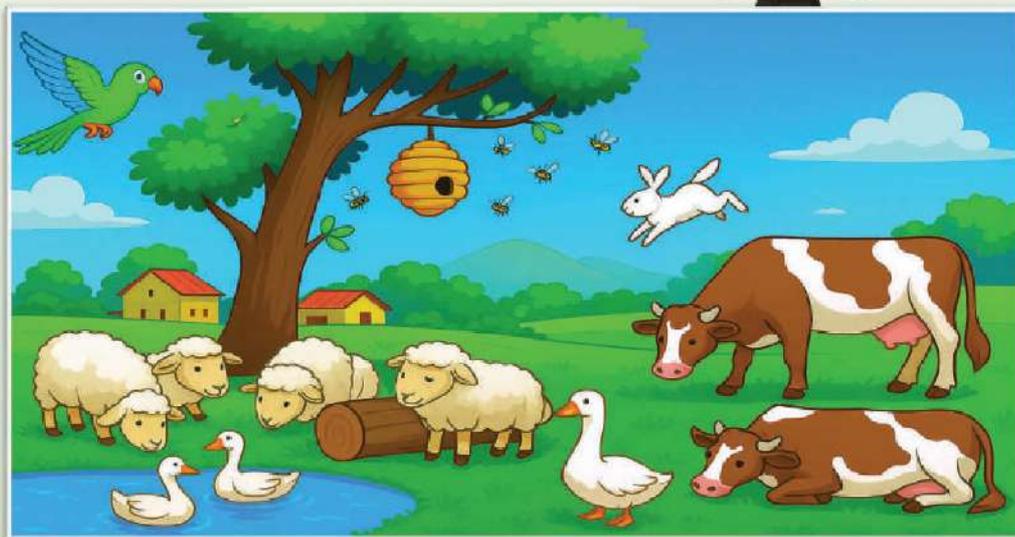
What <b>does</b> the parrot like doing?	 It likes singing.
What <b>do</b> flamingos like doing?	 They like standing on one leg.

### Speaking



Look and describe what are the following animals like doing

The bees like dancing.



# Lesson 3

## Phonics

I will learn:

shark, fork

 Look and read

a + r = ar



s h a r k

o + r = or



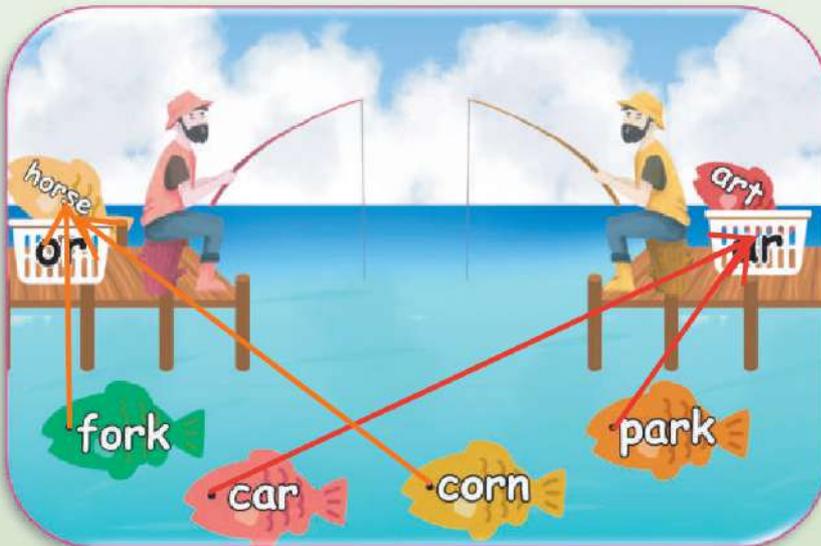
f o r k

Omar goes to the park. He eats corn with a fork. He wears a shirt with blue stars. He has two toys; a shark and a horse.

  Complete using 'ar' and 'or', then read aloud

The st ar  is yellow, and so is the c or n. 

 Read and match the word to the correct sound



Let's go fishing!



## Lesson 4

### Reading

I will learn:

spots, kind

What does ...? He/She ... es/s



Before you read

What animals give us milk?



Read and underline names of farm animals

Every Friday, Fahad goes to AL-Abdali farm with his family. There are many animals on the farm. There are cows, hens, ducks and grey goats. The cows have got black and white spots. Fahad likes feeding the animals. His sister Reem likes playing with rabbits. Fahad rides his brown horse with his father. Fahad is kind to all animals.



Read again and choose from a, b or c

1. The cow has got black and white .....

a. animals

b. spots

c. ducks

2. Fahad rides his brown horse with his .....

a. father

b. sister

c. spots



Read again, then answer the following question

1. What does Reem like doing?

Reem likes playing with rabbits

## Lesson 5

### Writing

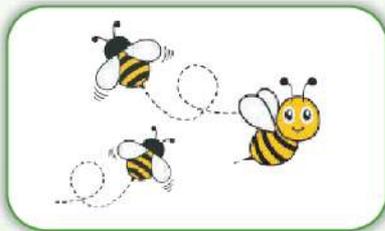
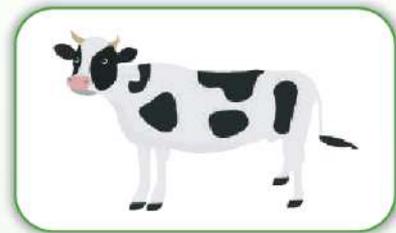
Be kind to animals!



Look at the picture, read, then complete

1. It has got black and white spots.

It's a Cow



2. They make honey.

They are Bees

Re-order words to form sentences/ questions with proper punctuation marks



Rabbits eat carrots.



Where are they going?

## Lesson 6

### Listening

I will learn:

bear, kangaroo, fast, neck, giraffe, panda  
Has/have got ...  
It/they is/are v + ing

 Before you listen

Do you like going to the zoo



 Listen to the recording and tick ✓ or ✗



1. They are at the farm.



2. The kangaroo is jumping fast.



 Listen again, then choose the correct answer

1. The bear has got ..... feet.

a. long

b. big

c. tall

2. It is a big black and white animal. It is a .....

a. panda

b. giraffe

c. kangaroo

# Lesson 7

## Phonics

I will learn:  
air, circle, skirt,

 Look and read

i + r = ir



circle



shirt

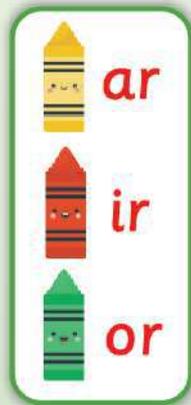
A girl in a red shirt and skirt sits on a chair. She saw a bird flying in the air. The bird was making a big circle in the sky.

 Complete using 'ir', then read aloud

The plane is flying in the a ir.



 Colour the popcorn according to the sounds, then read the words aloud



## Lesson 8

### Grammar

I will learn:

trunk, tail, light, dark, feathers

What has/have ... got? It **has got** ... /They **have got** ...



### Ask and answer



What **has** the goat got?

It **has got** four legs.



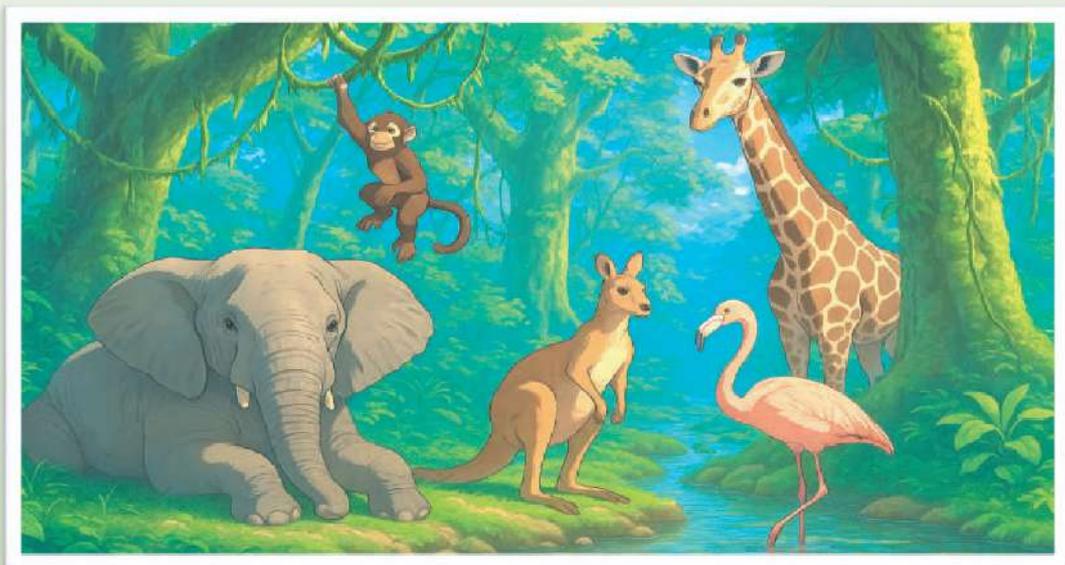
What <b>has</b> the goat got?	 It <b>has got</b> a short tail.
What <b>have</b> the elephants got?	 They <b>have got</b> long trunks.

### Speaking



### Look and describe the following animals

The Kangaroo is big. Its colour is light brown.  
It has got a long tail and two legs. It can jump.



## Lesson 9

### Reading

I will learn:

peacock, zookeeper, crocodile, dangerous



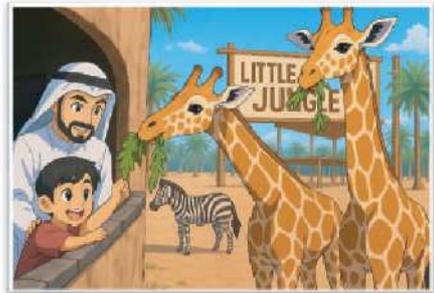
#### Before you read

Did you visit The Little Jungle Park in Kuwait?



#### Read and underline names of zoo animals

Last Friday, Reem and Fahad visited The Little Jungle Park with their family. They saw a tall giraffe. It has got brown and yellow spots. Reem took photos of the giraffe with her camera. Fahad looked at a peacock. It has got blue and green feathers. They saw the zookeeper feeding the animals. They saw a big green crocodile. It is a dangerous animal. After that, they ate sandwiches and went back home.



#### Read again and choose from a, b or c

1. The peacock has got blue and green .....

**a. feathers**

b. spots

c. photos

2. The crocodile is a ..... animal.

a. big

**b. dangerous**

c. tall



#### Read again, then answer the following question

1. What did the zookeeper do?

**The zookeeper is feeding animals**

## Lesson 10

### Writing

 Look at the picture, read, then complete

I drew this animal.

It is a giraffe.

It has got a long neck.

It has got light brown spots.

It has got a short tail.



 Re-order words to form sentences/questions with proper punctuation marks

1. bananas – eat – monkeys

Monkeys eat bananas.

2. the – giraffe – has – what – got

What has the giraffe got?

3. kangaroo – the – likes – jumping

The kangaroo likes jumping.



## Fun with Writing Activities

 Trace and copy

Rabbits eat carrots.



The crocodile is a dangerous animal.

Flamingoes are pink.



Elephants have got long trunks.

The parrot is singing.



## Progress Test

### Reading

A) Classify the following words under the suitable heading

girl, corn, arm, fork, bird, shark

ir	ar	or
girl	shark	corn
bird	arm	fork

B) Fill in the spaces with the suitable words from the list

stand – spots – mark – dangerous

1. Flamingos stand on one leg.



2. The cow has got black and white spots.



3. The lion is a dangerous animal.



C) Read and tick (✓) or (✗)

There is a brown horse on Fahad's farm. His name is Star. He has got a long black tail. Star loves to eat carrots every day. Fahad gives him carrots. Star is happy when he eats. He also likes to run and play on the farm.

1. Star is a white horse.



2. Star has a long black tail.



3. Fahad gives Star apples every day.



4. Star likes to run and play on the farm.



## Progress Test

### Writing

#### A) Choose the correct answer from a, b or c

1. Elephants ..... got long trunks.

a. has

b. have

c. are

2. The goat ..... grass on the farm.

a. eat

b. eats

c. eating

#### B) Re-order words to form a sentence with proper punctuation marks

1. fed – leaves – giraffe – the – zookeeper – the

The zookeeper fed the giraffe leaves.

2. doing – the – parrot – is – What

What is the parrots doing?

#### C) Complete the sentences with the suitable words

1. The giraffe has got a long

neck



2. The crocodile is a

dangerous animal.



3. The flamingo has got pink

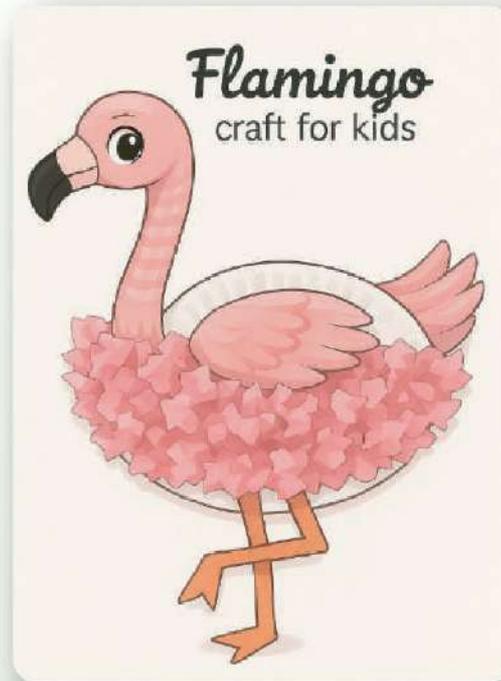
feathers



# 3 Project 3



## Let's Make a Flamingo



### Instructions:

1. Create a flamingo using a paper plate and pink feathers.
2. Cut out the shape of the flamingo and glue the pink feathers.
3. Use the marker to make its eyes and legs.
4. Don't forget to present your project to your class.



### Minimum words to be taught

No	word	part of speech	lesson
1	sing	verb	1
2	make	verb	1
3	grass	noun	1
4	cage	noun	1
5	flamingo	noun	2
6	parrot	noun	2
7	shark	noun	3
8	fork	noun	3
9	spots	noun	4
10	kind	adjective	4
11	bear	noun	6
12	kangaroo	noun	6
13	fast	adjective	6
14	neck	noun	6
15	giraffe	noun	6
16	panda	noun	6
17	circle	noun	7
18	air	noun	7
19	skirt	noun	7
20	trunk	noun	8
21	tail	noun	8
22	light	adjective	8
23	dark	adjective	8
24	feathers	noun	8
25	peacock	noun	9
26	zookeeper	noun	9
27	crocodile	noun	9
28	dangerous	adjective	9



### “Be Kind to Animals” song



On the farm, what do I see?  
Happy ducks say, “Quack with me!”  
They swim and play the whole day long,  
Let’s be kind and sing this song.  
Be kind to animals, yes, we do—  
They are friends to me and you!

Pink flamingos stand so tall,  
On one leg, they never fall!  
They flap their wings and love to play,  
Let’s be kind to them each day.  
Be kind to animals, yes, we do—  
They are friends to me and you!

Parrots talk and sing all day,  
“Hello! Hello!” they like to say.  
Their feathers shine—red, green, and blue,  
Let’s be kind to parrots too!  
Be kind to animals, yes, we do—  
They are friends to me and you!



3

# Songs



## “At the Zoo Today” song



The zookeeper says, “Hello, hello!  
Hello, hello! Hello, hello!”  
The zookeeper says, “Hello, hello!”  
At the zoo today!

The elephant goes, “Stomp, stomp, stomp!  
Stomp, stomp, stomp! Stomp, stomp, stomp!”  
The elephant goes, “Stomp, stomp, stomp!”  
At the zoo today!

The bear goes, “Growl, growl, growl!  
Growl, growl, growl! Growl, growl, growl!”  
The bear goes, “Growl, growl, growl!”  
At the zoo today!



# Unit

## 4 I Like Sports



### Learning Outcomes

#### Listening and Viewing:

- Recognise key vocabulary related to sports and physical activities.
- Listen to sports-themed audio and determine whether actions or statements are correct or incorrect.
- Identify vowel/consonant digraphs in syllables and words ( ay, th ).
- Understand words, phrases, sentences, and expressions related to sports.
- Pinpoint factual details, such as activities, places, keywords, and expressions.
- Demonstrate enthusiasm during listening activities that involve sports themes.
- Respect other's answers during class listening activities.

#### Speaking and Representing:

- Demonstrate awareness of accurate pronunciation of compound sounds in syllables and words (/eɪ/, /ð/).
- Acquire words, phrases, and grammar for communication.
- Describe kinds of sports and action with relevant details.
- Ask and answer questions using sport-related vocabulary and expressions such as “Do you like/ enjoy...?” and “What do/does like/enjoy....?”.
- Participate in short dialogues, pair work, and T-shirt decoration presentations about favourite sports.
- Show confidence when talking about favourite sports or expressing opinions.
- Appreciate classmates’ efforts and presentations during sports-related speaking tasks.

# Unit

## 4 I Like Sports



### Learning Outcomes

#### Reading and Viewing:

- Read and understand short sentences about what people do or don't like in sports.
- Recognise a variety of consonant clusters in multi-syllable words ( ay, th ).
- Apply knowledge of compound sounds to read unfamiliar words in context.
- Choose the correct answers in the written sports activities.
- Connect sport names with visual cues during reading tasks.
- Enjoy reading about sports and physical activities.
- Engage in pair reading or shared reading activities with cooperation.

#### Writing and Representing:

- Write sentences expressing sports preferences using “like + gerund” and correct subject- verb – agreement.
- Acquire knowledge of grammatical rules at word, phrase and sentence level (like + gerund - Modal verb can).
- Complete writing tasks using visual prompts and personal sports experiences in correct sentence form.
- Trace, copy, and write words and sentences about sports.
- Create sports-themed illustrations and label them using relevant vocabulary and expressions sports-themed drawings or decorated shirts.
- Show motivation and pride when completing sports writing projects.
- Collaborate with group members on project work and classroom displays.



## Lesson 1

## Listening

I will learn:

skate, fun, healthy, keep fit, paddle  
I like/enjoy + v + ing / I like playing...

Before you listen

What is your favourite sport?



Listen to the recording and tick ✓ or ✗



1. Fahad likes playing football.



2. Noura likes ice-skating.



Keep fit and healthy



Listen again, then choose the correct answer from a, b or c

1. Noura likes ..... on the ice.

a. skating

b. swimming

c. paddling

2. Fahad plays ..... with his sister.

a. ice skating

b. paddle

c. football

## Lesson 2

### Grammar

I will learn:

cook, skipping

What **do you like** doing? I/we like...ing

What **does he/she like** doing? He/ She **likes** ...ing

I/we **don't like** ...ing.

### Ask and answer



What **do you like** doing?

I **like** climbing.  
I **don't like** running.



What **does Fahad like** doing?

He **likes** painting.  
He **doesn't like** cooking.



### Speaking

### Look and say

What **do they enjoy** doing?



## Lesson 3

### Phonics

I will learn:

clay, stay, ray



Look and read

a + y = ay



stay



clay

A good way to spend a day is to play with my friend Ray. We stay under the sun rays and play with clay.



Complete using 'ay', then read aloud

I pray five times a day.



Re-order letters to make words

d y a

day

p a y l

play

s y t a

stay

c a y l

clay

## Lesson 4

### Reading

I will learn:

good, cup, team, winner, win, golden



Before you read

What is your favourite sports club?



Read and choose the correct word from a, b or c

Playing sports is fun. We enjoy running, jumping, and playing. We like throwing balls. We enjoy playing outside every day with our friends. We play in teams. The winner team wins a golden cup. Sports help us stay fit and healthy.

1. This passage is about:

a. friends

b. balls

c. sports

2. Playing sports makes us:

a. fit

b. golden

c. fun



Read again, then answer the following questions

1. Where do you enjoy playing sports?

We enjoy playing outside.

2. What does the winner team win?

The winner team wins golden cup.

## Lesson 5

### Writing

I will learn:

60 – 100 / count by tens

 Trace then copy



 Write and solve



6

+

3



=

9



5

+

2



=

7

 Re-order words to form a sentence with proper punctuation marks

1. father – my – 60 – is – years – old

My father is 60 years old.

2. are – there – trees – in – 70 – park – the

There are 70 trees in the park.

## Lesson 6

### Listening

I will learn:

ride, bike, roller skating, club, together

#### Before you listen

Where can you play sports?



#### Listen to the recording and tick ✓ or ✗



1. Hamad and Noura enjoy riding bikes on Thursdays.



2. On Sundays, Hamad goes swimming with his father.



#### Listen again, then choose the correct answer from a, b or c

1. Hamad enjoys roller skating in the .....

a. park

b. club

c. gym

2. Hamad goes to the park on .....

a. Sundays

b. Tuesdays

c. Thursdays

## Lesson 7

### Grammar

I will learn:

handball, basketball

Can you swim? Yes, I can .../ No, I can't ...

What can you do? I can ...



### Ask and answer



Can you play handball?

Yes, I can.



No, I can't.



### Speaking



### Roll the dice, then ask and answer

What can you do on Sunday?



					
					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday

## Lesson 8

### Phonics



Look and read

t + h = th



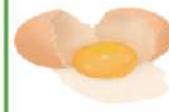
m o t h e r

f e a t h e r

Shatha goes to the park with her father and mother. They always sit on the mat. She likes collecting feathers. They eat dinner together.



Help Shatha to find the secret word



Mother



Read, then group the rhyming words

ray - brother - pray - mother

ay

1. ray

2. pray

th

1. brother

2. mother

## Lesson 9

### Reading

I will learn:

wore, match, against



#### Before you read

What sports can you play at the sports club?



#### Read and choose the correct word from a, b or c

Hamad went to a football match. He went with his father.

The Kuwaiti team played against the Qatari team. The Kuwaiti team wore blue shirts.

They met Haido. Haido is a big, lovely camel. The Kuwaiti team won the cup!

Hamad and his father were happy; they jumped and sang for the team. Haido jumped too!



1. The best title for this passage could be

- a. A Football Match    b. Haido, the Lovely Camel    c. The Blue Team

2. Hamad went to the match with his

- a. camel                      b. team                      c. father



#### Read again and answer the following question

1. What did the Kuwaiti team win?

The Kuwaiti team won the cup.

## Lesson 10

### Writing

I will learn:

break

Spelling rule: swim+ing = swimming



Look at the pictures, then re-order the words to make a sentence using proper punctuation marks



1. Fahad – ball – the – kicks

Fahad kicks the ball.

2. breaks – the - Fahad – vase

Fahad breaks the vase.

3. sad – Fahad – is

Fahad is sad.



Combine, then write the words

skip

+

ing

=

skipping

swim

+

ing

=

swimming

run

+

ing

=

running



# Fun with Writing Activities

 Trace and copy



Can I play football?

Yes, you can play football.

I love my mother, father and brother.

What does she like doing ?

She likes reading stories.



## Progress Test

### Reading

A) Classify the following words under the suitable heading

play, mother, park, brother, clay, shark

ar	th	ay
park	mother	play
shark	brother	clay

B) Fill in the spaces with the suitable words from the list

keep - golden - skating - bike

1. Hamad likes riding his big blue

bike



2. Can I go

skating

, please?



3. My teacher gives me a

golden

star.



C) Read and tick (✓) or (✗)

My name is Noura . I have a fluffy cat. It has brown eyes. It likes playing with small balls. It runs and jumps in the garden. I feed my cat twice a day. I love it.

1. Noura's cat is fluffy.



2. The cat likes playing with big balls.



3. Noura loves her cat.



4. Noura's cat has small blue eyes.



## Progress Test

### Writing

#### A) Choose the correct answer from a, b or c

1. I like ..... with my friend in the sea.

a. swim

b. swims

c. swimming

2. .... can you play basketball?

a. Who

b. Where

c. What

#### B) Re-order words to form a sentence with proper punctuation marks

1. painting - he - small - likes - shells

He likes painting small shells.

2. eats - healthy - she - food

She eats healthy food.

#### C) Complete the sentences with the suitable word

1. The team takes a golden cup.



2. I wear a blue shirt.



3. I enjoy riding bike.

