# Example of School-based English Language Curriculum Framework for Students with Intellectual Disability (Mild Grade) Primary 1 – Secondary 3

The example is produced by "Seed" schools of The Collaborative Research and Development ("Seed") Project (2018/19). This serves only as a reference for special schools admitting students with intellectual disability (ID) when adapting the central curriculum for developing their school-based English Language Curriculum, in order to cater for the special needs of students with ID. The Special Educational Needs Section would like to express its gratitude to the Seconded Teachers and the representatives of the "Seed" schools for their invaluable and useful input on curriculum development for students with ID.

#### Rationale:

Schools for children with intellectual disability (ID schools) are encouraged to refer to **CDC English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)** when planning and implementing the school curriculum. The English Language Education Key Learning Area is an important part of our school curriculum that provides students with a wide range of learning experiences to enhance their:

- a. English Language proficiency for study, work and leisure;
- b. personal and intellectual development, and social skills;
- c. cultural understanding; and
- d. global competitiveness.

We believe that every student is entitled to English Language Education. Regardless of their special educational needs, we should provide the students with a wide range of learning experiences that help them develop capabilities for lifelong learning and prepare them better for further studies, future careers and the demands of the modern world by:

- a. developing a suitable, balanced and coherent curriculum to encompass integrated language skills through diversified, effective and meaningful learning materials, experiences and teaching pedagogy enhancing horizontal coherence and vertical progression in curriculum development across key stages with reference to students' interest and abilities;
- b. strengthening students' literacy development and reading across the curriculum by encouraging students to read different print and non-print materials (multi-modal text) with different text types (fictional and non-fictional) to facilitate 'reading across the curriculum' (RaC);
- helping students acquire effective reading strategies and genuine interest in reading through establishing and reviewing school-based reading initiatives and enhancing the integration of reading with other language learning skills;
- d. promoting the development of students' language learning skills, strategies, values and attitudes that are conducive to effective, self-directed and life-long learning by engaging students in learning and using English in meaningful and purposeful ways outside and inside classrooms;
- e. developing reading, writing, listening, and speaking (e.g. vocabulary building skills, phonics skills, writing skills for different genres, presentation skills and discussion skills) that help students master both language forms and functions for communication in different contexts;
- f. fostering among students positive attitude and values in learning and using English through their participation in life-wide learning, e-learning and language arts appreciation activities.

#### **Assessment:**

It is important to enhance assessment literacy by effectively assessment system. Assessment methods in our school includes formative assessment by

- a. classroom observation;
- b. student work analysis; and
- c. summative assessments at the beginning and the end of a school-year

Both summative assessments are carried out at the first and the last week of a school year. Different form of questions, including matching, blanks filling, sentence making and sentence making are tailor-made for student's different educational needs. All assessments data collected is important to feedback on learning and teaching to extend assessment-for-learning to assessment-as-learning through encouraging students to foster their roles and responsibilities in relation to their own learning progress.

We are always aware of the need to have an effective curriculum planning and appropriate learning, teaching and assessment strategies to suit our students' different learning styles, socio-economic backgrounds and learning and abilities.

**Distribution of Units across key stages:** 

Units Language Items									
Stages	ges KS1			KS2		KS3			
	P1	P2	P3	P4	P5	P6	<b>S</b> 1	S2	S3
1	Phonological Awareness (Letters A to L)	Unit: Me and My Friends Review alphabets and sounds: t, b, r,	Unit: This is my Home Review alphabets and sounds: c, l	Unit: Weather and Seasons Ending sounds: t, b	Unit: Families - A New Home Ending sounds: m	Unit: Healthy Eating Ending sounds revision	Unit: Growing Up Vowels revision	Unit: Leisure and Hobbies Rimes revision	Unit: School Event Consonant blends: sc, sk, sl
2	Phonological Awareness (Letters M to Z)	a, j, p, y and l Unit: Me and My Family Review alphabets and sounds: h, m	Unit: Out for Fun Review alphabets and sounds: n, e	Unit: Jobs People Do Ending sounds: b, r	Unit: Travelling Around Ending sounds: f	Unit: We can Cook Vowel: i	Unit: Being Fashionable Rimes: ot	Unit: Great Stories Rimes: ob, og, op	Unit: Friendship Consonant blends: sm, sn, sp, st
3	Unit: This is me Review alphabets and sounds: t, b	Unit: Colours around Us Review alphabets and sounds: s, o	Unit: Play Safe Review alphabets and sounds: d, g	Unit: Eating Out – At a food fair Ending sounds: p	Unit: Send a Message Ending sounds: h	Unit: Festival: New Year Fun Vowel: a	Unit: Knowing my Community Rimes: at	Unit: Good Behaviour Rimes: ed, eg, em, en	Unit: Respect for Life Consonant blends: bl, cl, sl
4	Unit: People at School Review alphabets and sounds: r, a	Unit: Shapes and Numbers Review alphabets and sounds: f, w	Unit: We can Review alphabets and sounds: k	Unit: My New Neighbour Ending sounds: d, g	Unit: A Bag of Laugh Ending sounds: n	Unit: Beautiful Sea Animals Vowel: e	Unit: Amazing Deeds – John the Helper Rimes: un	Unit: In the Town Rimes: ib, id, ig, im, in, it, ix	Unit: At the Clinic Consonant blends: gl, pl
5	Unit: School Days Review alphabets and sounds: j, p	Unit: Amazing Pets Review alphabets and sounds: u	Unit: Sunrise, Sunset Review alphabets and sounds: w, x	Unit: A Birthday Party Ending sounds: k	Unit: Holiday Tine Ending sounds: W	Unit: Cleaning Up the Beach Vowel: o	Unit: Hong Kong Food Rimes: ip	Unit: Countries and Cities Rimes: ud, ug, um, up	Unit: What do you want to be? Consonant blends: br, cr, dr, fr
6	Unit: Touch it (My Face) Review alphabets and sounds: y, l	Unit: Keeping Pets Review alphabets and sounds	Unit: Looking and Seeing Review alphabets and sounds: y, z	Unit: Let's go Shopping Ending sounds: p	Unit: Now and Then Ending sounds:	Unit: Games: Past and Present Vowel: u	Unit: We Love Water Rimes: et	Unit: Where have you been? Rimes revision	Unit: Sharing Old Clothes Consonant blends: gr, pr, tr

# **Learning Targets for Key Stage 1**

### **Interpersonal Strand (IS)**

To develop the attitude and confidence in interacting with people and things around using simple English

IS(a)	to understand English words and conversations related to everyday life				
IS(b)	to enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions				
	related to their life and school experiences				

#### **Knowledge Strand (KS)**

To gradually develop basic concepts of English

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KS(a)	to gradually understand the English alphabet and simple English words					
KS(b)	b) to develop the basic concepts of print and books, and develop basic reading skills					
KS(c)	to recognise some obvious features of the English language in simple spoken and written texts such as the					
	direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English;					
	and apply this awareness to one's initial learning and use of the language					

#### **Experience Strand (ES)**

To build an interest in English

ES(a)	to display interest in English signage or broadcasts in their surroundings					
ES(b)	to enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities					
ES(c)	to find pleasure in listening to or reading English stories					

# **Learning Targets for Key Stage 2**

**Interpersonal Strand (IS)** 

interpersonal Strand (15)				
IS(a)	to establish and maintain relationships and routines in carrying out classroom activities			
IS(b)	to converse about feelings, interests and experiences			
IS(c)	to obtain and provide objects and information in simple classroom situations and through activities such as			
	interactive games and role play			

**Knowledge Strand (KS)** 

	age birana (115)			
KS(a)	to provide or find out and present simple information on familiar topics			
KS(b) to interpret and use simple given information through processes or activities such as labelling, matching,				
	sequencing, describing, classifying; and to follow simple instructions			
KS(c)	to state opinions using information and ideas in simple spoken and written texts			

**Experience Strand (ES)** 

ES(a)	to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs				
ES(b)	to respond to characters and events in simple imaginative and other narrative texts through oral, written and				
	performative means such as:				
	(i) making predictions				
	(ii) describing one's related experiences				
	participating in the telling of stories				
Es(c)	to give expression to imaginative ideas through oral, written and performative means such as supplying				
	captions to and/or describing pictures that depict a scene, object or character				
ES(d)	to give expression to one's experience through activities such as making illustrations of selected events and				
	describing and/or providing captions for them				

# **Learning Targets for Key Stage 3**

# **Interpersonal Strand (IS)**

IS(a)	to establish and maintain relationships and routines in school and other familiar situations				
IS(b)	to converse about feelings, interests, preferences, ideas and experiences				
IS(c)	to exchange messages through activities such as writing simple texts, making telephone calls				
IS(d)	to obtain and provide objects, services and information in classroom situations and through activities such as				
	interactive games and simple open-ended role play				

# **Knowledge Strand (KS)**

KS(a)	to provide or find out, organise and present information on familiar topics			
KS(b)	to interpret and use given information through processes or activities such as matching, sequencing,			
	describing, classifying and to follow instructions			
KS(c)	to identify ideas in simple spoken and written texts, form opinions and express them			
KS(d)	to recognise and solve simple problems in given situations			

# **Experience Strand (ES)**

	nee Strand (ES)				
ES(a)	to develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts				
	through activities such as reciting poems and rhymes, singing songs				
ES(b)	to respond to characters and events in imaginative and other narrative texts through oral, written and				
	performative means such as:				
	(i) making predictions				
	(ii) describing one's feelings towards characters and events				
	(iii) imagining oneself to be a character in the story and describing one's feelings and reactions				
	(iv) participating in dramatic activities				
ES(c)	to give expression to imaginative ideas through oral, written and performative means such as:				
	(i) constructing with appropriate support simple stories that show some understanding of "setting" and				
	events				
	(ii) providing simple oral and written descriptions of a situation, object or character				

# **Language Skills and Language Development Strategies (KS1)**

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development
1. Understand the	1 Idantify and	1. Present	1. Use the basic	Strategies for KS1
basic	Identify and discriminate	information, ideas	conventions of	Develop thinking skills     distinguish between
conventions of	sounds, stress and	and feelings	written English	positive and negative
written English	intonation	clearly and	- use the left to	values
- follow left to right	- identify basic	coherently	right directionality	2. Develop reference skills
directionality	consonant sounds	- pronounce	sequence	- use given materials to find
- identify and name	(e.g. pen, thin,	correctly letters of	- use print script	out required information
all the letters of	head, ball, rang)	the alphabet and	- combine letters to	- locate simple information
the English	- identify basic	words in isolation	form words	in materials (e.g. price
alphabet	vowel sounds	(e.g. girl /g3:l/)	- space letters,	lists and menus)
- distinguish	- recognise features	- pronounce	words	3.Develop information
between capital	of language use	correctly words in	- use capital and	skills
and small letters	(e.g. rhythm) in	connected speech	small letters	- extract information and
	simple spoken	by linking words	2. Present	ideas from texts with the
2. Construct	texts	together and using	information, ideas	help of visual clues
meaning from	- recognise the	appropriate stress	and feelings	- apply simple IT skills to
texts	difference in the	(e.g. Thank you	clearly and	search and process
- recognise	use of intonation	/ˈθæŋkju:/)	coherently	information and ideas in
common	in simple	- produce simple	- reproduce	multimodal texts
abbreviations and	questions and	phrases and	sentences based	4. Plan, manage and
contracted forms	commands	sentences	on the teacher's	evaluate one's own
(e.g. Mr., Mrs.,	2. Listen for	involving	model and use	learning
10:00 a.m., 3:00	explicit and	repetition	words from print	- concentrate on one's work
p.m., She's	implicit meaning	- use simple	in the campus	- make use of opportunities
clever.)	- work out the	phrases and		to learn and use English in
- work out the	meaning of	sentences to		the classroom (e.g. trying
meaning of	unknown words	communicate with		to talk to the teacher and
unknown words	using pictorial	others with the		classmates in English)
by recognising the	clues	help of cues		5. Develop self-motivation
base word within	- recognise that	2. Participate and communicate		and positive attitudes
other words (e.g. mother/grandmoth	audio clues (tone, volume) convey	effectively in a		- participate actively in
er, rain/rainy)	meaning	conversation or an		tasks in an English classroom although there
- understand the	- recognise that	interaction		is the possibility of
information	clues from	- use simple		making mistakes or
provided on the	gestures and facial	formulaic		encountering difficulties
book cover (e.g.	expressions	expressions to		- tell the teacher one's
title, author,	convey speakers'	greet someone		feelings concerning
illustrator),	intention, feelings	politely		English learning in general
contents page and	and opinions	- use single words		and specific tasks
page numbers	•	and formulaic		6. Work with others
- guess the topic by		expressions to		- work with others to
using personal		acknowledge,		complete a task
experiences and		agree and disagree		
knowledge of the		- get help from		
world		other students or		
- guess the meaning		the teacher (e.g.		
of unfamiliar		Can you help		
words by using		me?)		
pictorial clues		- use simple		
		formulaic		
		expressions (e.g.		
		Good-bye.)		

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS1
		- provide information in response to factual or yes/no questions - introduce oneself by naming themselves (e.g. I am John.)		

# **Language Skills and Language Development Strategies (KS2)**

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Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development
				Strategies for KS2
1. Understand the	1. Identify and	1. Present	1. Use the basic	1. Develop thinking skills
basic conventions	discriminate	information, ideas	conventions of	- recognise and solve
of written English	sounds, stress and	and feelings	written English	simple problems in a
- recognise the	intonation	clearly and	- use basic	given situation - find out,
beginning and end	- discriminate	coherently	sentence	organise and classify
of sentences	between a small	- produce simple	punctuation	information on familiar
- sight read	range of initial	phrases and	2. Present	topics
common,	and final	sentences	information,	2.Develop reference skills
phonically	consonant sounds	involving lists	ideas and feelings	- classify the materials and
irregular words,	in words (e.g.	(e.g. I like	clearly and	put them into files of
(e.g. are, a, you)	walk/talk, cat/cap)	bananas, apples	coherently	different topics or themes
- recognise familiar	- recognise features	and oranges)	- put words in a	with teacher support
words in new	of language use	- imitate	logical order to	- use organised information
texts	(e.g. rhyme) in	appropriate stress,	make meaningful	to check spelling or
- use basic	simple spoken	rhythm and	phrases or	meaning (e.g locating
conventions of	texts	intonation	sentences	vocabulary cards in a
written English and	- recognise the	- use appropriate	- use appropriate	word bank)
prior knowledge of	difference in the	register when	cohesive devices	3.Develop library skills
known words to	use of intonation	speaking to	(e.g. and, but, or,	- obtain information from
read aloud short,	in statements	familiar	too)	the different parts of a
simple texts	2. Listen for	interlocutors such	- use appropriate	publication (e.g. the
2. Construct	explicit and	as teachers and	formats and	cover, title, table of
meaning from texts	implicit meaning	peers (e.g. May I	conventions of	contents, blurb)
- guess the	- work out the	go to the toilet?)	short written texts	4.Develop information
meaning of	meaning of	- use gestures and	(e.g. greeting	skills
unfamiliar words	unknown words	facial expressions	cards, signs)	- organise words into
by using contextual	using contextual	to convey	- make changes to	alphabetical order and
clues	clues	meaning and	incorrect spelling	refer to them as a resource
-guess the likely	- identify key	intention	and punctuation	for spelling when writing
development of the	words in short	- connect ideas by		5.Develop self-motivation
topic by using	utterances by	using cohesive		and positive attitudes
personal	recognising the	devices (e.g. and,		- make positive statements
experiences and	stress	but, or)		to oneself as an
knowledge of the	- guess the topic	2. Participate and		encouragement before and
world -understand	and the likely	communicate		while engaging in a
the connection	development of	effectively in a		language task
between ideas by	the topic by using	conversation or an		6.Work with others
identifying	personal	interaction		- ask others for help with
cohesive devices,	experiences and	- use single words		the meaning and
including	knowledge of the	and formulaic		pronunciation of words
connectives (e.g.	world	expressions to ask		- appreciate the use of
and, but, or) and				English by others

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS2
pronouns (e.g. he, them, my) -understand the information provided on the book cover, spine or blurb and index 3. Locate information and ideas - locate specific information in a short text in response to questions - scan a text with teacher support to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters	- recognise the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my) - identify the gist or main ideas in simple spoken texts (e.g. short stories) with the help of cues - locate or provide specific information in response to simple instructions or questions - recognise repeated expressions in simple spoken texts	questions and reply - elicit a response (e.g. How are you?) - greet someone in an appropriate manner - verbalise inability to understand or asking for slower repetition of an utterance (e.g. Pardon? - introduce oneself briefly - ask for spelling (e.g. Can you spell "Mary" for me?)		- work cooperatively with others and treat others' suggestions positively to complete a task

# **Language Skills and Language Development Strategies (KS3)**

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development
Reading Skins	Listening Skins	Speaking Skins	Willing Skins	0 0 1
				Strategies for KS3
1. understand the	1. Identify and	1. Present	1. Use the basic	1.Develop thinking skills
basic conventions	discriminate	information, ideas	conventions of	- recognise and solve
of written English	sounds, stress and	and feelings	written English	simple problems with
- use knowledge of	intonation	clearly and	- use paragraphs,	reasons
basic letter-sound	- discriminate	coherently	capitalisation and	- compare and contrast
relationships to	between different	- apply grammar	conventional	ideas to find similarities
read aloud simple	middle vowel	rules such as	punctuation	and differences
words and short	sounds in words	subject-verb	2. Present	2.Develop reference skills
simple texts	(e.g. hot, tape,	agreement	information, ideas	- categorise the materials of
- sight read a wide	sit/sat)	correctly (e.g.	and feelings	different topics or themes
range of common,	- identify a small	Peter plays	clearly and	into different files for easy
phonically	range of	football every	coherently	access
irregular words	consonant blend	Sunday.)	-provide personal	- use directories for
(e.g. have, said,	sounds (e.g.	- connect ideas by	ideas and	purposes such as locating
was)	black, milk,	using cohesive	information based	places, services and
- recognise known	school) and	devices (e.g. also,	on a model or	addresses
clusters of letters	discriminate	at last, before)	framework	- use an English dictionary
in unknown	between a small	- use appropriate	provided	to check meaning or
words (e.g. in,	range of initial	intonation and	- use appropriate	spelling
chin, thin)	and final	stress, and vary	formats, visual	3.Develop information
2. Construct	consonant blend	volume, tone of	elements,	skills
meaning from	sounds in words	voice and speed	conventions and	- skim and scan through
texts	(e.g. glass/grass)	to convey	language features	texts with teacher support

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	<b>Language Development</b>
		-		Strategies for KS3
- work out the	- identify long	intended	when	or listen to locate relevant
meaning of an	vowel sounds	meanings and	writing/creating a	information and ideas
unknown word or	(e.g. boy, chain,	feelings	variety of text	- focus on important
expression by	care) and	2. Participate and	types (e.g. notes,	information in reading
using visual clues,	discriminate	communicate	personal letters,	materials through a variety
context and	between different	effectively in a	emails,	of emphasis techniques
knowledge of the	long vowel	conversation or	procedures)	(e.g. underlining, starring,
world -predict the	sounds in words	an interaction	- gather and share	colour coding)
likely	(e.g. dear/pear,	introduce oneself	information, ideas	- share prudently
development of a	drew/dry)	giving some details	and language by	information and ideas
topic by	<ul> <li>recognise</li> <li>differences in the</li> </ul>	- elicit a response	using strategies such as	through the use of online communication tools
recognising key words, using	use of intonation	by asking	brainstorming,	4.Develop self-motivation
personal	in expressing	questions or	questioning and	and positive attitudes
experiences, and	approval,	providing	interviewing with	- push oneself to take risks
making use of the	disapproval,	information on a	teacher support	in an English learning
context and	queries and	topic (e.g. I've	- express	situation although there is
knowledge of the	doubts	borrowed three	imaginative ideas	the possibility of making
world -recognise	2. Listen for	very interesting	with the help of	mistakes or encountering
the format, visual	explicit and	books. Would you	cues	difficulties
elements and	implicit meaning	like to have a	- make changes to	5.Work with others
language features	- use audio clues	look?)	incorrect	- ask questions to clarify
of some common	(tone, volume),	- maintain an	grammar and add	information
text types (e.g.	contextual clues	interaction by	details if	- offer help to others in
signs, stories) -	and knowledge of	participating,	necessary	English learning situation
make predictions	the world to work	contributing and	- use appropriate	when appropriate
about stories,	out the meaning	responding	cohesive devices	
characters, topics	of simple spoken	appropriately to	(e.g. also, at last,	
of interest using	texts	others during an	because)	
pictorial clues and	- identify the gist	interaction:	- use concepts of	
the book cover	or main ideas by	- taking one's turn	order and time	
- obtain a general	recognising the	at the right	(e.g. last night,	
impression and the gist or main	stress in connected speech	moment and recognising	this morning) - draft, revise and	
ideas with teacher	- locate specific	others' desire to	edit short written	
support	information in	speak (e.g. It's	texts with teacher	
- identify key	spoken texts	my turn It's	support by:	
words for the	- predict the likely	your turn now.)	- using available	
main idea in a	development of a	- asking and	references or	
sentence	topic by	responding to	resources (e.g.	
- recognise the	recognising key	others' opinions	dictionaries,	
presentation of	words, using	(e.g. Do you like	glossaries, Apps)	
ideas through	personal	that book? What	- presenting	
headings,	experiences, and	do you think of	writing using	
paragraphing,	making use of	(name of a	appropriate layout	
spacing, italics,	context and	character in the	and visual support	
bold print and	knowledge of the	book)?)	such as	
punctuation0	world	- acknowledging,	illustrations,	
3. Locate	- recognise	agreeing or	tables and charts	
information and ideas	language patterns	disagreeing,		
-scan a text with	and vocabulary	asking questions		
teacher support to	items previously encountered in	and replying - use appropriate		
locate specific	new spoken texts	formulaic		
information by	with teacher's	expressions to		
using strategies	support	end a		
such as looking at	rr	conversation (e.g.		
		1 2011 21 21 21 (0.6.	l	

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS3
headings and	- understand the	See you		
repeated phrases	speakers'	tomorrow.)		
	intention,			
	attitudes and			
	feelings through			
	their choice and			
	use of language,			
	gestures and			
	facial expressions			

### **Generic skills**

Generic skills are fundamental in enabling students to learn how to learn. The following nine generic skills have been identified as essential for student learning for the 21st century in our school curriculum:

- Collaboration Skills
- Communication Skills
- Creativity
- Critical Thinking Skills
- Information Technology Skills
- · Mathematical Skills
- Problem Solving Skills
- Self-learning Skills
- Self-management Skills

The nine generic skills are grouped in three clusters of related skills, namely Basic Skills, Thinking Skills and Personal and Social Skills for better integrative understanding and application in a holistic manner (see the table below for details)

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills (CS)	Critical Thinking Skills (CTS)	Self-management Skills (SMS)
Mathematical Skills (MS)	Creativity (CR)	Self-learning Skills (SLS)
IT Skills (IT)	Problem Solving Skills (PSS)	Collaboration Skills (CLS)

#### **Values and Attitudes**

PV - Perseverance / RO - Respect for Others / RP - Responsibility / NI -National Identity / CI - Commitment / CO - Care for Others / IG - Integrity

In this unit, students are oriented with alphabets in small and large capitals. Students are expected to familiarised themselves with writing letters, and to identify alphabets have their names and their phonic sounds. They will also read the letter books to learn and chant the vocabulary starts with the target sound, e.g. /a/ is for apple.

Key Stage 1 – P1

Key Stage 1	11				_
Unit 1	Phonol	ogical Awareness Unit 1 ('	"a" to "l") Text	types	Songs, Chants, Story
Learning	IS(a)		ords, e.g. apple, boy related to ever		
Targets	IS(b)	To enjoy using simple En instructions related to the	glish words, e.g. boy, girl to responder school life	nd to teache	er's questions and
	KS(a)	To gradually understand t	he English alphabet and simple En	glish words	S
	KS(b)	To develop the basic cond	cepts of print and books, and development	p basic rea	nding skills
	KS(c)	such as the direction of w	us features of the English language riting in English, the characteristic; and apply this awareness to one's	s of an alph	abetic script and the
	ES(b)	to enjoy singing nursery s learning activities	ongs and saying rhymes in English	and to par	ticipate in English
Expected	(	Group (a) (Strong)	Group (b) (Medium)		Group (c) (Low)
Learning Outcome	- able to write the letter large and small capital "a" to "l" (SLS) - able to aware English syllables		- able to write the letter large and small capital "a" to "l" in dotted line with some teacher support	strokes a	of follow the curves, and lines of the large and apital letter "a" to "l" with
At the	(SLS)	:1 .:0 111	(SLS)		support (SLS)
end of the unit,		identify alphabets "a" to	- able to aware English syllables		show attempt to identify
students		e their names and their sounds (SLS)	(SLS) - able to identify alphabets "a" to	support	syllables with teacher
would		chant the nursery songs	"I" have their names and their		identify alphabets "a" to
be		assmates (CLS)(SLS)	phonic sounds with teacher		their names and their
		read the letter books	support (SLS)	sounds v	with teacher support
		d from PLP-R/W) with	- able to chant some words in	(SLS)	
	some te	acher support (CS)(SLS)	nursery songs with classmates		follow to chant some
			with teacher support (CLS)(SLS)		n nursery songs with
			- able to read the letter books (adapted from PLP-R/W) with	(CLS)(S	tes with teacher support
			teacher support (CLS)(SLS)	` / `	read some letters on the
			FF (		ooks (adapted from PLP-
				R/W) w (CLS)(S	ith teacher support SLS)

In this unit, students continue to be oriented with alphabets in small and large capitals. Students are expected to familiarised themselves with writing letters, and to identify alphabets have their names and their phonic sounds. They will also read the letter books to learn and chant the vocabulary starts with the target sound, e.g. /m/ is for  $\underline{m}$ an.

Kev Stage 1 – P1

Unit 2		logical Awareness Unit 1 (	"m" to "z") To	ext types	Songs, Chants, Story
Learning	IS(a)	To understand English wo	ords, e.g. man, nose related to		
Targets	IS(b)	To enjoy using simple Enginstructions related to their	glish words, e.g. nose, pen to respond to teacher's questions and		
	KS(a)	To gradually understand to	he English alphabet and simpl	e English wor	ds
	KS(b)	To develop the basic conc	epts of print and books, and de	evelop basic r	eading skills
	KS(c)	such as the direction of we sound patterns of English; language	is features of the English langu- riting in English, the character and apply this awareness to o	ristics of an alpone's initial lea	phabetic script and the arning and use of the
	ES(b)	to enjoy singing nursery solution learning activities	ongs and saying rhymes in En	glish and to pa	articipate in English
Expected		Group (a) (Strong)	Group (b) (Medium)		Group (c) (Low)
Learning		o write the letter large and	- able to write the letter large		to follow the curves,
Outcome		apital "m" to "z" (SLS)	small capital "m" to "z" in		s and lines of the large and
		o aware English syllables	dotted line with some teache		capital letter "m" to "z"
At the end	(SLS)		support (SLS)		eacher support (SLS)
of the unit,		o identify alphabets "m"	- able to aware English sylla		to aware English syllables
students		nave their names and their	with teacher support (SLS)		eacher support (SLS)
would	•	sounds (SLS)	- able to identify alphabets "		to identify alphabets "m"
be	- able to chant the nursery songs		to "z" have their names and t		have their names and their
		assmates (CLS)(SLS) o read the letter books	phonic sounds with teacher		s with teacher support
			support (SLS) - able to chant some words in	(SLS)	to follow to chant some
	(adapted from PLP-R/W) with some teacher support (CS)(SLS)		nursery songs with classmate		in nursery songs with
	some teacher support (C5)(SL3)		with teacher support (CLS)(S		nates with teacher support
			- able to read the letter books	· ·	* *
			(adapted from PLP-R/W) wi	\ /	to read some letters on the
			teacher support (CS)(SLS)		books (adapted from PLP-
				R/W)	with teacher support
				(CS)(S	SLS)

In this unit, students learn to greet each other and learn to introduce themselves. Students are expected to familiarised themselves with some formulaic expressions for greeting, e.g. "Good morning", "Hello". For consolidation, students continue to practise particular letter sounds and read the letter books. They also start reading some simple texts in "My sister – My Pet" adapted from PLP-R/W.

<u>Key Stage 1 – P1</u> Module: Me. My Family and Friends

Unit 3	This is 1	me!		Text types	Conversation, Personal descriptions	
Learning Targets	IS(a)	To understand English w politely	ords and conversations re	lated to ever	yday life, e.g. greeting others	
	IS(b)		nglish words and phrases to respond to questions, e.g. "What's your ife and school experiences			
	KS(a)	To gradually understand	the English alphabet and	simple Englis	sh words	
	KS(b)	To develop the basic con skimming for book title	cepts of print and books,	and develop	basic reading skills, e.g.	
	KS(c)		ous features of the English "and written texts such as		simple spoken texts, like the n of writing in English.	
	ES(b)	To enjoy singing nursery learning activities	songs, e.g. greeting song	s in English a	and to participate in English	
	ES(c)	To find pleasure in listen	ing to or reading English	stories, e.g. N	My Pet (letter book)	
Expected	G	Group (a) (Strong)	Group (b) (Media	um)	Group (c) (Low)	
Learning		initiate an interaction by	- able to initiate an intera		able to imitate the sounds of	
Outcome		mple formulaic	under teacher hints to us		vords of greeting phrases, e.g.	
		ons by greeting politely,	formulaic expressions, e		Good morning", "Good	
At the end		ood morning", "Good	"Good morning", "Good		fternoon" (CLS)(SLS)(CS)	
of the unit,		on" (CLS)(SLS)(CS)	afternoon" for greeting v		able to imitate to introduce	
students		use formulaic	teacher support (CLS)(S		neself briefly, e.g. "My name	
would		ons to introduce oneself	- able to follow teacher's		s" with teacher support	
be		e.g. "My name is"	to introduce oneself brie		CS)(CLS)(SLS)	
		LS)(SLS)	"My name is" with te		able to focus on reading some	
		give responses to the	support (CS)(CLS)(SLS		of the words in a short English	
		"What's your name?"	- able to response to the		ext along with teacher (SLS)	
		LS)(SLS)	"What's your name?" w		able to show attempt to initiate	
		read short text (SLS)	teacher support (CS)(CI		onversation to ask about	
	- able to initiate conversation to ask about people's names using "What's your name?"		- able to focus on readin		people's names using "What's	
			text along with teacher s (SLS)		our name?" with teacher upport (CS)(CLS)(SLS)	
	(CS)(CI	LS)(SLS)	- able to initiate convers	ation to		
			ask about people's name			
			"What's your name?" w			
			teacher support (CS)(CI	LS)(SLS)		

In this unit, students continue to practise the greeting phrases "Good morning/Good afternoon/ Hello" and use "What's your name?" to initiate conversation with others. Students are introduced with more formulaic expressions, e.g. "This is \_\_\_\_\_" for introducing people relate to himself/herself. Students are expected to familiarised themselves with more formulaic expressions for daily conversation at school. For consolidation, students continue to practise particular letter sounds and read the letter books. They will read some simple texts in "My sister – My Bag" adapted from PLP-R/W.

Key Stage 1 – P1

Module: Me, My Fa	amily and Friends
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Unit 4	People a			Text types	Conversation, Captions	
Learning	IS(a)	•	sh words and conversations related to everyday life, e.g.			
Targets		greeting different peo	•			
	IS(b)			ble English words and phrases to respond to questions, e.g.		
	TZC( )	· · · · · · · · · · · · · · · · · · ·	', related to their life and school experiences and the English alphabet and simple English words			
	KS(a)					
	KS(b)	e.g. skimming for bo		orint and books, ar	nd develop basic reading skills,	
	KS(c)			s of the English le	inguage in simple spoken texts,	
	KS(C)				such as the direction of writing	
		in English.	and quiet	and written texts s	such as the direction of writing	
	ES(b)		serv songs, e.	g, greeting songs	in English and to participate in	
		English learning activ		P. P. 6. 6. 1	an English with to purvioup we in	
	ES(c)	To find pleasure in li	stening to or r	eading English sto	ories, e.g. My Bag (letter book)	
Expected	Gre	oup (a) (Strong)	Group (	b) (Medium)	Group (c) (Low)	
Learning	- able to	identify some	- able to iden	ntify some	- able to identify the pictures	
Outcome		eatures of a text type,		res of a text type,	in the text type, "captions"	
		s", e.g. words (SLS)		e.g. words with	with teacher support (SLS)	
At the end of the		identify different	teacher supp	· ·	- able to aware surrounding	
unit, students		n school, e.g.		ntify different	people, e.g. classmates,	
would be		tes, teachers (SLS)	people in sch	•	teachers at school (SLS)	
		use the language	classmates, t		- able to show attempt to use	
		es "This is"	teacher supp	· ·	"This is" for	
		troducing others in		ow teacher to use	introducing others with	
	conversa		~ ~	uctures "This is	teacher support (CLS)(SLS)	
	, , ,	CS)(SLS)	in conversati	troducing others	- able to imitate the sounds of	
		use the greeting	(CLS)(CS)(S		words and repetitive language patterns, e.g.	
	phrases to greet others in different situations properly		- able to read	· ·	greeting phrases with teacher	
	(CS)(SLS)(CLS)			teacher support	support (CLS)(SLS)	
		locate information,	(CLS)(SLS)	teacher support	- able to locate information,	
		abets in reading	, , , ,	te information,	e.g. alphabets when reading	
		PSS)(SLS)	e.g. alphabet	·	with teacher support	
	Ì	•		eacher support	(PSS)(SLS)	
			(PSS)(SLS)			

In this unit, students are introduced with some basic classroom instructions, e.g. "Close the windows", "Sit down". They learn how to give instructions and act upon teacher's instructions at school. Students are expected to familiarised themselves with some formulaic expressions for daily life at school. For consolidation, students continue to practise particular letter sounds and read the letter books. They will read some simple texts in "A Paper Plate Mask- The Mask" adapted from PLP-R/W.

Key Stage 1 – P1

N	Io	du	le:	<b>Places</b>	and	<b>Activities</b>	
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Unit 5	School d	lays	Text types	Signs, Rules		
<b>Learning Targets</b>	IS(a)	To understand Engli	sh words and conversations rela	ted to everyday life		
	IS(b)		ple English words, phrases to r			
		their school life, e.g.	. "Sit down, please" and classro	om instructions related to their		
		school experiences				
	KS(a)	To gradually underst	tand the English alphabet and si	mple English words		
	KS(b)	•	concepts of print and books, ar	nd develop basic reading skills,		
		e.g. skimming for bo				
	KS(c)		obvious features of the English			
			peratives; and apply this awaren	ess to one's initial learning and		
		use of the language				
	ES(a)		n English signage, e.g. classroor			
	ES(c)	To find pleasure in l	istening to or reading English st			
<b>Expected Learning</b>		oup (a) (Strong)	Group (b) (Medium)	Group (c) (Low)		
Outcome		identify simple	- able to identify simple	- able to identify simple		
		of the text type,	features of the text type,	features of the text type,		
At the end of the		e.g. numbering (MS)	"rules", e.g. numbering with	"rules", e.g. numbering with		
unit, students		identify the	teacher support (MS)	teacher support (MS)		
would be		of some classroom	- able to identify the	- able to identify the		
		ons and rules by	meaning of some classroom	meaning of some classroom		
	_	ing in actions (CLS)	instructions and rules by	and rules by responding in		
		give simple	responding in actions with	actions with teacher support		
		ons, e.g. "Stand up,	teacher support (CLS) - able to give some simple	(CLS)		
		to classmates (CS) read aloud some	instructions to classmates,	- able to show attempt to read the classroom		
		m signs and rules	e.g. "Stand up, please" with	instructions and signs with		
			teacher support (CS)	teacher support (CS)		
	clues					
		match the	signs and rules with the help	classroom instructions and		
		m rules with pictures	of pictorial clues and teacher	rules with pictures with		
		ssmates (PSS)	support	teacher support (PSS)		
		design a classroom	- able to match the	- able to design a classroom		
		group with teacher	classroom rules with pictures	signs in group with teacher		
	support (		with teacher support (PSS)	support (CR)		
			- able to design a classroom	** ` ′		
			signs in group with teacher			
			support (CR)			

In this unit, students learn to talk about things they can touch, e.g. toys, nose, eyes. Students also learn to use the modal verb "can" to show his/her own ability when doing the actions. They also learn the names of some facial features, e.g. eyes, mouth. Then they complete a paper plate mask in class for consolidating. Students also continue to practise particular letter sounds and read the letter books. They also read some simple texts in "A Paper Plate Mask- The Cat" adapted from PLP-R/W.

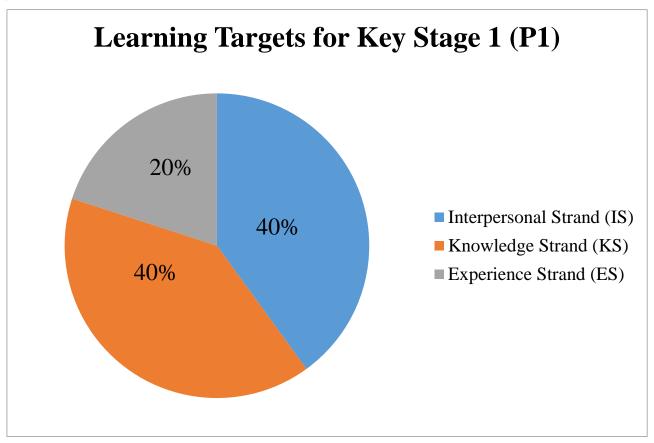
<u>Key Stage 1 – P1</u> Module: Using My Five Senses

Expected Learning Outcome   Expected Learning out, e.g.   To be to identify and read the unit, students would be	Unit 6		My face		Text types	Songs, Instructions, Poems			
Expected Learning Outcome	Learning	IS(a)	To understand English words, e.g. eyes, ears, mouth related to everyday life						
Solution   Significant   Sig	Targets	IS(b)	To enjoy using simple English words or phrases to respond to requests or instructions,						
Skimming for book title   KS(c)   To recognise some obvious features of the English language in simple written test such as the direction of writing in English and numbering in procedural text; and apprint this awareness to one's initial learning and use of the language.		KS(a)	To gradually underst						
Expected   Expected   Carning Outcome   Common features of procedural text, e.g. numbering (MS)   Cable to identify and read the names of facial features - able to participate in and make a paper plate mask with classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to match phrases of different actions with classmates with teacher support (PSS)   To enjoy singing nursery songs in English and to participate in English learning and use of the language,    Expected   Eavery   To enjoy singing nursery songs in English and to participate in English learning and use of the language,    Expected   Eavery   To enjoy singing nursery songs in English and to participate in English learning and use of the language,    Expected   Expected   Cavery   To enjoy singing nursery songs in English and to participate in English learning and use of the language,    Expected   Cavery   Cavery   Cavery   Cable to identify some common features of procedural text, e.g. numbers with teacher support (MS)   - able to identify the common features of procedural text, e.g. numbers with teacher support (MS)   - able to identify the common features of procedural text, e.g. numbers with teacher support (MS)   - able to identify and read some of the names of facial features with teacher support (CLS) (CR)   - able to participate in making a paper plate mask with classmate's teacher support (CLS) (CR)   - able to sue some imperatives to give imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR)   - able to give simple positive comment to other students' work   - able to match phrases with classmates with classmates with classmates with teacher support (PSS)		KS(b)		• •	and books, and	develop basic reading skills, e.g.			
Expected Learning Outcome  At the end of the unit, students would be  At the end of the unit ext, e.g. numbers with teacher support (MS)  - able to identify some common features of procedural text, e.g. numbers with teacher support (MS)  - able to identify and read some of facial features with teacher support (CLS) (CR)  - able to participate in making a paper plate mask with classmate's teacher support (CLS) (CR)  - able to use imperatives to give imperatives to give instructions for acting out, e.g. "touch the nose" w		KS(c)	such as the direction	of writing in Engli	sh and numberi	ng in procedural text; and apply			
Learning Outcome  - able to identify some common features of procedural text, e.g. numbering (MS) - able to identify and read the unit, students would be  At the end of the unit, students would be  - able to identify and read the names of facial features - able to participate in and make a paper plate mask with classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to identify some common features of procedural text, e.g. numbering with teacher support (MS) - able to identify and read some of the names of facial features with teacher support - able to identify the common features of procedural text, e.g. numbering with teacher support (MS) - able to identify and read the support (MS) - able to identify and read some of the names of facial features with teacher support - able to participate in making a paper plate mask with classmate's teacher support (CLS) (CR) - able to use some imperatives to give imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to identify and read some of the names of facial features with teacher support - able to participate in making a paper plate mask with classmate's teacher support (CLS) (CR) - able to use some imperatives to give imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (CS) (CR) - able to identify the common features of procedural text, e.g. numbering with teacher support (CLS) (CR) - able to identify and read some of facial features with teacher support (CLS) (CR) - able to participate in making a paper plate		ES(b)		ursery songs in E	English and to	participate in English learning			
Outcome  At the end of the unit, students would be  At the end of the unit, students would teacher support (MS)  - able to identify and read some of the names of facial features with teacher support (CLS) (CR)  - able to participate in making a paper plate mask with teacher support (CLS) (CR)  - able to use imperatives to give imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR)  - able to give simple positive comment to other students' work  - able to match phrases of different actions with classmates with teacher support (CS) (CR)  - able to give simple positive comment to other students' work  - able to match phrases of different actions with classmates with teacher support (CS) (CR)  - able to give instructions for acting out, e.g. "touch									
At the end of the unit, students would be  Procedural text, e.g. numbering (MS)  - able to identify and read the names of facial features - able to participate in and make a paper plate mask with classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to match phrases of different actions with classmates with teacher support (PSS)  - able to match phrases of different actions with classmates with teacher support (PSS)  - able to match phrases of different actions with classmates with teacher support (PSS)  - able to match phrases of different actions with classmates with teacher support (PSS)  - able to match phrases with teacher support (MS) - able to identify and read some of the names of facial features with teacher support - able to participate in making a paper plate mask with - able to use imperatives to give imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to identify and read some of the names of facial features with teacher support - able to participate in making a paper plate mask with - able to use imperatives to give imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (MS) - able to imitate the pronunciations of the names of facial features with teacher support - able to participate in making a paper plate mask with - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (CLS) (CR) - able to imit			•	•		- able to identify the common			
At the end of the unit, students would be    Numbering (MS)	Outcome								
unit, students would be  - able to identify and read the names of facial features - able to participate in and make a paper plate mask with classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to identify and read some of the names of facial features with teacher support - able to identify and read some of the names of facial features with teacher support - able to participate in making a paper plate mask with classmate's teacher support (CLS) (CR) - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to imitate the pronunciations of the names of facial features with teacher support - able to participate in making a paper plate mask with classmate's teacher support (CLS) (CR) - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with classmates with teacher support (PSS)				*	0				
names of facial features - able to participate in and make a paper plate mask with classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  names of facial features - able to identify and read some of the names of facial features with teacher support - able to participate in making a paper plate mask with classmate's teacher support - able to participate in making a paper plate mask with classmate's teacher support - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support - able to show attempt to give and follow instructions for acting out, e.g. "touch the nose" with teacher support - able to show attempt to give and follow instructions for acting out, e.g. "touch the nose" with teacher support - able to show attempt to give and follow instructions for acting out, e.g. "touch the nose" with teacher support - able to show attempt to give and follow instructions for acting out, e.g. "touch the nose" with teacher support - able to show attempt to give and follow instructions for acting out, e.g. "touch the nose" with teacher support - able to mask with teacher support - able to mask with to support or acting out, e.g. "touch the nose" with teacher support or acting out, e.g. "touc					teacher				
- able to participate in and make a paper plate mask with classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to participate in making a paper plate mask with teacher support - able to participate in making a paper plate mask with teacher support (CLS) (CR) - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match some phrases of different actions with classmates with teacher	*								
make a paper plate mask with classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (CS) (CR) - able to match phrases of different actions with classmates with teacher support (PSS)  make a paper plate mask with teacher support - able to participate in making a paper plate mask with teacher support (CLS) (CR) - able to use some imperatives to give on acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match some phrases of different actions with classmates with teacher  support (CLS) (CR) - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases with classmates with classmates with teacher support (PSS)	would be								
classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to participate in making a paper plate mask with classmate in making a paper plate mask with teacher support (CLS) (CR) - able to use some imperatives to give instructions for acting out, e.g able to show attempt to give and follow instructions for acting out, e.g able to show attempt to give and follow instructions for acting out, e.g able to show attempt to give and follow instructions for acting out, e.g able to give simple positive comment to other students' work - able to match some phrases of different actions with classmates with teacher									
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- able to use imperatives to give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match some phrases of different actions with classmates with teacher									
give simple instructions for acting out, e.g. "Touch the nose." (CS) (CR)  - able to give simple positive comment to other students' work  - able to match phrases of different actions with classmates with teacher support (PSS)  - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR)  - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR)  - able to use some for acting out, e.g. "touch the nose" with teacher support (CS) (CR)  - able to give simple positive comment to other students' work  - able to match phrases with pictures with classmates with teacher support (PSS)									
acting out, e.g. "Touch the nose." (CS) (CR)  - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to use some imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match some phrases of different actions with classmates with teacher  - able to use some for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match some phrases of different actions with classmates with teacher					ici support				
nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  nose." (CS) (CR) - able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  imperatives to give instructions for acting out, e.g. "touch the nose" with teacher support (CS) (CR) - able to give simple positive comment to other students' work - able to match some phrases of different actions with classmates with teacher support (PSS)				' ' '	me				
- able to give simple positive comment to other students' work - able to match phrases of different actions with classmates with teacher support (PSS)  - able to give simple positive comment to other students' work - able to give simple positive comment to other students' work - able to match some phrases of different actions with classmates with teacher									
work - able to match phrases of different actions with classmates with teacher support (PSS)  work - able to give simple positive comment to other students' work - able to match phrases with support (PSS)  - able to give simple positive comment to other students' work - able to match phrases with pictures with classmates with teacher support (PSS)									
- able to match phrases of different actions with classmates with teacher support (PSS)  - able to give simple positive comment to other students' work  - able to ment to other students' work  - able to match some phrases of different actions with classmates with teacher  comment to other students' work  - able to match phrases with pictures with classmates with teacher						(CS) (CR)			
different actions with classmates with teacher support (PSS)  different actions with classmates with teacher support (PSS)  classmates with teacher  comment to other students' work - able to match phrases with pictures with classmates with teacher support (PSS)		work				- able to give simple positive			
classmates with teacher support (PSS)  work - able to match some phrases of different actions with classmates with teacher  classmates with teacher  classmates with teacher									
support (PSS)  - able to match some phrases of different actions with classmates with teacher pictures with classmates with teacher support (PSS)					r students'				
of different actions with classmates with teacher support (PSS)					1				
classmates with teacher		support (I	(22)						
						teacher support (PSS)			
Support (1.33)				support (PSS)	icaciici				

#### **P1** Learning Summary

- able to identify English alphabets have their names and their sounds
- able to identify small and large capital letters
- able to recognise the basic conventions of written English, e.g. from left to right and capitalisation
- able to make and respond to greetings
- able to introduce himself/herself in front of others, using "My name is \_\_\_\_\_", "I am a <u>boy/girl"</u>, "This is <u>my teacher/classmate</u>"
- able to listen to and follow some simple classroom rules
- able to follow teacher's instructions to complete learning tasks with classmates

#### **Emphasis on Learning Targets**



P1 Teaching Contents	Unit	
Me, My family and Friends	Unit 3	This is me
	Unit 4	People at School
Using My Five Senses	Unit 6	(Touch it) My Face
Places and Activities	Unit 5	School Days

In the first P2 unit, students are given chances to revise the formulaic expressions on greetings, e.g. "Good morning", and to introduce himself/herself using "My name is \_\_\_\_\_". In this unit, students are introduced with the pronoun "he" and "she" instead of using "this" when introducing others. Students are expected to familiarised themselves with the use of "he" and "she" for gender differentiation. To strengthen students' English competence, they also learn to talk about ages using formulaic expressions, e.g. I am \_\_\_\_. For consolidation, students revise some initial letter sounds learnt in P1 and read the letter books. They will read some simple texts in "My sister – Kimmy in the Toy Shop" adapted from PLP-R/W.

Key Stage 1 – P2

Module: Me, My Family and Friends

Unit 1		My friends	Text types	Convers	ation, Stories, Songs
<b>Learning Targets</b>	IS(a)		ish words, e.g. "he"	or "she"	and conversations related to
	TO(1)	everyday life			
	IS(b)				itences to respond to questions,
	TZC( )	•	u?" related to their life		
	KS(a)		and the English alphab		
	KS(b)		ok title and page numb		nd develop basic reading skills,
	KS(c)	_		_	language in simple spoken and
			-	-	sh and capitalisation; and apply
			e's initial learning and		
	ES(b)		rsery songs in English	h and to	participate in English learning
	Ta()	activities		7 11 1	
-	ES(c)		stening to or reading F		
Expected		oup (a) (Strong)	Group (b) (Med	•	Group (c) (Low)
Learning Outcome		initiate an	- able to use some sin	•	- able to imitate the
Outcome		ion by using simple	formulaic expression		formulaic expressions for
At the end of the		laic expressions by greeting, e.g. "Good greeting others,			
unit, students		g politely, e.g. "Good g" (CS)(CLS)	morning" with teach support (CS)	er	morning" (CS) - able to imitate the
would be		use formulaic	- able to use formula	ic	formulaic expressions to
would be		ions to introduce	expressions to introd		introduce oneself and others,
	•	to others, e.g. "My	oneself and others, e		e.g. "My name is . I am
		. I am ."	name is . I am		." with teacher support
	(CS)(CI		teacher support (CS)		$\overline{\text{(CS)}}$
	, , ,	respond to the	- able to give short re		- able to give some responses
	question	n "What's your	to the question "Wha	at's your	to the questions, "What's
	name?"	and "How old are	name?" and "How ol	ld are	your name?" and "How old
		CLS)(CS)	you?" with teacher s	upport	are you?" with teacher
		initiate questions	(CLS)		support (CLS)
	about people's names and		- able to focus on rea	_	- able to focus on reading
	ages (C)		short stories with tea	cher	some words in stories with
		give a simple	(PSS)	1	teacher support (PSS)
		ion of oneself and	- able to give a simple		- able to write capitalisation
		n terms of name, age, and relationship (e.g.	description of oneself in		in dotted lines in first words of sentences and names with
	_	classmate)	terms of name, age a gender with teacher s		teacher support (SLS)
	(CS)(CI		(PSS)	support	- able to use full stop at the
		focus on reading	- able to use capitalis	sation in	end of sentences (SLS)
	short sto	ories with teacher	writing names of one		
	support	(PSS)	with teacher support	(SLS)	

- able to use capitalisation in	- able to use full stops at the	
first words of sentences with	end of sentences (SLS)	
some teacher support (SLS)		
- able to use capitalisation in		
writing names of oneself		
(SLS)		
- able to use full stops at the		
end of sentences (SLS)		

In this unit, students are given more chances to practise the use of "he" and "she" for gender identification. They are also introduced with the names of family members. They also learn how to give the identity of a person and to describe a person's physical appearance. Then students write and talk about a family member in class. For consolidation, students continue practise some initial letter sounds and read the letter books. They will read some simple texts in "My friend, Oscar- Ten Books and Ten Pencils" adapted from PLP-R/W.

**<u>Key Stage 1 – P2</u> Module: Me, My Family and Friends** 

Unit 2	Me and My		Text	types	Rhyme, Captions	
Learning	IS(a)				and conversations related to	
Targets		everyday life	,			
	IS(b)				ces, e.g. "She is my mother."	
		to respond to ques	tions, e.g. "Who is she?" rela	ated to th	eir life	
	KS(a),		rstand the English alphabet a			
	KS(b)	•		oks, and	develop basic reading skills,	
		e.g. skimming for book title and page number				
	KS(c)				uage in written texts such as	
				apply thi	is awareness to one's initial	
	EC(h)	learning and use o			English Leaving and side	
	ES(b)		nymes in English and to parti			
E 4.1	ES(c)	·	listening to or reading Engl	ish storie		
Expected		o (a) (Strong)	Group (b) (Medium)		Group (c) (Low)	
Learning Outcome		pond to questions	- able to give short respons		ble to give short responses the question "Who is he?"	
Outcome	she?" (CLS	" and "Who is	to the question "Who is he' and "Who is she?" with		d "Who is she?" with	
At the end of the	,	ntify "he" or "she"	teacher support (CLS) (CS)		acher support (CLS) (CS)	
unit, students		of sentences(CLS)	- able to identify the use of		ble to imitate the	
would be	(CS)	or sentences(CLS)	"he" and "she" as subjects of expressions, e.g. "He is n			
		"my" to express	sentences with teacher supp		." and "She is my "	
	possession and connections		(CLS) (CS)		talk about family members	
	(CLS) (CS)		- able to identify the use of		th teacher support (CLS)	
	- able to use	family words to	"my" to express possession	ı (C	S)	
		relationships	and relationships with teacl		ble to identify "he" and	
	(SLS)		support (CLS) (CS)		he" with picture clues (SLS)	
	- able to use "I have" to		- able to use "I have" to		ble to use "have" to express	
	express personal possessions		express personal possession	_	rsonal possessions with	
	(CLS) (CS)	(1 1) (1	with teacher support (CLS)		acher support (CLS) (CS)	
		the adjectives of	(CS)		ble to use some adjectives appearances to describe	
		s to describe the	- able to use the adjectives appearances to describe the		mily members in class with	
	appearances of family members in class (CLS) (CS)		appearances of family		acher support (CLS) (CS)	
		te short captions	members in class with		ble to do the matching for	
	for a family		teaching support (CLS) (CS		e captions on a family photo	
	classmates (	•	- able to write short caption	· ·	th teacher support (CS)	
	- able to rea	d short stories	for a family photo with	(C	R)	
	(PSS) (SLS)	)	classmates with teacher	- a	ble to focus on reading	
		capitalisation in	support (CS) (CR)		me words in a story with	
		of sentences with	- able to read short stories		ncher (PSS)	
		er support (SLS)	with teacher (PSS)		ble to write capitalisation in	
		capitalisation in	- able to use capitalisation		tted lines in first words of	
	_	es of oneself	first words of names of		ntences and names of people	
	(SLS)		oneself with teacher suppor	rı W1	th teacher support (SLS)	
			(SLS)			

- able to use full stops at the end of sentences (SLS)	- able to use full stops at the end of sentences (SLS)	- able to use full stop at the end of sentences (SLS)
end of sentences (SES)	end of sentences (SES)	end of sentences (SES)

In this unit, students learn to name different toys. They learn to talk about colours. They use some formulaic noun phrases to describe appearance, e.g. "a <u>blue car</u>" when talking about their favourite toys. They also learn to use "it" as subject when referring <u>an object</u>. Then they design a poster on favourite toys in class. For consolidation, students continue practise some initial letter sounds and read the letter books. They will read some simple texts in "My friend, Oscar-What is on the Mat" adapted from PLP-R/W.

Key Stage 1 – P2

Unit 3	Colour	rs around us	Text types	Rhyme, F	Poster, Conversations			
<b>Learning Targets</b>	IS(a)	To understand English everyday life	words, e.g. "red, "g	green", "blu	e" and conversations related to			
	IS(b)		To enjoy using simple English words, phrases or sentences, e.g. "It is <u>blue</u> ." to respond					
		to questions, e.g. "What colour is it?" related to their life						
	KS(a)	To gradually understar						
	KS(b)				levelop basic reading skills, e.g.			
		skimming for book titl	e and page number					
	KS(c)				uage in written texts such as use			
		*	* · · · · · · · · · · · · · · · · · · ·	ply this aw	areness to one's initial learning			
		and use of the language						
	ES(b)				English learning activities			
	ES(c)	To find pleasure in list						
Expected		roup (a) (Strong)	Group (b) (Me		Group (c) (Low)			
Learning		o use the colour words	- able to use the cold		- able to imitate the sounds of			
Outcome		cribing things	describing things w		the colour words with teacher			
		ly (SLS)	teacher support (SL		support (SLS)			
At the end of the		o use the subject	- able to use the sub	•	- able to participate in the			
unit, students	-	pronoun "it" when answering pronoun "it" when answering colouring activity in						
would be		stion "What colour is	the question "What		designing posters in class			
	_ `	LS)(CLS) o use nouns to	it?" with teacher sup	pport	with teacher support (CLS)(CS)			
		e "toys" (SLS)(CLS)	(SLS)(CLS)	110	- able to give positive			
		o give positive	- able to give positive comment to other st		comment to other students'			
		ent to other students'	work (CLS)	iuuciiis	work with teacher support			
	work (		- able to work with	others to	(CLS)			
		o work with others to	match pictures with		- able to match some of the			
		ohrases with pictures	when designing pos	_	phrases with pictures			
		esigning posters in	class with teacher su		correctly with teacher support			
		CS)(CR)	(CS)(CR)		(CS)(CR)			
		- able to read short stories   - able to read short stories   - able to read some words in						
	(PSS)							
		ble to use capitalisation in - able to use capitalisation in (PSS)						
		ords of sentences with	first words of names of - able to write capitalis					
		cher support (SLS) oneself with teacher in dotted lines in first word						
		o use capitalisation in	support(SLS)	1	of sentences and names of			
		names of oneself	- able to use full sto		people with teacher support			
	(SLS)	o use full stops at the	end of sentences (SI	L3)	(SLS) - able to use full stop at the			
		sentences (SLS)			end of sentences (SLS)			
		sentences (BLB)			end of semences (SLS)			

In this unit, students learn the number and names of different shapes. Students recycle the use of the modal verb "can" and the verb "see" learnt in P1 when talking about shapes and number, e.g. "I can see two triangles". Instead of using indefinite article "a" to refer an object, students learn the plural form by adding "s". Then students use different shapes to design and write birthday cards in class. For consolidation, students continue practise some initial letter sounds and read the letter books. They will read some simple texts in "Can they see me" adapted from PLP-R/W.

 $\frac{\text{Key Stage } 1 - P2}{\text{Module: Using My Five Senses}}$ 

Module: Using My Fi				To-14 4	Carr	variation Conda Cara		
Unit 4		and numbers		Text types		versation, Cards, Songs		
<b>Learning Targets</b>	IS(a)	To understand Englis everyday life	h words, e.g	g. "one, "two",	"thre	e" and conversations related to		
	IS(b)	To enjoy using simpl	e English w	ords, phrases e	.g. "ci	ircle" or sentences "I can see a		
		circle.", to respond to	questions, e	.g. "What shap	e is it?	" related to their life		
	KS(a)	To gradually understa	To gradually understand the English alphabet and simple English words					
	KS(b)	-			, and d	levelop basic reading skills, e.g.		
		skimming for book tit						
	KS(c)					uage in written texts such as the		
		format for writing birt use of the language	hday cards;	and apply this a	awarei	ness to one's initial learning and		
	ES(b)	To enjoy singing nur	sery songs	s in English a	nd to	participate in English learning		
		activities		C				
	ES(c)	To find pleasure in lis				es		
<b>Expected Learning</b>	Gr	oup (a) (Strong)	Group	(b) (Medium)	)	Group (c) (Low)		
Outcome		identify names of		entify names of		- able to imitate the names of		
	_	and use numbers to		use numbers to		shapes and number words		
At the end of the	describe the quantity			be the quantity with		with teacher support		
unit, students		participate in and	teacher support		_	- able to participate in and		
would be	finish the birthday cards in		- able to participate in and			finish the birthday card with		
	,	LS)(CS)(CR)		pirthday card in		teacher support		
		give responses to		teacher support	,	(CLS)(CS)(CR)		
		"What can you see?" the modal verb "can"	(CLS)(CS)			- able to match some of the		
	in the ar		- able to gi	to question "Wl	hat	pictures with phrases with teacher support		
		use the phrases "I		e?" and show	nai	- able to show attempt to use		
		" in different		use the modal v	verh	modal verb "can" and count		
	situations, e.g. "I can see a		"can" in th		V C1 0	the number when giving		
	<u>girl</u> ". (MS)			e the phrases, e	e.g.	simple responses to question		
	- able to match the phrases			" for describin	_	"What can you see?" (MS)		
		tures correctly (SLS)		th teacher supp		- able to read some words in		
	- able to	read short stories	(MS)			stories with teacher (PSS)		
	(PSS)		- able to ma	atch the phrase	S	- able to write capitalisation in		
	- able to	use capitalisation in	with pictur	es with teacher	•	dotted lines in the first words		
		rds of sentences with	support (SI			of sentences and names of		
		acher support (SLS)		ad short stories		people with teacher support		
		use capitalisation in		er support (PSS	-	(SLS)		
	_	names of oneself		e capitalisation	in	- able to use full stop at the		
	(SLS)	full atom1 11-		of names of		end of sentences (SLS)		
		use full stops at the		h teacher suppo	ort			
	end of s	entences (SLS)	(SLS)	o full stops of f	ho			
				e full stops at t ences (SLS)	110			
				chico (SES)				

In this unit, students are given chance to revise some formulaic noun phrases a to describe appearance, e.g. "a black cat", "a white dog", in addition, they are also given chance to revise using colour words when describing the pets. They will then learn the names of some pets and to use verb "to have" with subjects "he" or "she" to imply the meaning of possession. This leads on to composing simple poems about their favourite pets in class. For consolidation, students continue practise some initial letter sounds and read the letter books. They will read some simple texts in "Where am I- What can I see" adapted from PLP-R/.

Key Stage 1 – P2

**Module: The World around Us** 

Unit 5	Amazin			Text types		Poems, Songs	
<b>Learning Targets</b>	IS(a)	To understand Englis related to students' li		t pets, e.g. "cat, "dog", "turtle" and conversations			
	IS(b)	cat.", to respond to questions, e.g. "What is it?" related to their life and experiences					
	KS(a)						
	KS(b)						
		e.g. skimming for bo	• •				
	KS(c)					ge in written texts such as tial learning and use of the	
	ES(b)	learning activities	-			to participate in English	
	ES(c)	To find pleasure in li	stening to or rea	ding English sto	ries		
Expected		oup (a) (Strong)		(Medium)		Group (c) (Low)	
Learning		identify some	- able to identi	•		ole to imitate the	
Outcome		pets (SLS)	common pets v	with teacher		abulary of pets with	
At the end of the		use the colour words	support (SLS)	1 1		cher support (SLS)	
unit, students	pets (PS	ibe the appearance of	to describe the	e colour words		ble to follow teacher to the colour words to	
would be		follow the colouring	pets with teach			cribe the appearance of	
		in class (CS)	(PSS)	ici support		s with teacher support	
	- able to use verb "to have"		- able to finish	the colouring	(PS		
	when tal	lking about	activity in clas	s with teacher	- ab	ole to participate in the	
	possessi		support (CS)			ouring and poem writing	
	(SLS)(CLS)(CS)		- able to use ve			vities with teacher	
	- able to complete short		when talking a		_	port (CS)	
	_	bout pet in class	possession wit			ole to imitate the sounds	
		point out some basic	support (SLS)(			hyming words in poems	
	(CS) (C	of poems, e.g. rhyme		out some basic ems, e.g. rhyme	(CF	h teacher support (CS)	
		give positive	with teacher su	•		ole to show attempt to use	
		at to other students'	(CS)(CR)	,pport		b "to have" when talking	
	work (C		- able to give p	ositive		out possession with	
	<ul><li>able to match the phrases</li><li>with pictures in class (CS)</li><li>able to read short stories</li></ul>		comment to of	her students'	tead	cher support	
			work (CLS)			ole to give positive	
			- able to match			nment to other students'	
	(PSS)	1, 11	with pictures in			rk (CLS)	
		use capitalisation in	teacher suppor	` '		ble to match some of the	
		rds of sentences with	- able to read s		_	tures with phrases with	
		acher support (SLS) use capitalisation in	with teacher su - able to use ca	. ,		cher support (CS) ble to read some words in	
		names of oneself	first words of i			ries with teacher (PSS)	
	wiiting	names of offescif	25	idilios 01	Stol	ites with teacher (1 55)	

(SLS) - able to use full stops at the end of sentences (SLS)	oneself with teacher support (SLS) - able to use full stops at the end of sentences (SLS)	- able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the
		end of sentences (SLS)

In this unit, students are given chance to revise some names of pets, e.g. "cat" and "dog" and also the adjectives that they have learnt in P1 for describing appearances, e.g. "short" and "fat". In view of the need for more spiral learning, students also continue to practise using verb "to have" with subject "I", "he/she" for talking about possession. Students then lead on to talking about the living of pets. They will learn some food names and use "It eats \_\_\_\_\_\_" when talking about pets' living. They will also learn the features of posters. For consolidation, students continue practise some initial letter sounds and read the letter books adapted from PLP-R/W.

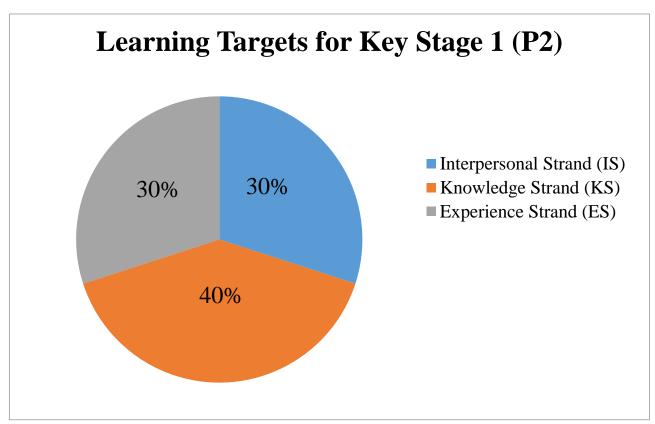
Key Stage 1 - P2

Learning Targets							<b>Module: Caring and</b>
"tall" and "fat" and conversations related to students' own experiences  IS(b) To enjoy using simple English phrases, e.g. "a fat dog" or sentences "It is a fat dog to converse with others about their life experiences  KS(a) To gradually understand the English alphabet and simple English words  KS(b) To develop the basic concepts of print and books, and develop basic reading skills skimming for book title and page number  KS(c) To recognise some obvious features of the English language in written texts such the format for posters and apply this awareness to one's initial learning and use of language  ES(b) To enjoy designing posters with other classmates and to participate in English lear activities  Expected  Expected  Group (a) (Strong) Group (b) (Medium) Group (c) (Low)  - able to use adjectives to talk about the appearances of pets about the appearances of pets		pets Text types Riddles, Posters					
to converse with others about their life experiences  KS(a) To gradually understand the English alphabet and simple English words  KS(b) To develop the basic concepts of print and books, and develop basic reading skills skimming for book title and page number  KS(c) To recognise some obvious features of the English language in written texts such the format for posters and apply this awareness to one's initial learning and use of language  ES(b) To enjoy designing posters with other classmates and to participate in English lear activities  ES(c) To find pleasure in listening to or reading English riddles  Expected  Group (a) (Strong) Group (b) (Medium) Group (c) (Low)  - able to use adjectives to talk about the appearances of pets adjectives when talking all	'short,		IS(a)	<b>Learning Targets</b>			
KS(a) To gradually understand the English alphabet and simple English words  KS(b) To develop the basic concepts of print and books, and develop basic reading skills skimming for book title and page number  KS(c) To recognise some obvious features of the English language in written texts such the format for posters and apply this awareness to one's initial learning and use of language  ES(b) To enjoy designing posters with other classmates and to participate in English lear activities  ES(c) To find pleasure in listening to or reading English riddles  Expected  Group (a) (Strong) Group (b) (Medium) Group (c) (Low)  - able to use adjectives to talk about the appearances of pets about the appearances of pets adjectives when talking all	dog.",	" or sentences "It is a fat do		IS(b)			
KS(b) To develop the basic concepts of print and books, and develop basic reading skills skimming for book title and page number  KS(c) To recognise some obvious features of the English language in written texts such the format for posters and apply this awareness to one's initial learning and use of language  ES(b) To enjoy designing posters with other classmates and to participate in English lear activities  ES(c) To find pleasure in listening to or reading English riddles  Expected Group (a) (Strong) Group (b) (Medium) Group (c) (Low)  - able to use adjectives to talk about the appearances of pets adjectives when talking all		nla English words				VS(a)	
skimming for book title and page number  KS(c) To recognise some obvious features of the English language in written texts such the format for posters and apply this awareness to one's initial learning and use of language  ES(b) To enjoy designing posters with other classmates and to participate in English lear activities  ES(c) To find pleasure in listening to or reading English riddles  Expected  Group (a) (Strong) Group (b) (Medium) Group (c) (Low)  - able to use adjectives to talk about the appearances of pets adjectives when talking all	1c e c	· · ·					
the format for posters and apply this awareness to one's initial learning and use of language  ES(b) To enjoy designing posters with other classmates and to participate in English lear activities  ES(c) To find pleasure in listening to or reading English riddles  Expected Group (a) (Strong) Group (b) (Medium) Group (c) (Low)  - able to use adjectives to talk about the appearances of pets about the appearances of pets			skimming for book ti	<b>K</b> S(0)			
activities  ES(c) To find pleasure in listening to or reading English riddles  Expected Group (a) (Strong) Group (b) (Medium) Group (c) (Low)  - able to use adjectives to talk about the appearances of pets about the appearances of pets adjectives when talking all activities	To recognise some obvious features of the English language in written texts such as the format for posters and apply this awareness to one's initial learning and use of the language						
Expected LearningGroup (a) (Strong)Group (b) (Medium)Group (c) (Low)- able to use adjectives to talk Outcome- able to use adjectives to talk about the appearances of pets- able to use adjectives to talk about the appearances of pets- able to imitate the sound adjectives when talking all	arning	o participate in English lear	ES(b)				
Learning- able to use adjectives to talk- able to use adjectives to talk- able to imitate the sound about the appearances of petsOutcome- able to use adjectives to talk- able to imitate the sound about the appearances of pets		lles	eading English ridd	stening to or re	To find pleasure in li	ES(c)	
Outcome about the appearances of pets about the appearances of pets adjectives when talking all		•					
							<u> </u>
							Outcome
At the end of the   (SLS)(CLS)(CS)   with teacher support   the appearances of pets w (SLS)(CLS)(CS)   teacher support (SLS)	With	the appearances of pets wi				At the end of the	
	es of	- able to point out features					
		posters, e.g. pictures with		_			
		teacher support(CLS)(SLS				•	
		- able to participate in mal			features of posters, e.g.		
pictures when designing designing posters in class poster for introducing pet	ets in	poster for introducing pets	sters in class	designing po			
	ort	class with teacher support					
- able to identify the use of   - able to finish a simple poster   (CLS)(CS)(CR)					<u> </u>		
		- able to show attempt to u	0 1		"have" with subject "I" and		
	I" and	"to have" with subject "I"					
"she" (SLS) - able to use correct adjectives   (CLS)(CS)(CR)   "he/she" with teacher (SLS)(CLS)					-		
	rtures	- able to match some pictu					
		with phrases with teacher	3		<b>O A</b>		
- able to give positive "she" with teacher support support (PSS)							
comment to other students' (SLS)(CS) - able to read some							
	s with	vocabulary in the stories v					
- able to read short stories   when matching phrases with   teacher support (PSS)			• 1		read short stories		
		- able to write capitalisation	n teacher support	_		` ′	
- able to use capitalisation in (PSS) in dotted lines in the first			1 1		•		
		words of sentences and na					
some teacher support (SLS) with teacher support (PSS) of people with teacher support (PSS) - able to use capitalisation in (SLS)	upport	of people with teacher sup					
	the	- able to use full stop at th	_		_		
(SLS) Inst words of finances of the story at the content of the story at the		_			1411100 01 01100011	_	

### **P2** Learning Summary

- able to identify English alphabets, their names and sounds
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to recognise the basic conventions of written English, e.g. from left to right, capitalisation and punctuation, e.g. full stop
- able to make and respond to more question types using "what", e.g. "What is it?", "What shape is it?"
- able to use more subject pronouns, e.g. "he/she" in front of others, using "She is my teacher" or "He is my father" instead of using "this"
- able to aware the use of plural forms and the use of present tense with third person singular when talking about habits
- able to follow teacher's instructions to complete more learning tasks with classmates

#### **Emphasis on Learning Targets**



P2 Teaching Contents	Unit	
Me, My family and Friends	Unit 1	Me and My Friends
	Unit 2	Me and My Family
Using My Five Senses	Unit 3	(Touch it) My Face
	Unit 4	Shapes and Numbers
The World Around Us	Unit 5	Amazing Pets
Caring and Sharing	Unit 6	Keeping Pets

In the first P3 unit, students are given chances to revise the use of pronouns "he" and "she" as subjects of sentences and names of family members, e.g. "mother", "father". Students can familiarise themselves with the use of "he" and "she" in context, e.g. in a family. Students then learn to use the present continuous tense to describe actions taking place at the time of speaking.

For consolidation, students continue revise more initial letter sounds learnt in P1 and read the letter books. They will read some simple texts in "The Bus Is Coming" adapted from PLP-R/W.

<u>Key Stage 1 – P3</u> Module: Me. My Family and Friends

Module: Me, My Fa	mily and	<u>Friends</u>						
Unit 1	This is n	ny home	r	Text types 1	Diaries, Songs			
<b>Learning Targets</b>	IS(a) To understand more English phrases about their life experiences, e.g. wash the disher							
		clean the tables						
	IS(b),				the dishes" or sentences "She is			
		washing the dishes" to			•			
	KS(a)	To gradually understa			<u> </u>			
	KS(b)	•	To develop the basic concepts of print and books, and develop basic reading skills, e.g.					
			kimming for book title, page number and author					
	KS(c)		To recognise some obvious features of the English language in written texts such as the format of diaries and apply this awareness to one's initial learning and use of the					
			d apply this awa	reness to one	's initial learning and use of the			
	FG(1)	language			1			
	ES(b)	To enjoy writing diar						
<b>T</b>	ES(c)	To find pleasure in lis						
Expected		oup (a) (Strong)	Group (b)		Group (c) (Low)			
Learning		identify the use of "is	- able to use "is					
Outcome		with subject "he" or	subject "he" or		"is + v+ing" with subject "he"			
At the end of the	tense (PS	present continuous	present continue teacher support		or "she" in present continuous tense with teacher support			
unit, students		give responses to the	- able to give so		(PSS)			
would be		"What is he/she	to the question		- able to point out the text			
Would be	•	base on visual cues	he/she doing?"		type features of diaries, e.g.			
	(PSS)	ouse on visual caes	cues with teach		date with teacher support			
	- able to identify the text type		(PSS)	or support	(PSS)			
		of diaries, e.g. date,	- able to identif	y the text type	- able to match pictures with			
	title (SLS	_	features of diari	• • •	phrases when designing			
	- able to	write at least two	with teacher sup	pport (SLS)	diaries in class with teacher			
	correct se	entences to describe	- able to write a	it least one	support (PSS)(CLS)(CS)(CR)			
	the pictu	re (form of present	sentence to desc		- able to match housework			
		us tense, use of	picture (form of	_	phrases with pictures with			
	subject, use of housework		continuous tens	•	teacher support (PSS)			
	phrases) when writing diaries		subject, use of l		- able to read some			
		with some teacher	phrases) when v	-	vocabulary in stories and			
		CLS)(CS)(CR)(PSS)	in class with so		point out the name of books			
		read short stories and information from	support (CLS)( - able to read sh					
		ers, e.g. name and	find out informa		- able to write capitalisation in dotted lines in the first words			
	author (F		book covers, e.		of sentences and names of			
		use correct	teacher support	-	people with teacher support			
		ation and punctuation	- able to use con		(SLS)			
	•	) when writing	capitalisation ar					
	sentence		(full stop) when		end of sentences (SLS)			
		use capitalisation in	sentences with		t			
	writing n	ames of oneself	(SLS)					
	(SLS)		- able to use cap	pitalisation in				

	writing names of oneself (SLS)	
	,	1

In this unit, students continue practise the form and function of present continuous tense with subject pronouns "he" and "she". By continual recycling previous knowledge, students can familiarise themselves with the use of present continuous tense in context, e.g. in a park. Students then learn to use the personal pronoun "we" with present continuous tense. They also learn the phrases to indicate time and more adjectives about their own feelings, e.g. "hungry" and "tired". Students then lead to writing simple short stories about a fun outing with classmates. For consolidation, students continue revise more initial letter sounds and read letter books. They will read some simple texts in "We are running" adapted from PLP-R/W.

Key Stage 1 – P3

Key Stage 1 – P3 Module: Places and	Activities							
Unit 2	Out for		Text types	Picture descriptions, Stories				
<b>Learning Targets</b>	IS(a) To understand more English words, e.g. "happy", "hungry" and sentences a their feelings and life experiences, e.g. "I am hungry".							
	IS(b)	To enjoy using more English adjectives for talking about life experiences with others, e.g. "happy", "hungry" or phrases "in the morning", "in the afternoon"						
	KS(a)		converse with others about their feelings and life experiences Γο gradually understand the English alphabet and simple English words					
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills e.g. skimming for book title, author and page number						
	KS(c)				h as			
	TIS(c)		To recognise some obvious features of the English language in written texts sucharacters in a story and apply this awareness to one's initial learning and use clanguage.					
	ES(b)		ries and to participate in Er	nglish learning activities				
	ES(c)	To find pleasure in l	istening to or reading Engl	ish stories				
Expected		oup (a) (Strong)	Group (b) (Medium)					
Learning		identify the use of	- able to use "is + v+ing"	_				
Outcome		ng" with subject	with subject "he" or "she	c v				
		'she" in present	present continuous tense	"he" or "she" in present				
At the end of the		us tense (PSS)	with teacher support (PSS	•				
unit, students		give responses to	- able to give some respon					
would be		tion "What is he/she	to the question "What is	- able to show attempt to				
		base on visual cues	he/she doing?" base on	give responses to the				
	(PSS)		visual cues with teacher	question "What is he/she				
		write at least two	support (PSS) - able to write at least one	doing?" base on visual cu				
		entences (form of continuous tense, use	sentence (form of present					
	of subject		continuous tense, use of	phrases of time with pictu				
	-	onal phrases to	subject, prepositional	with teacher support (PSS				
		time) when writing	phrases to indicate time)	(CLS)(CS)(CR)	')			
	stories in		when writing stories in cl					
	(CLS)(C	S)(CR)(PSS)	(CLS)(CS)(CR)(PSS)	vocabulary in the stories				
	- able to	use correct	- able to use correct	with teacher (PSS)				
	prepositi	onal phrases to	prepositional phrases to	- able to write capitalisation	on			
		time (PSS)	indicate time with teacher					
		read short stories	support (PSS)	words of sentences and				
		out information	- able to read short stories	1 1	cher			
		ok covers, e.g. name	and find out information	support (SLS)				
	and auth		from book covers, e.g. na		ıe			
		use correct	with teacher support (PSS	end of sentences (SLS)				
		ation and	- able to use correct					
	punctuat	ion (full stop) when	capitalisation and					

writing sentences (SLS) - able to use capitalisation in writing names of oneself	punctuation (full stop) when writing sentences with teacher support (SLS)	
(SLS)	- able to use capitalisation in writing names of oneself (SLS)	

In this unit, students continue to learn with the context "in a park". They revise the use of modal verb "can" in P1 to talk about abilities and the use of "we" are subject, learnt in U2, to talk about the rules and name different facilities in a park. Students then finish composing rules in parks in class.

For consolidation, students continue revise more initial letter sounds and read letter books. They will read some simple texts in "Fun in the Park" adapted from PLP-R/W.

 $\frac{\text{Key Stage } 1 - P3}{\text{Module: Fun and Games}}$ 

Unit 3	Play safe	e	Text types	Rules, Posters				
<b>Learning Targets</b>	IS(a)	To understand more	English words, e.g. "see-saw", '	'slide" and sentences about their				
		life experiences, e.g. "We can play the see-saw".						
	IS(b)			life experiences with others, e.g.				
		_	sentences "We can sing" to con	verse with others about their life				
	****	experiences		1.5.11.1				
	KS(a)		To gradually understand the English alphabet and simple English words					
	KS(b)		To develop the basic concepts of print and books, and develop basic reading skills, e.g.					
	VC(a)		kimming for book title, author and page number					
	KS(c)	<u> </u>	To recognise some obvious features of the English language in written texts such as the format for writing rules and apply this awareness to one's initial learning and use of the					
		_	anguage					
	ES(b)		To enjoy writing park rules in class and to participate in English learning activities					
	ES(c)		stening to or reading English stor					
Expected	` /	oup (a) (Strong)	Group (b) (Medium)	Group (c) (Low)				
Learning		give responses to the	- able to give some responses	- able to show attempt to give				
Outcome		"What can you/we	to the question "What can	responses to the question				
		e on visual cues with	you/we do?" base on visual	"What can you/we do?" base				
At the end of the	some tea	cher support (PSS)	cues with teacher support	on visual cues with teacher				
unit, students		write at least two	(PSS)	support (PSS)				
would be		entences to describe	- able to write at least one	- able to match phrases to				
	•	re (use of modal verb	sentence to describe the	indicate places when writing				
	"can", use of subject pronoun,		picture (use of modal verb	rules for a park in class with				
	use of prepositional phrases to indicate places) when writing		"can", use of subject pronoun,	teacher support				
		a park in class	use of prepositional phrases to indicate places) when writing	(PSS)(CLS)(CS)(CR) - able to point out some				
		LS)(CS)(CR)	rules for a park in class with	features of text type "rules",				
		use correct	teacher support	e.g. numbering when writing				
		onal phrases to	(PSS)(CLS)(CS)(CR)	rules for a park in class with				
		places (PSS)	- able to use prepositional	teacher support (PSS)(CS)				
		point out some	phrases to indicate places with	- able to read some				
		features of text type	teacher support (PSS)	vocabulary in the stories with				
		e.g. numbering when	- able to point out some	teacher (PSS)				
	_	ules for a park in	common features of text type	- able to write capitalisation in				
	class (PS		"rules", e.g. numbering when	dotted lines in the first words				
		read short stories and	writing rules for a park in	of sentences and names of				
		information from vers, e.g. name and	class with teacher support (PSS)(CS)	people with teacher support (SLS)				
	author (F		- able to read short stories and	- able to use full stop at the				
		use correct	find out information from	end of sentences (SLS)				
		ation and punctuation	book covers, e.g. name with	(822)				
	_	) when writing	teacher support (PSS)					
	sentence	s (SLS)	- able to use correct					
	- able to	use capitalisation in	capitalisation and punctuation					

writing names of oneself (SLS)	(full stop) when writing sentences with teacher support (SLS) - able to use capitalisation in	
	writing names of oneself (SLS)	

In this unit, students continue to learn to make plural forms of some common foods and things by adding "s". Students also learn to ask and answer using the auxiliary verb "do". They have the chance to revise some adjectives and using "I have \_\_\_\_" to talk about possessions learnt in P1 and previous chapters in P2. Students then finish composing rules in parks in class.

For consolidation, students continue revise more initial letter sounds and read letter books. They will read some simple texts in "I Am Scared" adapted from PLP-R/W.

#### Key Stage 1 – P3

Module: Caring and Sharing	Module:	Caring	and	Sharing
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Unit 4	We can	Tex	t types	Songs				
<b>Learning Targets</b>	IS(a)	To understand more	e English words, e.g	g. "milk", "ro	obot" and sentences about their			
		life experiences	*					
	IS(b)		To enjoy using more English adjectives for talking about life experiences and feelings					
			with others, e.g. "I am hungry/thirsty" to converse with others.					
	KS(a)	To gradually understand the English alphabet and simple English words						
	KS(b)	_	Γο develop the basic concepts of print and books, and develop basic reading skill					
	TZC( )	•	e.g. skimming for book title, author and page number					
	KS(c)	To recognise some obvious features of the English language in written texts such a						
		the language						
	ES(b)	To enjoy composin	g songs with classr	nates and to	participate in English learning			
		activities						
	ES(c)	To find pleasure in l	listening to or readin	ng English sto	ories			
Expected		oup (a) (Strong)	Group (b) (M		Group (c) (Low)			
Learning		use "Yes" or "No"	- able to use "Yes		- able to use "Yes" or "No"			
Outcome	_	ring answers to	when giving answ		when giving answers to			
		s starting with	questions starting		questions starting with			
At the end of the		iliary verb "do" (PSS) auxiliary verb "do" with auxiliary verb "do" v						
unit, students		use "Yes, please" or	teacher support (F		teacher support (PSS)			
would be		o, thank you" to accept or label to use "Yes, please" or label to use "Yes" of label to						
			"No, thank you" t	•	to accept or decline offers			
	(PSS)(C	ng with classmates		when conversing with classmates with teacher				
			support (PSS)(CS)					
		g "s" base on visual	(PSS)(CS)	ort	- able to show attempt to			
	clues (PS	_	- able to make plu	ıral forms	make plural forms by adding			
		use imperative	by adding "s" bas		"s" base on visual clues with			
		" to make	clues with teacher		teacher support (PSS)			
	suggestic	ons for sharing with	(PSS)	• •	- able to show attempt to use			
		ssmates (PSS)(CS)	- able to use impe		imperative "Let's" to			
		use correct	"Let's" to ma		make suggestions for sharing			
		s to describe	suggestions for sh		with teacher support			
	feelings		teacher support (F		(PSS)(CS)			
		compose a song	- able to use corre		- able to match correct			
		aring things in class	adjectives to describe to a si		adjectives with pictures			
		cher support	feelings with teach	ner support	describing feelings with teacher support (PSS)			
		S)(CS)(CLS) read short stories	(PSS) - able to fill in the	hlanks in a	- able to do the matching			
		out information	song about sharin		when composing songs about			
		ok covers, e.g. name	class with teacher		sharing things in class with			
	and auth		(CR)(PSS)(CS)(C	* *	teacher support			
		use correct	- able to read shor		(CR)(PSS)(CS)(CLS)			
	•		36					

capitalisation and	and find out information	- able to read some
punctuation (full stop) when	from book covers, e.g. name	vocabulary in the stories with
writing sentences (SLS)	with teacher support (PSS)	teacher (PSS)
- able to use capitalisation in	- able to use correct	- able to write capitalisation
writing names of oneself	capitalisation and	in dotted lines in the first
(SLS)	punctuation (full stop) when	words of sentences and
	writing sentences with	names of people with teacher
	teacher support (SLS)	support (SLS)
	- able to use capitalisation in	- able to use full stop at the
	writing names of oneself	end of sentences (SLS)
	(SLS)	

In this unit, students learn to make questions about time using interrogative adverb, "when". Students revise using appropriate noun phrases, e.g. "in the morning", "in the afternoon" when talking about time. Students then learn different habitual activities they do at each period. Then they find about their classmates' daily activities by asking and answering questions by finishing timetables in class.

For consolidation, students continue revise more letter sounds and read letter books. They will read some simple texts in "Fun Time At The Science Museum" adapted from PLP-R/W.

Key Stage 1 – P3

Module: The World Around U	IJs
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Unit 5	Sunrise,	sunset	Text types	Diaries, Ti	metable			
Learning	IS(a)	To understand more	English words and phras	ses, e.g. "in t	the morning", "brush the teeth"			
Targets			iences, e.g. "We brush th					
	IS(b)	To enjoy using more questioning words to share their life experiences with others, e.g. "what" and "when"						
	KS(a)	To gradually underst	To gradually understand the English alphabet and simple English words					
	KS(b)				evelop basic reading skills, e.g.			
		skimming for book title, author and page number						
	KS(c)	To recognise some obvious features of the English language in written texts such as the						
			format for writing a timetable and apply this awareness to one's initial learning and use					
		of the language						
	ES(b)				n English learning activities			
	ES(c)	To find pleasure in li	leasure in listening to or reading English stories					
Expected		oup (a) (Strong)	Group (b) (Medium) Group (c) (Low)					
Learning		use interrogative	- able to use interroga		- able to show attempt to use			
Outcome		when" to ask about	adverb "when" to ask		interrogative adverb "when" to			
At the end of the		n others (CS)(PSS)	time with others with		ask about time with others			
unit, students		give correct responses	support (CS)(PSS)		with teacher support(CS)(PSS)			
would be		orning/in the n/in the evening/at	- able to give correct in the morning/in the	•	- able to match correct pictures (in the morning/in the			
would be		questions with	afternoon/in the eveni		afternoon/in the evening/at			
		pase on visual clues	night) to questions wi	_	night) with questions using			
	(PSS)	ouse on visual class	"when" base on visua		"when" with teacher support			
	` '	write at least two	(PSS) (PSS)					
		entences to describe			- able to match pictures in			
	the pictu	re (use of subject, use	sentence to describe the picture timetable when writing					
	of prepos	sitional phrases to	(use of subject, use of timetable in class with te					
	indicate	time) in the class	prepositional phrases		support (CS)(CLS)(CR)(MS)			
	(CS)(CL		indicate time) with tea		- able to read some vocabulary			
		use correct	support (CS)(CLS)(PSS) in the stories with teacher					
		onal phrases to	- able to use correct		(PSS)			
		time (PSS)	prepositional phrases indicate time with teach		- able to write capitalisation in dotted lines in the first words			
		complete the es with classmates in	support (PSS)		of sentences and names of			
		h some teacher	- able to fill in the bla		people with teacher support			
	support	ii some teaener	writing timetable in cl		(SLS)			
		S)(CS)(CLS)(MS)	teacher support		- able to use full stop at the end			
	- able to read short stories and		(CR)(PSS)(CS)(CLS)		of sentences (SLS)			
		information from book			` '			
	covers, e	.g. name and author	find out information f	rom book				
	(PSS)		covers, e.g. name with	n teacher				
		use correct	support (PSS)					
	capitalisa	ation and punctuation	- able to use correct					

(full stop) when writing sentences (SLS) - able to use capitalisation in writing names of oneself (SLS)	capitalisation and punctuation (full stop) when writing sentences with teacher support	
writing names of onesen (SLS)	(SLS)	

In this unit, students learn to make questions by using more interrogative adverb, e.g. "where" and "who" to find out specific information about locations and people. Students revise using numbers to show quantities (1-10) and using modal verb "can" to talk about ability. They also revise using plural nouns appropriately to show the quantities. Instead of using prepositions to indicate time, they use prepositions "in" and "at" to indicate places. Then they lead on to learning different places and people at school. Then they make class poster for a dream school

For consolidation, students continue revise more letter sounds and read letter books. They will read some simple texts in "Fun Time in our Classroom" adapted from PLP-R/W.

Key Stage 1 – P3

Module: Using My Five Senses	7	Module:	Using	Mv F	ive Senses
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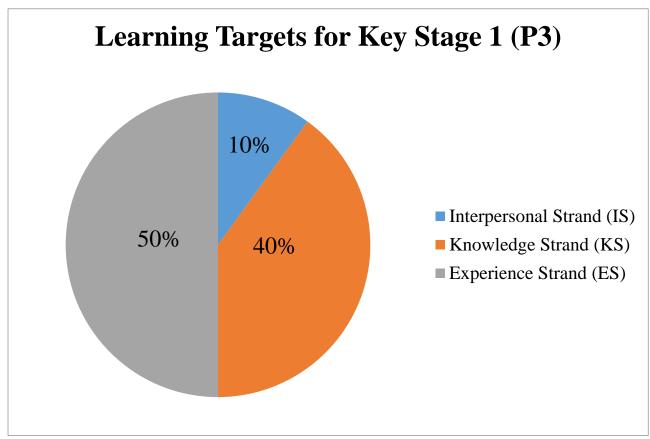
Unit 6	Looking	and Seeing	Text	types	Stories, Pos	ters			
<b>Learning Targets</b>	IS(a)	To understand	To understand more English words and phrases, e.g. "in the classroom", "in the						
		playground" abo	playground" about their school life experiences						
	IS(b)	To enjoy using more questioning words to share their life experiences with others,							
		e.g. "who" and "where"							
	KS(a)	To gradually understand the English alphabet and simple English words							
	KS(b)		To develop the basic concepts of print and books, and develop basic reading skills,						
				ok title, author and					
	KS(c)	_				anguage in written texts such as			
		_	ies, a	and apply this awar	reness to one'	s initial learning and use of the			
		language							
	ES(b)		_			ate in English learning activities			
	ES(c)		e in li	stening to or readin					
Expected		oup (a) (Strong)		Group (b) (M		Group (c) (Low)			
Learning		identify the use o		- able to identify t		- able to show attempt to use			
Outcome	interrogative adverbs, "who",			interrogative adve		interrogative adverbs, "who"			
		and "what" to fin	ıd	"where" and "wha		, "where" and "what" to find			
At the end of the	out specific information out information about a								
unit, students	about people, locations and			about people, loca		people, locations and objects			
would be		PSS)(MS)	41	objects with teach		with teacher support and			
	- able to give responses to the			and picture clues		pictures clues (PSS) (MS)			
	question "who" and "where" base on visual clues with			- able to give som to the question "w	•	- able to give some responses to the question "who" and			
		upport in class		"where" base on		"where" base on visual clues			
	(PSS)(Cl			with teacher supp		with teacher support in class			
		write at least two		(PSS)(CLS)	ort in class	(PSS)(CLS)			
		entences to descri		- able to fill in the	e blanks for	- able to match pictures with			
		re (use of subject,		describing the pic		words when designing			
	_	epositions to indi		subject, use of pre		posters in class with teacher			
	_	se of adjectives to		indicate places, us	•	support (CR)(CLS)(CS)(PSS)			
	show qua	antities with corre	ect	adjectives to show	v quantities	- able to match pictures with			
	plural no	uns, use of modal	l	with correct plura		phrases when talking about			
		en designing post		of modal verb) w	hen	different places and people			
		(CR)(CLS)(CS)(PSS) designing posters in class with teacher support (PSS)							
		use correct		(CR)(CLS)(CS)(F		- able to read some			
		on to indicate pla	ces	- able to use corre		vocabulary in the stories with			
	(PSS)			prepositions to in		teacher (PSS)			
		read short stories		places with teache	er support	- able to write capitalisation			
		out information fr		(PSS) - able to read short	nt atomica	in dotted lines in the first words of sentences and			
		vers, e.g. name and	u	and find out infor		names of people with teacher			
	author (F	ည် <u>)</u>		and ima out infor	mation moin	names of people with teacher			

- able to use correct capitalisation and punctuation (full stop) when writing sentences (SLS) - able to use capitalisation in writing names of oneself (SLS)	book covers, e.g. name with teacher support (PSS) - able to use correct capitalisation and punctuation (full stop) when writing sentences with teacher support (SLS)	support (SLS) - able to use full stop at the end of sentences (SLS)
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#### **P3** Learning Summary

- able to identify all English alphabets, their names and sounds
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic conventions of written English, e.g. from left to right, capitalisation and punctuation, e.g. full stop
- able to make and respond to more question types using "what", "where", "when" and "who"
- able to use more subject pronouns except "he/she" in context, e.g. "we"
- able to identify plural forms of nouns when talking about quantities and the use of present and present continuous tenses
- able to follow teacher's instructions to participate different learning tasks with classmates

#### **Emphasis on Learning Targets**



P3 Teaching Contents	Unit	
Me, My family and Friends	Unit 1	This is my home
Places and Activities	Unit 2	Out for Fun
Fun and Games	Unit 3	Play Safe
Caring and Sharing	Unit 4	We can
The World Around Us	Unit 5	Sunrise, sunset
Using My Five Senses	Unit 6	Looking and Seeing

In the first unit of P4, students start with reading a postcard about the season and weathers. Students learn different adjectives to describe weather and seasons and learn to use connective "and" to add information in sentences. Students are expected to familiarised themselves with more weather and seasons vocabulary to ask and respond to the question, "What season do you like?" with classmates. They also learn to find information about weather on the Web. For letter sounds, students start with familiarising with the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in "My sister – My Pet" adapted from PLP-R/W.

Key Stage 2 – P4

Modula: The Magic of Nature

Module: The Magic of Nature											
Unit 1	Weather	and Seasons	Text types	Postcards, Weather reports							
Learning	IS(a)	1 0									
Targets	IS(b)	To converse about feeling	ngs, e.g. I like/ I don't like in famil	iar topic, e.g. seasons and weather							
	IS(c)	To provide information	through interactive classroom active	eractive classroom activities							
	KS(a)	To find out simple information e.g. weather chart, on familiar topics, e.g. weather									
	KS(b)	To interpret and use simple given information, e.g. weather reports through processes									
			activities such as matching, and classifying								
	ES(b)		s in the texts through describing or								
	ES(d)		ne's experience through classroom	activities such as making guesses on							
		the names of seasons		_							
Expected		roup (a) (Strong)	Group (b) (Medium)	Group (c) (Low)							
Learning		give answer, "I	- able to give answer, "I	- able to give short responses to							
Outcome		t like spring/summer"	like/don't like <u>autumn/winter</u> " to	_							
A 4 4]	•	ons about favourite	questions about favourite	you like?" with teacher support							
At the end		e.g. "What seasons do	seasons, e.g. "What seasons do	in class (PSS)(CLS)							
of the unit, students		" in class (PSS)(CLS) talk about the weather	you like?" with teacher support in class (PSS)(CLS)	- able to show attempt to talk about the weather with							
would be		lance with picture clues,	- able to talk about the weather	classmates with teacher support							
would be		s cold and dry" with	with classmates in accordance	in class, e.g. "It is <u>cold</u> and <u>dry</u> ".							
		es (CLS)(CS)(PSS)	with picture clues with teacher	(CLS)(CS)(PSS)							
		write at least two	support in class, e.g. "It is cold	- able to match words with							
		entences to describe the	and dry". (CLS)(CS)(PSS).	pictures to complete sentences							
	pictures	about weather and	- able to fill in the blanks to	for describing weather and							
	seasons (	use of present tense,	complete sentences describing	seasons, e.g. "It is cold and dry",							
	use of co	rrect prepositions to	he pictures about weather and	"on Monday" with teacher							
		days, e.g. on Monday)	seasons, e.g. "It is <u>cold</u> and <u>dry</u> ",	support (PSS)(CLS)							
	when writing weather reports in		"on Monday" with teacher	- able to point out some common							
		SS)(CLS)(CS)	support when writing weather	features of text type "postcard"							
	- able to point out some common		report in class (PSS)(CLS)(CS)	and "weather report" with							
		of text type "postcard"	- able to point out some common								
		ather report". (PSS)(IT) write and design simple	features of text type "postcard" and "weather report" with	- able to do the matching for designing postcard in class with							
		s in class with teacher	teacher support (PSS)(IT)	teacher support							
	_	(CR)(CLS)(CS)(PSS)	- able to fill in a simple postcard	(CR)(CLS)(CS)(PSS)							
		use capitalisation in	in class with teacher support	- able to write capitalisation in							
		d of sentences (SLS)	(CR)(CLS)(CS)(PSS)	dotted lines in first words of							
		use capitalisation in	- able to use capitalisation in	sentences and names of oneself							
		names of oneself (SLS)	first words of sentences with	with teacher support (SLS)							
		use full stops at the end	some teacher support (SLS)	- able to use full stop at the end							
	of senten	ices (SLS)	- able to use capitalisation in	of sentences (SLS)							
			writing names of oneself (SLS)								
			- able to use full stops at the end								
			of sentences (SLS)								

In this unit, students read about jobs. Students learn the names of some jobs and workplaces. This leads on to talking about what his/her family members do and where they work. Students also learn the text type features of "advertisements". This unit ends in a task of writing about the job of one of his/her family members. They also learn to find information about jobs on the Web.

For letter sounds, students continue practise the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in "My sister – My Bag" adapted from PLP-R/W.

Key Stage 2 – P4

<b>Key Stage 2 – P4 Module: We Love Ho</b>	ng Kong						
Unit 2	Jobs Pe	ople do		Text types	Description, Advertisement		
<b>Learning Targets</b>	IS(a)			ain relationships and routines in carrying out classroom activities			
	IS(b)		experiences, e.g. "My father is a driver"				
	IS(c)	To provide information	n through int	teractive classroom	activities		
	KS(a)	To find out simple inf	ormation on	familiar topics, e.g.	names of jobs and workplaces		
	KS(b)			information throug	h processes or activities such as		
		matching, and classify					
	ES(d)				ugh classroom activities such as		
	~	describing jobs of one	· · ·				
<b>Expected Learning</b>		oup (a) (Strong)		(b) (Medium)	Group (c) (Low)		
Outcome		give answer, "He/She		ve short answer,	- able to give short responses		
At the and of the	_	]" to questions about	"He/She is		to the question "What's your		
At the end of the unit, students		ple usually do, e.g.		bout jobs people	mother's job?" with teacher		
would be	(PSS)	s your mother's job?"		e.g. "What is your b?" with teacher	support (PSS) - able to show attempt to talk		
would be		talk about the jobs	support(PS)		about jobs that people usually		
		ole usually do, e.g.			do, e.g. teacher, driver with		
	teacher, driver with		- able to talk about jobs that people usually do, e.g.		picture clues with classmates		
	classmates (CLS)(CS)(PSS)		teacher, driver with picture		with teacher support		
	- able to use simple present		clues with classmates with		(CLS)(CS)(PSS)		
	tense to express present state		teacher support		- match the pictures of jobs		
	and simple truths when		(CLS)(CS)	•	with words, e.g. teacher,		
	talking about jobs with		- able to fill	l in the blanks to	driver for describing the		
	classmat	es with teacher	complete sentences for		pictures about jobs when		
		(CS)(CLS)(PSS)		the pictures about	writing about jobs with		
		use prepositions "at"	-	writing about jobs	classmates, e.g. "a driver", "a		
		ite places when		nates, e.g. "a	teacher" with teacher support		
		bout jobs with		teacher" with	(CS)(CLS)(PSS)		
		es (CS)(CLS)(PSS)	teacher sup	_	- able to match prepositions to		
		write at least two	(CS)(CLS)(		indicate the places base on visual cues with teacher		
		entences to describe		dicate personal			
	_	re (use of present se correct personal	•	he" and "she" as identify people	support (PSS) - able to match personal		
		"He/She", use of		e clues (PSS)	pronouns "he" and "she" with		
	•	preposition, use of	•	dicate prepositions	pictures with teacher support		
	_	ouns to refer to		cate places with	(PSS)		
	people a		picture clue	*	- able to locate proper		
		when writing about	•	int out some	information, e.g. job title on a		
		h classmates	_	atures of text type	job advertisement when		
	(CS)(CL	LS)(PSS)		nents", e.g. job title	browsing webpages with		
		point out some	when brows	sing webpages	teacher support (IT)(PSS)		
		features of text type	about jobs (		- able to write capitalisation in		
	"adverti	sements", e.g. job title	- able to use	e capitalisation in	dotted lines in first words of		

when browsing webpages	first words of sentences with	sentences and names of
about jobs (IT)(PSS)	some teacher support (SLS)	oneself with teacher support
- able to use capitalisation in	- able to use capitalisation in	(SLS)
first words of sentences (SLS)	writing names of oneself	- able to use full stop at the
- able to use capitalisation in	(SLS)	end of sentences (SLS)
writing names of oneself	- able to use full stops at the	
(SLS)	end of sentences (SLS)	
- able to use full stops at the		
end of sentences (SLS)		

In this unit, students are given the situation as in a food fair, trying different kinds of food. They read a conversation about food that they like to eat in the food fair with their family. Students learn to use modal 'would' to make offers and its contractions in written form. Then students read some coupons in the food fair. They then design food coupons for the food they like in groups. Students are expected to familiarised themselves with more food and drinks vocabulary to ask and respond to the question, "What'd you like to eat?" with classmates. They also learn to find information about different food dishes on the Web.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in "A Paper Plate Mask – The Mask" adapted from PLP-R/W.

Key Stage 2 – P4
Module: Food and Drink

Module: Food and		2 4 44 6 16 1		<b>7</b> 5 4.4	G : G					
Unit 3		Out – At a food fair		Text types	Conversations, Coupons					
Learning	IS(a)	To establish and maintain relationships and routines in carrying out classroom								
Targets		activities								
	IS(b)	To converse about in								
	IS(c)	To obtain information in simple classroom situations and through interactive								
		classroom activities								
	KS(a)	To find out simple information on familiar topics, e.g. favourite food and drinks								
	KS(b)	•	To interpret and use simple given information through processes or activities such as							
			matching, and classifying							
	KS(c)	•	To state opinions using information and ideas in simple spoken and written texts							
	ES(a)				asic sound patterns of English in					
			imaginative texts through activities such as participating in action rhymes							
	ES(b)		To respond to characters and events in simple imaginative texts through oral and							
			written performative means, such as designing a food coupon of one's restaurant							
	ES(d)	To give expression to one's interest through classroom activities such as designing a								
			food coupons for one's restaurant							
Expected		Group (a) (Strong) Group (b) (Medium) Group (c) (Low)								
Learning		answer question	- able to give		- able to show attempt to give					
Outcome		you like to eat?"	•	at'd you like to	responses to question					
		th teacher and classmates eat?" with teacher support "What'd you like to eat?"								
At the end of the	(CS)(PS		(CS)(PSS)	• .4	with teacher support					
unit, students		give answer, "I'd	- able to give		(CS)(PSS)					
would be		at". to question	picture clues a		- able to match the pictures of					
		vourite food	* *	question about l, "I'd like to eat	different food with words					
	(PSS)(C	talk about different	". (PSS)(CS	*	when talking about food with classmates (PSS)(CS)					
		s. salad, fish balls		the blanks to	- able to match pictures and					
	_	cher and classmates		d coupons (use	words when designing food					
	(CS)(PS		of present ten	_	coupons with classmates with					
		write correct	correct food n		teacher support					
		s to describe the	classmates	,	(CS)(CR)(PSS)(CLS)					
	picture (	use of present tense,	(CS)(CR)(PS	S)(CLS)	- able to point out some					
		orrect food names)	- able to point		common features of text type					
	when de	signing food coupons	common featu	ires of text type	"coupons", e.g. prices with					
	with clas		"coupons", e.		teacher support (PSS)					
		(PSS)(CLS)	teacher suppo		- able to identify different					
		point out some	- able to ident		pictures of dishes of food,					
		features of text type	pictures of dis		e.g. Japanese food, Chinese					
		s", e.g. prices (PSS)		food, Chinese	food on webpages with					
	- able to	identify different	food on webp	ages with	teacher support (IT)(PSS)					

dishes of food, e.g. Japanese	teacher support (IT)(PSS)	- able to write capitalisation
food, Chinese food on	- able to use capitalisation in	in dotted lines in first words
webpages with teacher	first words of sentences with	of sentences and names of
support (IT)(PSS)	some teacher support (SLS)	oneself with teacher support
- able to use capitalisation in	- able to use capitalisation in	(SLS)
first words of sentences	writing names of oneself	- able to use full stop at the
(SLS)	(SLS)	end of sentences (SLS)
- able to use capitalisation in	- able to use full stops at the	
writing names of oneself	end of sentences (SLS)	
(SLS)		
- able to use full stops at the		
end of sentences (SLS)		

In this unit, students read an e-mail to his uncle about new neighbours. They learn more adjectives to describe people and vocabulary about jobs and workplace. Students are given the chance to revisit the teaching contents that they have come across in previous chapters. Students are expected to familiarised themselves more with adjectives of appearances and vocabulary about jobs and workplaces. Students then lead on to designing birthday invitation cards to new neighbours. For letter sounds, students continue practicing the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in "Fun In The Park" adapted from PLP-R/W.

<u>Key Stage 2 – P4</u> Module: Relationships

Module: Relationsl Unit 4		v Neighbours	r	Text types	Emai	l, Invitation cards		
Learning	IS(a)	, <u> </u>				es in carrying out classroom		
Targets	-2 (3)	activities		r		<b>,g</b>		
3	IS(b)	To converse about fe	elings, interes	sts and exper	iences,	e.g. I am happy		
	IS(c)					ions and through interactive		
		classroom activities						
	KS(a)	To find out simple in	nformation on	familiar top	ics			
	KS(b)			information 1	through	processes or activities such as		
		matching, and classif						
	ES(a)	_				ic sound patterns of English in		
	70.4	imaginative texts thro						
	ES(b)	•		_	_	inative texts through oral and		
	FG(1)	written performative						
	ES(d)		expression to one's interest through classroom activities such as designing on cards for new neighbours					
Expected	Cn	oup (a) (Strong)		(b) (Mediun	2)	Group (c) (Low)		
Learning		use adjectives of		the adjective		- able to give some correct		
Outcome		nces to describe the		to describe		adjectives to describe the		
Guconic		nces of a new	appearances		the	appearances of a new		
At the end of the	* *	ur, e.g. "He is <u>tall</u>	* *	e.g. "He is <u>ta</u>	11	neighbour, e.g. "thin", "fat"		
unit, students		" with pictures clues		ith picture c		with pictures clues and		
would be	with clas	ssmates.	with teacher			teacher support		
		CS)(PSS)	(CLS)(CS)(			(CLS)(CS)(PSS)		
		o talk about the jobs		about the jo		- able to match some pictures		
		w neighbour does,		eighbour do		of jobs with different		
		acher, a <u>waiter</u> with		er, a <u>waiter</u> w	/1th	working places, e.g. waiter=>		
		tes (CLS)(CS)(PSS)	classmates v		、	restaurant, housewife=>		
		use proper nouns to fferent jobs with		S)(CS)(PSS) proper nour		home with picture clues and teacher support		
		t working places, e.g.		ent jobs with		(CLS)(CS)(PSS)		
		> restaurant,		orking places		- able to point out some		
		fe=> home	waiter=> res	~ ~		common features of text type		
	(CLS)(C	CS)(PSS)	housewife=	> home with		"invitation card", e.g. places		
		use personal	teacher supp			and time of an event		
		s "he" and "she" as	(CLS)(CS)(	·	_	(CLS)(CS)(CR)(PSS)		
		to identify people		icate person		- able to write capitalisation		
		CS)(PSS)	*	ne" and "she'		in dotted lines in first words		
		o use simple present express present state	5	dentify peop		of sentences and names of oneself with teacher support		
		ole truths (CS)(PSS)	picture clue		١	(SLS)		
	_	use prepositions "at"	•	s PSS) - able t	0	- able to use full stop at the		
		ate places(CS)(PSS)		positions "at		end of sentences (SLS)		
		o write at least two		ces with teac		· (- ·)		

correct sentences to describe the picture (use of present tense, use correct personal pronoun "He/She", use of correct preposition, use of proper nouns to refer to jobs and working places) in classroom activities(CLS)(CS)(CR)(PS S)  - able to point out some common features of text type "invitation card", e.g. time and places of an event (PSS)  - able to fill in the blanks to complete an invitation card to a new neighbour with classmates(CLS)(CS)(CR) (PSS)  - able to use capitalisation in first words of sentences (SLS)	support and picture clues (CS)(PSS)  - able to point out some common features of text type "invitation cards", e.g. time and places of an event with teacher support (PSS)  - able to fill in the blanks to complete an invitation card with classmates with classmates and teacher support (CLS)(CS)(CR)(PSS)  - able to use capitalisation in first words of sentences with some teacher support (SLS)  - able to use capitalisation in writing names of oneself (SLS)  - able to use full stops at the end of sentences (SLS)	
complete an invitation card to a new neighbour with classmates(CLS)(CS)(CR) (PSS) - able to use capitalisation in	some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the	
	end of sentences (SLS)	

In this unit, students read a simple text about how children prepare for birthday party. Students have the chance to revisit using verb "do" to seek information to obtain "Yes/no" responses. They also learn how to use formulaic expressions to accept or decline offers. Students also learn how to use adjectives to different food tastes and revisit the names of some food items. Students then lead on to designing shopping list for one of his/her friend's birthday party.

For letter sounds, students continue practicing the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in "I Am Scared" adapted from PLP-R/W.

Key Stage 2 – P4
Module: Happy Days

Module: Happy I Unit 5	_	Errord A Direth Jore De		Torré de marg	Cime	ala Taut List		
		Event – A Birthday Pa		Text types	-	ole Text, List		
Learning	IS(a)					arrying out classroom activities		
Targets	IS(b)	To converse about exp				2.2.4		
	IS(c)	activities	•			d through interactive classroom		
	KS(a)	To find out simple info	ormation on	familiar topics,	e.g. as	sking for others' favourite food		
	KS(b)	To interpret and use simutching, and classifying	To interpret and use simple given information through processes or activities such as matching, and classifying					
	ES(a)	To develop an awaren imaginative texts throu				c sound patterns of English in in action rhymes		
	ES(b)		rs and event	s in simple imag	ginativ	re texts through oral and written		
	ES(d)					m activities such as writing a		
	(-)	shopping list for prepar						
Expected	Gı	roup (a) (Strong)		(b) (Medium)	)	Group (c) (Low)		
Learning		use "Yes" or "No"		se "Yes" or "No		- able to show attempt to use		
Outcome	when gi	ving answers to	when givir	ng answers to		"Yes, please" or "No, thank		
	questions starting with		questions s	starting with		you" to accept or decline		
At the end of	auxiliar	y verb "do" with		erb "do" with		offers with teacher support		
the unit,		and classmates		pport in class		(PSS)(CLS)		
students	(PSS)(C		(PSS)(CLS			- able to give correct		
would be		use "Yes, please" or		se "Yes, please"		adjectives and nouns to		
		ank you" to accept or		you" to accept		describe the tastes of different		
		offers (CLS)(PSS)		ers (CLS)(PSS)		food, e.g. "sweet", "sour",		
		use adjectives to		se some adjectiv		"cake" with teacher support		
		e tastes of different		to describe tast		(CLS)(PSS)		
		g. sweet, sour		t food, e.g. swe		- able to match the pictures		
		use proper nouns to	(CLS)(PSS		ies	for birthday party with words (CLS)(PSS)		
		out things needed for a		se some proper		- able to point out some		
		party, e.g. birthday		lk about things		common features of text type		
		andles (CLS)(PSS)		a birthday part	-	"list", e.g. numbering with		
		use personal	_	ay cake, candles	S	teacher support (CLS)(PSS)		
		ns "he" and "she" as	•	re clues with	g/	- able to match pictures with		
		to identify people		pport (CLS)(PS		cards for a shopping list in		
	(CLS)(I	· ·		ll in the blanks		groups for a birthday party		
		o use simple present		entences descri		with teacher support		
		express present state ple truths (CLS)(PSS)		, e.g. "a <u>birthda</u>		(CLS)(CS)(CR)(PSS)		
		write at least two	support (C	andle" with tea	CHEF	(MS) - able to write capitalisation in		
		sentences to describe		dicate personal		dotted lines in first words of		
		ure (use of present		the" and "she" a		sentences and names of		
	_	se correct personal	•	identify people		oneself with teacher support		
	terise, u	se correct personar	subjects to	racinity people	_	onesen with teacher support		

pronoun "He/She", use of	with picture clues (CLS)(PSS)	(SLS)
proper nouns and adjectives	- able to point out some	- able to use full stop at the
to describe food with different	common features of text type	end of sentences (SLS)
tastes) (CLS)(PSS)	"list", e.g. numbering when	, ,
- able to point out some	making shopping list for	
common features of text type	birthday party with classmates	
"list", e.g. numbering	with teacher support	
(MS)(PSS)	(MS)(PSS)	
- able to fill in the blanks to	- able to fill in the blanks to	
complete a shopping list for	complete a shopping list in	
preparing a birthday party	groups for a birthday party	
(CLS)(CS)(CR)(PSS)(MS)	with teacher support	
- able to use capitalisation in	(CLS)(CS)(CR)(PSS)(MS)	
first words of sentences (SLS)	- able to use capitalisation in	
- able to use capitalisation in	first words of sentences with	
writing names of oneself	some teacher support (SLS)	
(SLS)	- able to use capitalisation in	
- able to use full stops at the	writing names of oneself	
end of sentences (SLS)	(SLS)	
	- able to use full stops at the	
	end of sentences (SLS)	

In this unit, students read a simple poem different shopping places and activities for children. The poem adopts the AABB rhyming pattern (the 1<sup>st</sup> and 2<sup>nd</sup> line rhyme, and the 3<sup>rd</sup> and 4<sup>th</sup> line rhyme). This unit acts as a start-up for introducing students with more text types for the next learning stage.

Students then learn different learning places and activities in shopping centre. They use interrogative adverb "where" to ask about shopping location and "what" to ask about shopping activities. Students then lead on to designing shopping directories of a shopping centre. Students are expected to familiarised themselves with the vocabulary about places and activities at a shopping centre by initiating questions about where and what people want to go/do.

For letter sounds, students continue practicing the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in "A Paper Plate Mask – The Mask" adapted from PLP-R/W.

Key Stage 2 – P4
Module: Hanny Days

Module: Happy Day Unit 6	_	inment and leisure – l	Let's go	Text	Poems, d	irectories
	shoppin			types		
<b>Learning Targets</b>	IS(a)		aintain relatio	nships and i	outines in	carrying out classroom
	IS(b)	To converse about fe	elings, interest	s and opinior	ıs, e.g. "I v	vant to go to a restaurant"
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities				
	KS(a)	To find out simple in	formation on f	amiliar topic	s, e.g. shop	pping places
	KS(b)					cesses or activities such as
	. ,	matching, and classif			0 1	
	KS(c)	To state opinions using	ng information	and ideas in	simple spo	oken and written texts
	ES(a)	To develop an aware	ness and an en	joyment of th	ne basic so	und patterns of English in
		imaginative texts thro	ough activities	such as parti	cipating in	action rhymes
	ES(b)	•			_	ve texts through oral and
		written performative means, such as designing a directory for a shopping centre				
	ES(d)					
_		as describing one's favourite shopping places				
Expected		oup (a) (Strong)		o) (Medium)		Group (c) (Low)
Learning		identify different	- able to iden	•		le to give short responses
Outcome		es to questions	responses to			ne question "Where do
At the end of the		with "where" and with teachers and	starting with			want to go?" and "What
unit, students		tes (PSS)(CLS)(CS)	"what" with the in classroom			you want to do?" with
would be		give answer, "I want	(PSS)(CLS)(			her support S)(CLS)(CS)
Would De		[restaurant]" to	- able to give	,	,	le to match the pictures of
	_	about favourite	"[go to [resta			oping places and
	_	g places, e.g. "Where	question abou			vities, e.g. restaurant, eat
		vant to go?"	shopping place			sum (PSS)(CLS)(CS)
	(PSS)(C		do you want	, ,		le to point out some
	- able to	give answer, "I want	(PSS)(CLS)(			nmon features of text type
		im sum]" to question	- able to give	short answer	; "dir	ectories", e.g. number of
	"What d	o you want to do?"	"[eat dim sun			r(3/F, 4/F) when
	(PSS)(C		"What do you			wsing on webpages about
		relate places with	(PSS)(CLS)(			oping centres' directories
		s, e.g. "go to	- able to relat			(PSS)
		nt" "to eat dim sum"	activities, e.g			le to write capitalisation
		bookshop" to "buy	restaurant" "1			otted lines in first words
	a book''	(PSS)(CLS)(CS)	or "go to boo	kshop'' to "b	uy of so	entences and names of

- able to write at least two correct sentences to describe the picture (use of present tense, use of correct nouns to show places and activities, e.g. restaurant, eat dim sum in classroom activities (PSS)(CLS)(CS)
- able to point out some common features of text type "directories", e.g. number of floor (3/F/, 4/F) when browsing on webpages about shopping centres' directories (IT)(PSS)
- able to complete a directory for a shopping centre with classmates with teacher support (PSS)(CLS)(CS)(CR)
- able to use capitalisation in first words of sentences (SLS)
- able to use capitalisation in writing names of oneself (SLS)
- able to use full stops at the end of sentences (SLS)

- a book" with picture clues (PSS)(CLS)(CS)
- able to fill in the blanks to complete sentences for descripting pictures, e.g. "go to [restaurant]", "buy a [book]" (PSS)(CLS)(CS)
- able to point out some common features of text type "directories", e.g. number of floor (3/F, 4/F) when browsing on webpages about shopping centres' directories (IT)(PSS)
- able to fill in the blanks to complete a directory for a shopping centre with teacher support (PSS)(CLS)(CS)(CR) - able to use capitalisation in first words of sentences with
- some teacher support (SLS)
   able to use capitalisation in writing names of oneself (SLS)
- able to use full stops at the end of sentences (SLS)

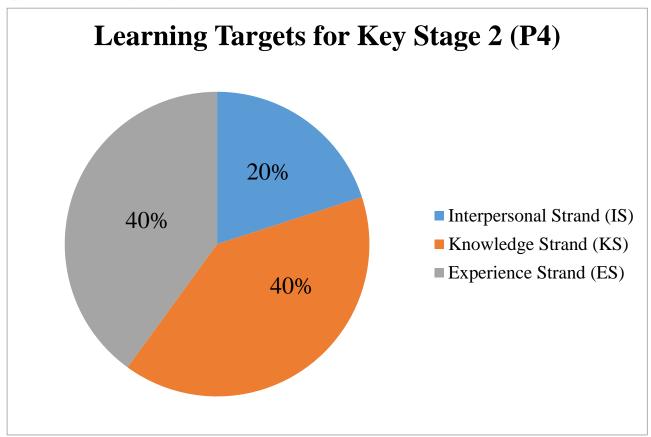
oneself with teacher support (SLS)

- able to use full stop at the end of sentences (SLS)

# **P4** Learning Summary

- able to identify all English alphabets, their names, initial sounds and ending sounds of some of the letters
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic conventions of written English, e.g. from left to right, capitalisation and punctuation, e.g. full stop
- able to make and respond to more question types using "what", "where", "when" and "who"
- able to use more subject pronouns except "he/she" in context, e.g. "we"
- able to identify plural forms of nouns when talking about quantities and the use of present and present continuous tenses
- able to follow teacher's instructions to participate different learning tasks with classmates
- able to give some responses by showing problem solving skills when respond to characters and events in context, e.g. shopping centres, birthday party through oral and written performative means
- able to identify more text types, e.g. e-mails, coupons, and postcards

# **Proportion on Learning Targets**



P4 Teaching Contents	Unit	
The Magic of Nature	Unit 1	Weather and Seasons
We Love Hong Kong	Unit 2	Jobs people do
Food and Drinks	Unit 3	At a Food Fair
Relationships	Unit 4	My New Neighbour
Happy Days	Unit 5	Birthday Party
	Unit 6	Let's go shopping

In this unit, students read some conversations on different locations of family members in a new home. Students start with learning vocabulary about the names of rooms, home activities and the form of present continuous tense. Students are given the chances to revisit the function and form of present continuous tenses. They also revisit the use of interrogative adverbs "where" and "what" to ask questions. Students are expected to get more familiarised with using "where" and "what" to seek information and preposition "in" for talking about location. Also, students in P5 are expected to get more accustomed to using capitalisation and puntuation (full stop and question marks) more appropriately.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in "My friend, Oscar-What is on the Mat" adapted from PLP-R/W.

**Key Stage 2 – P5 Module: Relationships** 

Unit 1	Famili	es – A New Home		Text types	Conve	ersations, Floor plan		
Learning	IS(a)	To establish and mainta	ain relatior	ships and routin	nes in ca	arrying out classroom activities		
Targets	IS(b)	To converse about feel	ings and e	xperiences abou	t studer	nts' family lives		
	IS(c)	To obtain information i	in simple c	lassroom situati	ions and	d through interactive classroom		
		activities						
	KS(a)	To find out simple info	rmation o	n familiar topics	, e.g. fa	mily lives		
	KS(b)	To interpret and use si matching, and classifyi	To interpret and use simple given information through processes or activities such as matching, and classifying					
	KS(c)			on and ideas in s	simple	spoken and written texts		
	ES(a)					ic sound patterns of English in		
	,	imaginative texts throu						
	ES(b)	To respond to character	rs and ever	nts in simple ima	iginativ	e texts through oral and written		
		performative means, su	ich as desi	gning a floor pla	an for n	ew home		
	ES(d)	To give expression to	one's opi	nions through c	lassroo	m activities such as designing		
		floor plan for a new ho	me					
Expected	G	roup (a) (Strong)	Grou	ıp (b) (Medium	<b>1</b> )	Group (c) (Low)		
Learning		o respond to the		give responses to		- able to give short responses		
Outcome		tion "What <u>is</u> he/she question "What <u>is</u> he/she to the question "What						
		"" => "He/She is						
At the end of the		g dishes" about home		dishes" about ho	ome	washing dishes" (is/are +		
unit, students would be		es to teacher and		to teacher and		v.ing) about home activities		
would be		ates with teacher		es with teacher		with teacher support		
		t (PSS)(CLS)(CS) o relate home activities	~ ~	PSS)(CLS)(CS) relate places wit		(PSS)(CLS)(CS) - able to relate places with		
		aces, e.g. "washing		ivities, e.g. "was		home activities, e.g. "washing		
		to "kitchen"		o "kitchen" with		dishes" to "kitchen" by		
		CLS)(CS)		upport and pictu		matching with teacher support		
		o write at least two	clues			and picture clues		
	correct	sentences to describe	(PSS)(CI	LS)(CS)		(PSS)(CLS)(CS)		
	picture	s (use of present	- able to	fill in the blanks	s to	- able to point out the use of		
		ous tense, use of		sentences for		different punctuations in		
		nouns to show places		ng home activiti	es in	conversations, e.g. question		
		ivities) about a new	class acti			marks with teacher support		
		n class activities	(PSS)(CI		c	(PSS)		
		CLS)(CS)		point out the use		- able to write capitalisation		
		o point out the use of		punctuations in		in dotted lines in first words of sentences and names of		
		nt punctuations in		tions, e.g. questi th teacher suppo		oneself with teacher support		
	marks	sations, e.g. question	(PSS)	in teacher suppo	πl	(SLS)		
	(PSS)			fill in the blanks	for	- able to use full stop at the		
	(100)		able to	iii iii tiic UlailKS	, 101	able to use full stop at the		

- able to design floor plans for a new home with classmates with teacher support (PSS)(CLS)(CS)(CR) - able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS) - able to use capitalisation in writing names (SLS)	designing floor plans for a new home with classmates with teacher support (PSS)(CLS)(CS)(CR) - able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS) - able to use capitalisation in writing names (SLS)	end of sentences (SLS)
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In this unit, students read a brochure about a one-day trip in Hong Kong. Students start with revisiting different tourist attractions and means of transport in Hong Kong. Students learn different tourist attractions in Hong Kong. They also learn different means of transport using "by", e.g. "by bus", "by train". They then learn the text types of brochures. Students are given the chances to revisit again the use of interrogative adverbs "where" learn to use "how" to ask questions. Students are expected to get more familiarised with using "where" to seek information about location. They are also expected to be accustomed to using capitalisation and puntuation (full stop and question marks) in sentences and questions more appropriately.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in "Can they see me" adapted from PLP-R/W.

Key Stage 2 – P5

Module:	We	Love	Hong	Kong
	,,,,			

Unit 2	Travel	ling Around		Text types	Brochures		
Learning	IS(a)	To establish and mainta	ain relationshi	ps and routines in	carrying out classroom activities		
Targets	IS(b)	To converse about opin	ions and expe	eriences about stu	dents' lives		
	IS(c)	To obtain information activities	in simple clas	sroom situations	and through interactive classroom		
	KS(a)	To find out simple information on familiar topics, e.g. travelling in Hong Kong					
	KS(b)				gh processes or activities such as		
	. ,	matching, and classifying	ng				
	KS(c)				e spoken and written texts		
	ES(a)				asic sound patterns of English in		
	EG(1)	imaginative texts through	Ŧ		-		
	ES(b)	performative means, su		1	tive texts through oral and written at a one-day trip		
	ES(d)	2			oom activities such as composing		
	` '	brochures about a one-day trip					
Expected	G	roup (a) (Strong) Group (b) (Medium) Group (c) (Low)					
Learning		to respond to the - able to give responses to the - able to give some response					
Outcome		ons "Where do you					
		go?" and "How do		' and "How do	you want to go?" and "How		
At the end of		t there?" => "I want to		e?" => "go to	do you get there?" about a		
the unit,		" and "I get there		"by" about			
students would		" about a one-day		ip in Hong Kong	with teacher and classmates		
be		Hong Kong with		and classmates	with teacher support		
		and classmates with support	with teacher (PSS)(CLS)	* *	(PSS)(CLS)(CS) - able to show attempt to use		
		CLS)(CS)		the interrogative	the interrogative adverb		
		o use the interrogative		v" to ask about	"how" to ask about ways to go		
		"how" to ask about		o a place with	to a place with teacher support		
	ways to go to a place with teacher support (PSS)(CLS)(CS)						
		CLS)(CS)	(PSS)(CLS)		- able to show attempt to use		
	- able t	o use the interrogative	- able to use	the interrogative	the interrogative adverb		
		"where" to ask for		ere" to ask for	"where" to ask for specific		
		e information about		rmation about	information about location		
	locatio						
		CLS)(CS)	(PSS)(CLS)		(PSS)(CLS)(CS)		
		o write at least two		nplete sentences	- able to match pictures with		
		sentences to describe		ng pictures (use of	*		
	picture	s (use of present tense,	correct nour	ns and preposition	transportation with teacher		

use of correct nouns and
preposition to show places,
activities and the use of "by")
when composing brochures
about a one-day trip in Hong
Kong (PSS)(CLS)(CS)

- able to point out some common features of text type "brochures", e.g. name of destination when browsing for information on webpages in class activity (PSS)
- able to design brochure with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to use capitalisation in
- writing a sentence (SLS)
   able to use capitalisation in writing names (SLS)

and punctuation (full stop) in

to show places, activities and the use of "by") when composing brochures about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)

- able to point out some common features of text type "brochures", e.g. name of destination when browsing for information on webpages in class activity with teacher support (PSS)
- able to fill in the blanks for designing brochure with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT)
- able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS)
- able to use capitalisation in writing names (SLS)

support (PSS)

- able to point out some common features of text type "brochures", e.g. name of destination when browsing for information on webpages in class activity with teacher support (PSS)
- able to do matching for designing brochure with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT)
- able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS)
- able to use full stop at the end of sentences (SLS)

In this unit, students start with reading some conversations with families about the places that cousin from China can go. They start with reading a map to talk about different places they can go and activities they can do at different places. Then they need to compose email to tell the cousin about the trip.

Students in this unit have chances to revisit the names of tourist attraction in Hong Kong and means of transport learnt in Unit 2. Students learn to talk about different activities they could do in particular places by using interrogative adverb "what". Students are given the chances consolidate the use of interrogative adverbs "where" and "what" in conversations. They are also expected to be accustomed to using capitalisation and puntuation (full stop and question marks) in sentences and questions more appropriately.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in "My friend, Oscar-Ten Books and Ten Pencils" adapted from PLP-R/W.

Key Stage 2 – P5

Module: Relationships							
Unit 3	Send a	Message		Text types	Maps,	, Emails	
Learning	IS(a)	To establish and maintai	in relationships and routines in carrying out classroom activities				
Targets	IS(b)	To converse about expe	eriences and opinions about students' lives, e.g. travelling in Hong				
		Kong					
	IS(c)	To obtain information	in simple cl	assroom situatio	ns and	through interactive classroom	
		activities					
	KS(a)	To find out simple infor	mation on fa	miliar topics, e.g	. travell	ling in Hong Kong	
	KS(b)	^		information thr	rough p	processes or activities such as	
		matching, and classifyin					
	KS(c)	To state opinions using i					
	ES(a)	•		• •		e sound patterns of English in	
		imaginative texts throug					
	ES(b)	_			•	texts through oral and written	
		performative means, such as composing an email about a one-day trip					
	ES(d)		•	through classroo	m activi	ities such as composing an email	
		to a relative about a one-day trip					
Expected	Group (a) (Strong)			p (b) (Medium)		Group (c) (Low)	
Learning		o identify different	_	ve responses to		- able to give some responses to	
Outcome		responses to questions starting with "where" and "what" with		tarting with "who		the questions "Where do you	
At the				with classmates		want to go?" and "What can we	
end of the		s and classmates	with teache	* *		do?" about a one-day trip in	
unit,	` ' '	CLS)(CS) o give answer, "I want to	(PSS)(CLS	ve responses "go		Hong Kong with teacher and classmates with teacher support	
students		ourist attractions]" to		<u>actions]</u> " to ques		(PSS)(CLS)(CS)	
would		n about a one-day trip,		e-day trip, e.g.		- able to show attempt to use	
be	•	There do you want to		you want to go?'		the interrogative adverb	
		SS)(CLS)(CS)	with teache			"where" and "what" to seek	
		give answer, "I can	(PSS)(CLS	* *		different information in context	
		n sum]" to question		ve responses "[ea	at v	with teacher support	
		can we do?"		to question "Wha		(PSS)(CLS)(CS)	
	(PSS)(C	CLS)(CS)	can we do?	" with teacher	-	- able to match pictures with	
		o relate places with		SS)(CLS)(CS)		phrases on places and activities	
		es, e.g. "go to Ocean		late places with		with teacher support	
		to ride on cable car"		e.g. "go to Ocean		- able to point out some	
		CLS)(CS)		ʻride cable car" v		common features of text type	
		o write at least two	teacher sup			"Emails", e.g. subject and	
	correct	sentences to describe	(PSS)(CLS	(CS)	í	address with teacher support	

pictures (use of present tense, use of correct nouns and preposition to show places, activities) when composing emails about a one-day trip in Hong Kong (PSS)(CLS)(CS) - able to point out some common features of text type "Emails", e.g. subject and address in class activity (PSS)

- able to compose emails with classmates about a one-day trip in Hong Kong with teacher support

(PSS)(CLS)(CS)(CR)(CLS)(IT)

- able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS)
- able to use capitalisation in writing names (SLS)

- able to complete sentences for describing pictures (use of correct nouns and preposition to show places, activities) when composing emails about a oneday trip in Hong Kong with teacher support (PSS)(CLS)(CS)

- able to point out some common features of text type "emails", e.g. subject and address in class activity with teacher support (PSS)
- able to fill in the blanks for composing emails with classmates about a one-day trip in Hong Kong with teacher support

(PSS)(CLS)(CS)(CR)(CLS)(IT)
- able to use capitalisation in
and punctuation (full stop) in
writing a sentence with teacher

support (SLS)able to use capitalisation in

writing names (SLS)

(PSS)

- able to do matching for composing emails about a one-day trip in Hong Kong in class activity with teacher support (PSS)(CLS)(CS)(CR)(CLS)(IT) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS)

In this unit, students start with reading online diary entry about a one-day trip in Hong Kong. They look at some places and activities in Hong Kong again. Then they need to finish another diary entry about an outing with family.

Students in this unit revisit the names of tourist attraction in Hong Kong and different activities learnt in previous units and start learning "past tense" in context and to identity different activities and their feelings on the activities. They are expected to get familiarised with using "past tense" when talking about past activities, events or states. They are also expected to be more accustomed to using capitalisation and puntuation (full stop and question marks) in sentences and questions more appropriately.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in "The Bus Is Coming" adapted from PLP-R/W.

Key Stage 2 – P5

Module: Enterta		and Leisure				
Unit 4	A bag	of laughs		Text types	Online diaries, Captions	
Learning	IS(a)	To establish and mainta	ain relations	hips and routines	in carrying out classroom ac	ctivities
Targets	IS(b)				students' lives, e.g. feelings	about a
		one-day trip in Hong K	Cong with far	nily		
	IS(c)		in simple cla	assroom situatio	ns and through interactive cla	assroom
		activities				
	KS(a)	_	rmation on f	familiar topics, e	g. a one-day trip in Hong Ko	ong with
		family				
	KS(b)	•		information thr	ough processes or activities	such as
	TTG()	matching, and classifyi		1.1		
	KS(c)				nple spoken and written texts	
	ES(a)	•		• •	basic sound patterns of En	iglish in
	EC(b)	imaginative texts throu	-		<u> </u>	1 ******
	ES(b)	1 0				written
	ES(c)	performative means, such as composing an email about a one-day trip  to give expression to imaginative ideas through oral, written and performative means				
	LS(C)	such as supplying captions to depict a scene and character				
	ES(d)	To give expression to one's opinions through classroom activities such as finishing a				
	LS(u)	diary entry about a one				isining u
Expected	G	roup (a) (Strong)		(b) (Medium)	Group (c) (Low	v)
Learning	- able to	o identify different	- able to gi	ve responses to	- able to give some res	
Outcome		es to questions starting		tarting with	to the questions "When	
		where" and "what" with		nd "what" with	you go?" and "What di	•
At the end of		s and classmates		with teacher	do?" about a one-day t	
the unit,		CLS)(CS)		PSS)(CLS)(CS)	Hong Kong with teach	
students would be		o give answer, "I		ve responses	classmates with teacher	
would be		to" to question one-day trip, e.g.	"[went] to	[tourist]" to question ab	support (PSS)(CLS)(C - able to show attempt	
		e did you go?"		rip, e.g. "Where	the interrogative adver	
		CLS)(CS)		?" with teacher	"where" and "what" to	
		give answer, "We		SS)(CLS)(CS)	different information in	
		m sum" to question		ve responses "[a		
		did you do?"	_	to question "Wh		• •
		CLS)(CS)		?" with teacher	- able to show attempt	
		o relate places with		SS)(CLS)(CS)	past tense when talking	-
		es, e.g. "Ocean Park"		late places with	past activities and even	
		ble car"		e.g. "Ocean Park	_	s with
		CLS)(CS)		car" with teache	1 1	
	- able to	o write at least two	support (P	SS)(CLS)(CS)	activities with teacher	support

correct sentences to describe
pictures (use of past tense, use
of correct nouns and
preposition to show places,
activities) when finishing a
diary entry about a one-day
trip in Hong Kong
(PSS)(CLS)(CS)

- able to point out some common features of text type "Diaries", e.g. date and title in class activity (PSS)
- able to finish the online diary entry with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT)
- able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS)
- able to use capitalisation in writing names (SLS)

- able to complete sentences for describing pictures (use of past tense, correct nouns and preposition to show places, activities) finishing a diary entry about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS) - able to point out some
- able to point out some common features of text type "Diaries", e.g. date and title in class activity with teacher support (PSS)
- able to fill in the blanks for writing a diary entry with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT)
- able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS)
- able to use capitalisation in writing names (SLS)

- able to point out some common features of text type "Diaries", e.g. date and title with teacher support (PSS)
- able to do matching for writing a diary entry about a one-day trip in Hong Kong in class activity with teacher support

(PSS)(CLS)(CS)(CR)(IT)

- able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS)
- able to use full stop at the end of sentences (SLS)

In this unit, students read about a passage about a picnic. Students learn how to ask and talk about the names of some food items. At the end, students need to finish a list of food items for the school picnic.

Students in this unit learn to use the general determiners "any" and "some" to show quantities and use uncountable nouns to refer to uncountable objects. They also revisit the use of the introductory "there" to express that something exists. Students in this unit recap the concept of "countable" and "uncountable" of things (learnt in KS1) and make it to acquire new knowledge, that is, "There is \_\_\_\_\_" or "There are \_\_\_\_\_".

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in "Fun Time in our Classroom" adapted from PLP-R/W.

# Key Stage 2 – P5

<b>Module:</b>	Places	and	<b>Activities</b>
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more than one object, e.g. biscuits (PSS) - able to write at least two correct sentences to describe pictures (use of present tense, use of correct countable and uncountable nouns and general determiner "some") when talking about the school picnic with classmates (PSS)(CLS)(CS) - able to identify plural form of countable nouns to refer to more than one object, e.g. biscuits with teacher support (PSS) - able to identify plural form of some countable nouns with teacher support(PSS) - able to match pictures with words of food items when making the list with teacher support(PSS)(CLS)(CS)(CR)( MS) - able to point out some countable nouns with teacher support(PSS) - able to match pictures with words of food items when making the list with teacher support(PSS)(CLS)(CS)(CR)( MS) - able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS) - able to point out some  (PSS)(CLS)(CS) - able to identify plural form of some countable nouns with teacher support(PSS) - able to match pictures with words of food items when making the list with teacher support(PSS)(CLS)(CS)(CR)(MS) - able to point out some  (PSS)(CLS)(CS)(CS)(CR)(MS) - able to identify plural form of some countable nouns with teacher support(PSS) - able to match pictures with words of food items when making the list with teacher support (PSS)(CLS)(CS)(CR)(MS) - able to point out some  (PSS)(CLS)(CS)(CS)(CS)(CR)(MS) - able to point out some	Unit 5	Holiday			Text types	Simple	e text, Lists	
Classmates   IS(c)   To obtain information in simple classroom situations and through interactive classroom activities	Learning	IS(a)	To establish and mainta	ain relation	ships and routin	nes in ca	rrying out classroom activities	
IS(c)   To obtain information in simple classroom situations and through interactive classroom activities	Targets	IS(b)		ings and e	xperiences abou	ıt studer	nts' lives, e.g. having picnic with	
State opinions using information and ideas in simple spoken and written texts								
KS(a) To find out simple information on familiar topics, e.g. having picnic with classmates		IS(c)		in simple	classroom situa	tions ar	nd through interactive classroom	
KS(b)   To interpret and use simple given information through processes or activities such as matching, classifying and sequencing								
Matching, classifying and sequencing   ES(a)   To state opinions using information and ideas in simple spoken and written texts								
Expected Learning Outcome  At the end of the unit, students would be  At the end of the unit, one biscuits (PSS)  - able to identity countable and uncountable nouns to refer to more than one object, e.g. biscuits (PSS)  - able to write at least two correct sentences to describe pictures (use of correct countable and uncountable nouns and general determiner "some") when talking about the school picnic with classmates  Expected  Expected Learning Outcome  At the end of the unit, students would be  Fights a pricipating in action rhymes and events in simple imaginative texts through oral and written sperformative means, such as making a list of food items for a picnic with friends  Expected Learning Outcome  - able to give expression to one's opinions through classroom activities such as listing food items for a picnic with friends  - able to give expression to one's opinions through classroom activities such as participating in action rhymes  Expected  Expected Learning Outcome  - able to give answer, "There is/are 'able to give responses to the questions using auxiliary verbs "is/are" with teacher support  (PSS)(CLS)(CS)  - able to identity countable and uncountable nouns with teacher support (PSS)  - able to identity countable and uncountable nouns with teacher support (PSS)  - able to identity plural form of countable and uncountable nouns with teacher support (PSS)  - able to identity plural form of some countable nouns with teacher support (PSS)  - able to identity plural form of some countable and uncountable nouns with teacher support (PSS)  - able to identity countable and uncountable nouns with teacher support (PSS)  - able to identity countable and uncountable nouns with teacher support (PSS)  - able to identity countable and uncountable nouns with teacher support (PSS)  - able to identity countable and uncountable nouns with teacher support (PSS)  - able to identity countable and uncountable nouns with teacher support (PSS)  - able to identity countable and uncountable nouns with teacher suppor		KS(b)				through	processes or activities such as	
ES(b)   To respond to characters and events in simple imaginative texts through oral and written performative means, such as making a list of food items for a picnic with friends		KS(c)	To state opinions using	informati	on and ideas in s	simple s	poken and written texts	
Expected Learning Outcome  At the end of the unit, students would be  At the end of countable nouns (PSS)  - able to identity countable nouns of ester to more than one object, e.g. biscuits (PSS)  - able to write at least two correct sentences to describe pictures (use of correct countable and uncountable nouns and general determiner "some") when talking about the school picnic with classmates    ES(d)   To respond to characters and events in simple imaginative texts through oral and written performative means, such as making a list of food items for a picnic with friends   To give expression to one's opinions through classroom activities such as listing food items for a picnic with friends   For a picnic with classmates   Group (b) (Medium)   Group (c) (Low)   - able to give answer, "There is/are", when using auxiliary verbs "is/are" with teacher support (PSS)(CLS)(CS)   - able to identity countable and uncountable nouns with teacher support (PSS)(CLS)(CS)   - able to identity countable and uncountable nouns with teacher support (PSS)   - able to identity countable and uncountable nouns with teacher support (PSS)   - able to identity countable and uncountable nouns with teacher support (PSS)   - able to identity countable and uncountable nouns with teacher support (PSS)   - able to identity countable and uncountable nouns with teacher support (PSS)   - able to identity countable and uncountable nouns with teacher support (PSS)   - able to identity countable and uncountable nouns with teacher support (PSS)   - able to identity countable and uncountable nouns with teacher support (PSS)   - able to identity countable and		ES(a)	To develop an awaren	ess and a	n enjoyment of	the bas	sic sound patterns of English in	
Expected   Group (a) (Strong)   Group (b) (Medium)   Group (c) (Low)				-			•	
Expected Learning Outcome  At the end of the unit, students would be  At the end of the unit, students  At the end of the unit, students would be  At the end of the unit, students  At the end of the unit, students support  At the end of the unit, students su		ES(b)				_	•	
Expected Learning Outcome  - able to give answer, "There is/are" to questions using auxiliary verbs "is/are" with teacher support  (PSS)(CLS)(CS) - able to identity countable and uncountable nouns to refer to more than one object, e.g. biscuits (PSS) - able to write at least two correct sentences to describe pictures (use of present tense, use of correct countable and uncountable nouns and general determiner "some") when talking about the school picnic with classmates  (PSS)(CLS)(CS) - able to pive some responses, "There is/are" to the questions using auxiliary verbs "is/are" with teacher support (PSS)(CLS)(CS) - able to identity countable and uncountable nouns with teacher support (PSS) - able to identity plural form of countable nouns to refer to more than one object, e.g. biscuits with teacher support (PSS) - able to fill in the blanks for the food items list (use of present tense, use of correct countable and uncountable nouns and general determiner "some") when talking about the school picnic with classmates  (PSS)(CLS)(CS) - able to give oner responses to the questions "There is/are", to the questions using auxiliary verbs "is/are" with teacher support  (PSS)(CLS)(CS) - able to identity countable and uncountable nouns with teacher support (PSS) - able to identity plural form of countable nouns to refer to more than one object, e.g. biscuits with teacher support  (PSS) - able to identity countable and uncountable nouns with teacher support (PSS) - able to identity plural form of countable nouns to refer to more than one object, e.g. biscuits with teacher support  (PSS) - able to fill in the blanks for the food items list (use of present tense, use of correct countable and uncountable nouns with teacher support (PSS)(CLS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(C		== / -:						
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- able to give answer, "There is/are" to questions using auxiliary verbs "is/are" with teacher support (PSS)(CLS)(CS) - able to identity countable and uncountable nouns to refer to more than one object, e.g. biscuits (PSS) - able to write at least two correct sentences to describe pictures (use of present tense, use of correct countable and uncountable nouns and general determiner "some") when talking about the school picnic with classmates (PSS)(CLS)(CS) - able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS) - able to give answer, "There is/are", able to give responses to the questions "There is/are", when using auxiliary verbs "is/are" with teacher support (PSS)(CLS)(CS) - able to identity countable and uncountable nouns with teacher support (PSS) - able to identify plural form of countable nouns to refer to more than one object, e.g. biscuits with teacher support (PSS) - able to fill in the blanks for the food items list (use of present tense, use of correct countable and uncountable nouns and general determiner "some") when talking about the school picnic in class with teacher support (PSS)(CLS)(CS)(CS)(CR)(MS) - able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS) - able to point out some - able to give responses to the questions "There is/are" it to the questions using auxiliary verbs "is/are" with teacher support (PSS)(CLS)(CS) - able to identify countable and uncountable nouns with teacher support (PSS) - able to identify plural form of countable nouns to refer to more than one object, e.g. biscuits with teacher support - able to write at least two correct countable and uncountable nouns with teacher support - able to identify plural form of countable nouns with teacher support - able to identify plural form of countable nouns with teacher support - able to identify plural form of countable nouns with teacher support - able to give in vict leaster support - able to give in vict leacher support - able to g	T ( )	G						
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uncountable nouns and general determiner "some") when talking about the school picnic with classmates  (PSS)(CLS)(CS)  - able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS)  (PSS)(CLS)(CS)  take food items list (use of present tense, use of correct countable and uncountable nouns and general determiner "some") when talking about the school picnic in class with teacher support "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS)  (PSS)(CLS)(CS)  - able to point out some "Lists", e.g. numbering with teacher support (PSS)(CLS)(CS)(CR)(MS)  - able to point out some "Lists", e.g. numbering with teacher support (PSS)  - able to point out some on able to write capitalisation in				` /	C111	C		
determiner "some") when talking about the school picnic with classmates (PSS)(CLS)(CS)  - able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS)  (PSS)(CLS)(CS)  - able to point out some teacher support (PSS)(CLS)(CS)(CS)(CR)(MS)  (PSS)(CLS)(CS)  - able to point out some teacher support (PSS)(CLS)(CS)(CS)(CR)(MS)  - able to point out some (PSS)  - able to point out some teacher support (PSS)  - able to point out some (PSS)  - able to point out some teacher support (PSS)  - able to point out some (PSS)  - able to point out some common features of text type (PSS)  - able to point out some (PSS)  - able to point out some on able to write capitalisation in								
talking about the school picnic with classmates (PSS)(CLS)(CS) - able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS)  (PSS)(CLS)(CS)  (PSS)(CLS)(CS)  countable and uncountable nouns and general determiner "some") when talking about the school picnic in class with teacher support (PSS)(CLS)(CS)(CR)(MS)  (PSS)(CLS)(CS)  - able to point out some  MS) - able to point out some "Lists", e.g. numbering with teacher support (PSS)(CLS)(CS)(CR)(MS) - able to point out some  "Lists", e.g. numbering (PSS) - able to point out some "Lists", e.g. numbering with teacher support (PSS) - able to point out some on the point out some "Lists", e.g. numbering (PSS)  (PSS)(CLS)(CS)(CS)(CR)(MS) - able to point out some on the point out some of text type "Lists", e.g. numbering (PSS)  (PSS)(CLS)(CS)(CS)(CR)(MS) - able to point out some on the point out some of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS) - able to point out some on the point out some of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS) - able to point out some of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS) - able to point out some of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS) - able to point out some of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS) - able to point out some of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS) - able to point out some of text type "Lists", e.g. numbering (PSS)(CLS)(CS)(CR)(MS)								
with classmates (PSS)(CLS)(CS) - able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS)  (PSS)(CLS)(CS)  common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS)  common features of text type the school picnic in class with teacher support (PSS)(CLS)(CS)(CR)(MS)  common features of text type (PSS)(CLS)(CS)(CR)(MS)  common features of text type (PSS)(CLS)(CS)(CR)(MS)  common features of text type (PSS)  common features of text type  common fe			,	•				
(PSS)(CLS)(CS) - able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS)  ("some") when talking about the school picnic in class with teacher support (PSS)(CLS)(CS)(CR)(MS) - able to point out some  (PSS)(CLS)(CS) - able to write capitalisation in							*	
- able to point out some common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS) (CS)(CS)(CR)(MS) (PSS)(CLS)(CS) - able to point out some "Lists", e.g. numbering with teacher support (PSS) (CLS)(CS) (CS)(CR)(MS) - able to point out some - able to write capitalisation in								
common features of text type "Lists", e.g. numbering (PSS)(CLS)(CS) (PSS)(CLS)(CS)  - able to point out some  teacher support (PSS) (PSS)  - able to write capitalisation in					-			
(PSS)(CLS)(CS) - able to point out some - able to write capitalisation in		common	features of text type				teacher support	
					S)			
L - able to complete a list on food L common features of text type. L dotted lines in first words of								
63		- able to	complete a list on food		features of text	type	dotted lines in first words of	

items for preparing a school with classmates (PSS)(CS)(CR)(CLS)(MS) - able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS) - able to use capitalisation in writing names (SLS)	"Lists", e.g. numbering, with teacher support (PSS) (CLS)(CS) - able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS) - able to use capitalisation in writing names (SLS)	sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
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In this unit, students read some photos where two students talk about things when they were young. They read about the appearances three years before and those in the current year. Students then need to complete an autobiography by finding the correct adjectives and nouns describing the pictures illustrating the behaviour and appearance in the past and present. Students in this unit revisit the use of the past tense of be (was/were) to describe past states, using "I was" and continue to build up to use "he/she was". They also revisit the use of the present tense of be (is/am) to describe present states, using "I am" and continue to build up to use "he/she is". In addition, students review previous learnt adjectives, e.g. tall/short, and introduce more adjectives for this chapter, e.g. weak/strong. At the end, students need to finish the autobiographies.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in "Fun Time At The Science Museum" adapted from PLP-R/W.

Key Stage 2 – P5

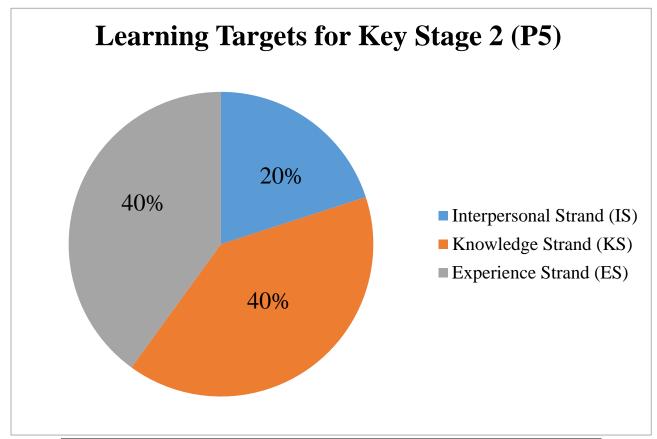
	Module: Changes					
Unit 6	Now an	d then		Text types	Conv	ersations, Autobiographies
Learning	IS(a)	To establish and maint	tain relation	ships and routi	nes in c	carrying out classroom activities
Targets	IS(b)				out sti	idents' lives, e.g. talking about
		students' own appeara	nces and be	haviours		
	IS(c)		on in simple classroom situations and through interactive classroom			
		activities				
	KS(a)		ormation on	familiar topics.	, e.g. ap	pearances and behaviours of one
		self				
	KS(b)	•	simple give	n information	through	n processes or activities such as
		matching				
	KS(c)	To state opinions using	g informatio	on and ideas in	simple	spoken and written texts
	ES(a)	_		• •		sic sound patterns of English in
		imaginative texts throu				
	ES(b)	•			_	ve texts through oral and written
		performative means, s				with classmates
Expected	Group (a) (Strong) Group (b) (Medium) Group (c) (Low)					
Learning		use past tense forms		se past tense fo		- able to show attempt to use
Outcome		(was) to describe past	,	as) to describe	•	past tense forms of "be" (was)
		g. "I/ He/ She was	, ,	"I/ He/ She wa		to describe past states, e.g. "I/
At the end of		e years ago". (PSS)		years ago" with		He/ She was five years
the unit,		use present tense		pport and pictu	ire	ago" with teacher support and
students		"be" (is/am) to	clues (PSS			picture clues (PSS)
would be		present states, e.g.		se present tense	e	- able to show attempt to use
		am/He is/She is".		be" (is/am) to	~	present tense forms of "be"
	(PSS)	use appropriate		resent states, e. m/He is/She is	.g. "	(is/am) to describe present states, e.g. "Now, I am/He
		es for describing		er support and		is/She is "with teacher
		nces and behaviour	picture clu			support and picture clues
	(PSS)	ices and benaviour		se appropriate		(PSS)
		write at least two		for describing		- able to use appropriate
		entences to describe		es and behavio	ur	adjectives for describing
	pictures	(use of present and	(PSS)			appearances and behaviour in
	•	nses, use of correct		ll in the blanks	to	matching activities (PSS)
	adjective	es) when talking about	complete	the sentences to	)	- able to do the matching to
		ges of oneself with		ictures (use of		describe pictures (use of
		es (PSS)(CS)		d past tenses, u	ise of	present and past tenses, use of
	- able to	point out some	correct ad	jectives) when		correct adjectives) when

Ī	common features of text type	talking about the changes of	talking about the changes of
	"Autobiographies", e.g. using	oneself with classmates	oneself with classmates
	photos (pictures) (PSS)(CS)	(PSS)(CS)	(PSS)(CS)
	- able to fill in the blanks to	- able to point out some	- able to point out some
	complete the autobiographies	common features of text type	common features of text type
	with classmates	"Autobiographies", e.g. using	"Autobiographies", e.g. using
	(PSS)(CS)(CR)(CLS)	photos (pictures) (PSS)(CS)	photos (pictures) (PSS)(CS)
	- able to use capitalisation in	- able to fill in the blanks with	- able to do the matching to
	and punctuation (full stop) in	teacher support to complete	complete the autobiographies
	writing a sentence (SLS)	the autobiographies with	with classmates
	- able to use capitalisation in	classmates	(PSS)(CS)(CR)(CLS)
	writing names (SLS)	(PSS)(CS)(CR)(CLS)	- able to write capitalisation in
		- able to use capitalisation in	dotted lines in first words of
		and punctuation (full stop) in	sentences and names of
		writing a sentence with teacher	oneself with teacher support
		support (SLS)	(SLS)
		- able to use capitalisation in	- able to use full stop at the
		writing names (SLS)	end of sentences (SLS)

# **P5** Learning Summary

- able to identify all English alphabets, their names, initial sounds and ending sounds of letters
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic conventions of written English, e.g. from left to right, capitalisation, punctuation, e.g. full stop, commas and contractions, e.g. isn't.
- able to make and respond to more question types using "what", "where", "when", "who" and "how"
- able to use more subject pronouns except "he/she" in context, e.g. "we"
- able to identify plural forms of nouns and the use of "some" and "any" when talking about quantities
- able to use simple present and past tenses in context
- able to follow teacher's instructions to participate different learning tasks with classmates
- able to give some responses by showing problem solving skills when responding to characters and events in context, e.g. school picnic, shopping in supermarket through oral and written performative means
- able to identify more text types, e.g. autobiographies, lists.

# **Proportion on Learning Targets**



P5 Teaching Contents	Unit	
Families	Unit 1	A New home
We Love Hong Kong	Unit 2	Travelling Around
Relationships	Unit 3	Send a message
Entertainment and Leisure	Unit 4	A bag of laughs
Places and Activities	Unit 5	Holiday Time
Changes	Unit 6	Now and then

In this unit, students read about a nurse visiting the school and talk to the children about good eating habits. They learn how to refer to quantities and talk about healthy eating. Then they choose the food they want for their lunch and compare their lunch with their classmate's. They also find out whether they have good eating habits by interviewing students using questionnaires.

Students in this unit learn to use the general determiners "a lot of", "a little" and "a few" to show quantities and revisit the concept of countable and uncountable when talking about food items, e.g. water vs. hamburgers. Students also continue to practise to use simple present tense to describe habitual actions they have learnt in KS1.

For letter sounds, students revisit the initial sounds and final sounds of some letters when reading the narrative story "At the Beach" adapted from PLP-R/W. This gives chances for students to revisit the letter/sound relationships in reading.

Key Stage 2 – P6
Module: Food and Drink

Module: Food Unit 1		y eating		Text types	Personal description, Table,		
		Questionnaire  (a) To establish and maintain relationships and routines when carrying out classroom activities					
Learning	IS(a)				· ·		
Targets	IS(b)	To converse about feelin eating habits	gs and experiences about students' lives, e.g. talking about healthy				
	IS(c)	To obtain information i activities	n simple cla	assroom situatio	ns and through interactive classroom		
	KS(a)	To provide and find o himself/herself and other		nformation on 1	familiar topics, e.g. eating habits of		
	KS(b)	To interpret and use simp and interviewing classma		rmation through	processes or activities such as matching		
	KS(c)	To state opinions using in	nformation a	nd ideas in simpl	e spoken and written texts		
	ES(a)	To develop an awarene	ss and an e	enjoyment of the	e basic sound patterns of English in		
		imaginative texts through			· · · · · · · · · · · · · · · · · · ·		
	ES(b)				inative texts through oral and written for the eating habit questionnaire		
Expected	(	Group (a) (Strong)		p (b) (Medium)	Group (c) (Low)		
Learning	- able to	o use simple present	- able to use	e simple present	- able to show attempt to use		
Outcome		describe habitual	tense to des	scribe habitual	simple present tense to describe		
	actions, e.g. " I eat a lot of			. "I <u>eat</u> a lot of	habitual actions, e.g. "I eat"		
At the end	_	oles" (PSS)	_	with teacher	with teacher support (PSS)		
of the unit,		o use auxiliary verb "do"	support (PS	·	- able to show attempt to use		
students		information, e.g. " <u>Do</u>		e auxiliary verb '			
would		nk any milk?"		ormation, e.g. "D			
be	(PSS)(	•	•	ny milk?" with	with teacher support		
		o give "Yes" or "No"	teacher sup	port	(PSS)(CS)		
		s and give short	(PSS)(CS)	(6X72) (6X1 - 2	- able to give "Yes" or "No"		
		tions to questions		ve "Yes" or "No' questions starting			
		g with auxiliary verb PSS)(CS)		questions starting ary verb "do"	with auxiliary verb "do" (PSS)(CS)		
	,	o use appropriate general	(PSS)(CS)	ily verb do	- able to do the matching to		
		ines, e.g. "a lot of", "a	, , , ,	e appropriate gen	_		
		and "a few" to refer to		e.g. "a lot of", "			
		ntity of food (PSS)		'a few" to refer to	· · ·		
		o use appropriate		of food with	support (PSS)		
		ole and uncountable	teacher sup		- able to do the matching to		
	nouns t	o refer to food items		e appropriate nou	show appropriate nouns for		
	(PSS)		to refer to f	ood items with	referring food items with		
		o write at least two	teacher sup	_	teacher support		
	correct	sentences to describe	- able to fill	l in the blanks to	(PSS)		

pictures (use of correct general determiner to show quantities, use of correct countable and uncountable nouns for different food items) (PSS)(CS)

- able to point out some common features of text type "Questionnaire", e.g. title of questionnaire and using ticks (PSS)(CS)(IT)
- able to plan a healthy meal with classmates

(PSS)(CS)(CR)(CLS)(CTS)(IT)

- able to use capitalisation in and punctuation (full stop) in writing(SLS)
- able to use capitalisation in writing names (SLS)
- able to use question marks in questions (SLS)

complete sentences for describing pictures (use of correct general determiner to show quantities, use of correct countable and uncountable nouns for different food items) with teacher support (PSS)(CS)(IT)

- able to plan a healthy meal with classmates with teacher support

(PSS)(CS)(CR)(CLS)(CTS)(IT) - able to point out some common features of text type "Questionnaire", e.g. title of questionnaire and using ticks with teacher support (PSS)(CS)

- able to use capitalisation and punctuation (full stop) in writing with teacher support (SLS)
- able to use capitalisation in writing names (SLS)
- able to use question marks in questions (SLS)

- able to do the matching for describing pictures (use of correct general determiner to show quantities, use of correct countable and uncountable nouns for different food items) with teacher support (PSS)(CS)(IT)

- able to point out some common features of text type "Questionnaire", e.g. title of questionnaire and using ticks with teacher support (PSS)(CS)- - able to plan a healthy meal with classmates with teacher support (PSS)(CS)(CR)(CLS)(CTS)(IT) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end
- of sentences (SLS)
- able to use question marks in questions (SLS)

In this unit, students read different recipes to identify some special dishes and their originality, e.g. fried rice from China and sushi from Japan. Students are introduced the format and language features of recipes. Then they need to read the sequences of steps to make sushi and they need to design a recipe for making different sushi, e.g. egg or sashimi sushi with classmates. They can try the recipes at home and share the results with classmates as lessons extension.

Students in this unit revisit the use of imperatives to give instructions, which they have learnt in KS1. They will also learn to use connectives "first", "next", "after that", "then" and "finally" to express sequence of events. In this unit, students can also recycle the use of the general determiners "a lot of", "a little", "a few" and "some" when working on the recipes for designing different sushi. Students also continue to practise to use simple present tense in imperatives.

For letter sounds, students start to identify some medial sounds in words to practise the letter/sound relationships. They read from the "Sound Book I" adapted from PLP-R/W.

Key Stage 2 – P6
Module: Food and Drink

Unit 2	We can	n cook		Text types	Reci	pes, Procedures		
Learning	IS(a)	To establish and maintain	in relationsh	ips and routine	s when	carrying out classroom activities		
Targets	IS(c) To obtain and provide in classroom activities			information in simple classroom situations and through interactive				
	KS(a)	To find out simple infor	mation on fa	amiliar topics,	e.g. rec	ripes for making sushi		
	KS(b)		imple given	information t	hrough	processes or activities such as		
	KS(c)	To state opinions using	-					
	ES(a)		s and an enj	oyment of the	basic s	ound patterns of English in		
Expected	6	Froup (a) (Strong)		p (b) (Mediun		Group (c) (Low)		
Learning		o use simple present		se simple prese	,	- able to show attempt to use		
Outcome		n imperatives, e.g. "		peratives, e.g.		simple present tense in		
		ome rice" (PSS)		rice" with tea		imperatives, e.g. "cook		
At the end of		o use connectives to	support(PS			with teacher support (PSS)		
the unit,		s sequence of events	- able to use connectives to		to	- able to show attempt to use		
students	_	riately, e.g. "First, cook	express sec	quence of even	ts	connectives to express		
would be	some r	ice"	appropriate	ely, e.g. " <u>First</u> ,	cook	sequence of events		
	(PSS)(	CS)	some rice" with teacher			appropriately, e.g. "First,		
	- able t	o response to questions	support			" with teacher		
		sing the interrogative	(PSS)(CS)			support(PSS)(CS)		
		s, "how" when asking	- able to give short responses			- able to show attempt to give		
		ways for doing		is when using t		some responses to questions		
		ing (PSS)(CS)	_	ve adverbs, "he		when using the interrogative		
		o use appropriate	when asking about ways for			adverbs, "how" when asking		
		l determines, e.g. "a lot	-	ething with tea	cher	about ways for doing		
		little", "a few" and	support (Pa	, , ,		something with teacher		
		' to refer to the quantity		se appropriate		support (PSS)(CS)		
	of food			termines, e.g. "	'a lot	- able to do the matching to		
		o use appropriate		e", "a few" or	. • .	show the quantities, e.g. "a lot		
		ation, e.g. commas,	"some" to refer to the quantity		-	of", "a little", "a few" and		
		onnectives(PSS)	of food with teacher support		ort	"some" to refer to the		
		o write at least two	(PSS)			quantities with teacher support		
		sentences in the recipes	- able to use appropriate		_	(PSS)		
		correct general	•	n, e.g. commas		- able to do the matching for a		
		iner to show quantities,		ectives with tea	icner	recipe (use of correct general		
		correct connectives to	support (Pa		40	determiner to show quantities,		
	SHOW U	he sequences of	- adie to 11.	ll in the blanks	w	use of correct connectives to		

events)(PSS)(CS)
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- able to point out some common features of text type "recipe", e.g. name of the dish, words to show the sequence (PSS)(CS)(IT)
- able to design a recipe for making sushi with classmates (PSS)(CS)(CR)(CLS)(IT)
- able to use capitalisation in and punctuation (full stop and commas) in writing(SLS)
- able to use capitalisation in writing names (SLS)
- able to use question marks in questions (SLS)

complete sentences in a recipe (use of correct general determiner to show quantities, use of correct connectives to show the sequences of events) with teacher support (PSS)(CS)(IT)

- able to design a recipe for making sushi with classmates (PSS)(CS)(CR)(CLS)(IT)
- able to point out some common features of text type "recipe", e.g. name of the dish, words to show the sequence with teacher support (PSS)(CS)
- able to use capitalisation and punctuation (full stop and commas) in writing with teacher support (SLS)
- able to use capitalisation in writing names (SLS)
- able to use question marks in questions (SLS)

show the sequences of events) with teacher support (PSS)(CS)(IT)

- able to point out some common features of text type "recipe", e.g. words to show the sequence with teacher support (PSS)(CS)
- able to design a recipe for making sushi with classmates with teacher support (PSS)(CS)(CR)(CLS)(IT)
- able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS)
- able to use full stop at the end of sentences (SLS)
- able to use question marks in questions (SLS)

In this unit, students read a letter from one of his/her relatives telling him/her about things that were done in the past Chinese New Year, e.g. watched fireworks, visited flower market. Students have the chance to revisit the format of an email, e.g. subject and greetings. Students also revisited the use of the connectives, "first", "next", "after that", "then" and "finally" to express sequence of events when writing accounts of the activities they did last Chinse New Year. They can also recycle the use of the general determiners "a lot of", "some" or "any" when writing their own accounts. Students also revisit the use of "past tense" in context to refer to different activities. They are expected to get more and more familiarised with using "past tense" when talking about past activities, events or states.

For letter sounds, students start to identify some medial sounds and the letter/sound relationships. They read from the "Sound Book A" adapted from PLP-R/W.

Key Stage 2 – P6
Module: Happy Days

Unit 3	Festiva	ıls – New Year Fun		Text types	Emails,	Accounts	
Learning Targets	IS(a)	S(a) To establish and maintain relationships and routines when carrying out classroom activities					
	IS(b)	To converse about experiences in the past Chinese New Year					
	IS(c)	To obtain and provide information in simple classroom situations and through interactive classroom activities					
	KS(a)	To find out simple information on familiar topics, e.g. activities for celebrating Chinese New Year i					
	KS(b)	To interpret and use simple given information through processes or activities such as matching and sequencing and to follow simple instructions					
	KS(c)	To state opinions using information and ideas in simple spoken and written texts					
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes					
	ES(b)	To respond to characters and events in simple narrative texts through oral, written and performative means such as describing related experiences in celebrating Chinse New Year					
	ES(d)	To give expression to one's experience through activities such as making descriptions of selected events in celebrating Chinese New Year					
Expected	G	roup (a) (Strong)	Gro	up (b) (Medii	um)	Group	p (c) (Low)
Learning	- able to use past tense forms		- able to	use past tense	forms	- able to show attempt to use	
Outcome		of some irregular verbs to		irregular verbs		past tense forms of some	
		e past states, e.g. "We	describe past states, e.g. "We		irregular verbs to describe past		
At the end of		bought some flower" (PSS)		ought some flower" with		states, e.g. "We <u>bought</u> some	
the unit,	- able to use connectives to			upport (PSS)			teacher support
students	express sequence of events			use connective		(PSS)	
would be		riately, e.g. " <u>First</u> , we	express sequence of events		- able to show attempt to use		
		I the house" (PSS)(CS) o response to questions	appropriately, e.g. " <u>First</u> , we cleaned the house" with		connectives to express sequence of events		
		ast tense like "I bought		teacher support		appropriately, e.g. "First,	
	some flowers" when talking about activities for Chinse New Year (PSS)(CS) - able to use appropriate general determines, e.g. "a lot of", "some" or "any" to refer to quantity (PSS)(CS) - able to use appropriate		(PSS)(CS)		" with teacher		
			- able to give short responses		support(PSS)(CS)		
			to questions like "I bought		- able to show attempt to give		
			some flowers" when talking about activities for Chinse New Year with teacher		some responses to questions when talking about activities for Chinse New Year with		
			support (PSS)(CS)		teacher support (PSS)(CS)		
			- able to use appropriate		- able to do the matching for		
		ation, e.g. commas,	general determines, e.g. "a lot		an accounts of activities (use		
	after co	onnectives (PSS)	of", "sor	of", "some" or "any" to refer of correct past tense, use of			

- able to write at least two correct sentences in the accounts (use of past tense, the general determiner to show quantities, use of correct connectives to show the sequences of events (PSS)(CS) - able to point out some common features of text type "emails", e.g. subject, greetings (PSS)(CS) - able to write an accounts of activities in last Chinese New Year (PSS)(CS)(CLS) - able to use capitalisation in and punctuation (full stop and

commas) in writing(SLS)

writing names (SLS)

questions (SLS)

- able to use capitalisation in

- able to use question marks in

after connectives with teacher support (PSS) - able to fill in the blanks to complete sentences in an accounts (use of past tense, the general determiner to show quantity, use of correct connectives to show the sequences of events) with teacher support (PSS)(CS) - able to write an accounts of activities in last Chinese New Year with teacher support (PSS)(CS)(CLS) - able to point out some "emails", e.g. subject,

to the quantity with teacher

- able to use appropriate

punctuation, e.g. commas,

support (PSS)

- common features of text type "emails", e.g. subject, greetings with teacher support (PSS)(CS) - able to use capitalisation and punctuation (full stop and
- teacher support (SLS)
   able to use capitalisation in writing names (SLS)

commas) in writing with

- able to use question marks in questions (SLS)

- correct connectives to show the sequences of events) with teacher support (PSS)(CS)
- able to point out some common features of text type "emails", e.g. subject, greetings with teacher support (PSS)(CS)
- able to complete an accounts of activities in last Chinese New Year with classmates with teacher support (PSS)(CS)(CLS)
- able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS)
- able to use full stop at the end of sentences (SLS)
- able to use question marks in questions (SLS)

In this unit, students learn some interesting facts about octopuses by reading an informational report. Students revisit to use various wh -questions, e.g. "where", "what" and "how". They learn to ask questions by more question types, using interrogative adverb "how" to ask about time, i.e. "how long". Students also revisit the use of modal verb "can" when talking about abilities and use the introductory "there" to express that something exists or happens. By the end of the unit, students make a poster on a sea animal that he/she likes. Students can search more information about a particular sea animal on the web.

For letter sounds, students start to identify some medial sounds in words to practise the letter/sound relationships. They read from the "Sound Book E" adapted from PLP-R/W.

Key Stage 2 – P6

<u> Module: The </u>	Magic o	f Nature – Fascinating O	ceans			
Unit 4	Beautif	ful Sea Animals		Text types	Infor	mational reports, Posters
Learning	IS(a)	To establish and maintain	n relationship	s and routines v	when ca	arrying out classroom activities
Targets	IS(b)	To converse about interes	sts in the sea	animals		
	IS(c)		nformation i	in simple classr	room s	ituations and through interactive
		classroom activities				
	KS(a)	To provide and find out s	imple inforn	nation on familia	ar topic	es, e.g. sea animals
	KS(b)	To interpret and use simp	le given info	rmation through	proces	sses or activities such as matching
		and describing and to foll				
	ES(a)	To develop an awareness		•		1
		imaginative texts through				•
	ES(c)		~	_	written	and performative means such as
		describing pictures that d				
Expected		Group (a) (Strong)		p (b) (Medium)		Group (c) (Low)
Learning		o use present tense to		e present tense t		- able to show attempt to use
Outcome		simple truths e.g. "They		ple truths e.g. "	They	present tense, e.g. "They
A 4 4lb o om al		any colours" (PSS)		colours" with		have" with teacher support
At the end of the unit,		o use modal "can" to talk	teacher support (PSS)		- 4-11-	(PSS)
students		bilities, e.g. "They <u>can</u>	- able to use modal "can" to talk			- able to show attempt to use modal "can" to talk about
would		(PSS)(CS) o use the interrogative	about abilities with teacher support, e.g. "They <u>can</u> swim"			abilities with teacher support,
be		"where" to ask about	(PSS)(CS)		1111	e.g. "They <u>can</u> swim"
<i>b</i>		n, e.g. "Where do they	- able to use the interrogative		ve.	(PSS)(CS)
		PSS)(CS)	adverb "where" to ask about			- able to show attempt to use the
		o use the interrogative	location with teacher support,			interrogative adverb "where" to
	adverb "how" to ask about the		e.g. "Where do they live?"			ask about location with teacher
	length of a period of time, e.g.		(PSS)(CS)			support, e.g. "Where?"
	"How long can they live?"		- able to use the interrogative		ve	(PSS)(CS)
	(PSS)(0)		adverb "how" to ask about the			- able to show attempt to use the
		o use the interrogative	length of a period of time with			interrogative adverb "how" to
		n "what" to find out	teacher support, e.g. "How long		long	ask about the length of a period
		information about an	can they live?" (PSS)(CS)			of time with teacher support,
		nal, e.g. "What colour		e the interrogative		e.g. "How long?" (PSS)(CS)
	-	/?" (PSS)(CS)	_	what" to find out		- able to show attempt to use the
		o use the introductory	•	formation about		interrogative pronoun "what" to
		to express that ing exists or happen, e.g.		with teacher sup		find out specific information about an sea animal with
		are" (PSS)(CS)	e.g. "What colour are they?" (PSS)(CS)		•	teacher support, e.g. "What
		o write at least two		e the introductor	rv	colour?" (PSS)(CS)
		sentences in the poster	"there" to e		- J	- able to show attempt to use the
		present tense, use of		exists or happen	n with	introductory "there" to express
		verb, use of introductory	_	port, e.g. "There		that something exists or happen

- "there" and plural form of nouns) (PSS)(CS)
- able to point out some common features of text type "informational reports", e.g. use of present tense and pictures (PSS)(CS)
- able to design a poster about sea animals with classmates (PSS)(CS)(CLS)(IT)(CTS)(CR)
- able to use capitalisation in and punctuation (full stop) when writing(SLS)
- able to use capitalisation in writing names (SLS)
- able to use question marks in questions (SLS)

- ..." (PSS)(CS)
- able to point out some common features of text type "informational reports", e.g. use of present tense and pictures with teacher support (PSS)(CS) - able to fill in the blanks to design a poster on sea animal
- with classmates (use of present tense and modal verb, use of introductory "there") with teacher support
- (PSS)(CS)(CLS)(IT)(CTS)(CR) able to use capitalisation and
- punctuation (full stop) in writing with teacher support (SLS)
- able to use capitalisation in writing names (SLS)
- able to use question marks in questions (SLS)

- with teacher support, e.g. "There are ..." (PSS)(CS)
- able to point out some common features of text type "informational reports", e.g. use of present tense and pictures with teacher support (PSS)(CS)
- able to do the matching when designing a poster on sea animals with classmates with teacher support
- (PSS)(CS)(CLS)(IT)(CTS)(CR)
- - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS)
- able to use full stop at the end of sentences (SLS)
- able to use question marks in questions (SLS)

In this unit, students read about how people pollute the beaches in news and what to put in different types of recycling bins in a news report.

Students revisit to use imperatives to give instructions and to use "don't" to express prohibition. When doing picture description in class, they revisit the form and function of present continuous tense. Students learn to use the modal "can" to seek information and express prohibition and the phrasal verbs to indicate actions. By the end of the unit, students choose a place and make a leaflet about keeping this place clean. Students can search more information about a cleaning up Hong Kong in the Internet.

For letter sounds, students start to identify some medial sounds in words to practise the letter/sound relationships. They read from the "Sound Book O" adapted from PLP-R/W.

Key Stage 2 - P6

<b>Key Stage 2 – Module: The</b>		f Nature – Taking care o	f our Earth				
Unit 5		ng up the Beach		ws reports, Leaflets			
Learning	IS(a)	To establish and maintain	n relationships and routines when	carrying out classroom activities			
Targets	IS(b)	To converse about feelin	gs and experiences in cleaning up	places			
	IS(c)	To obtain and provide i	nformation in simple classroom	formation in simple classroom situations and through interactive			
		classroom activities					
	KS(a)	To provide and find out simple information on familiar topics, e.g. cleaning up places					
	KS(b)	To interpret and use simple given information through processes or activities such as matching					
		and describing and to fol					
	KS(c)		nformation and ideas in simple te	xts when talking about cleaning up			
		places					
	ES(a)		and an enjoyment of the basic so				
			activities such as participating in				
	ES(c)			en and performative means such as			
			epict objects (sea animals)				
Expected		Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)			
Learning		o use present tense to	- able to use present tense to	- able to show attempt to use			
Outcome	_	s simple truths e.g.	express simple truths e.g.	present tense, e.g. "There			
At the end	"There <u>are many beaches in Hong Kong" (PSS)</u> "There <u>are many beaches in Hong Kong" with teacher (PSS)</u>						
of the unit,			Hong Kong" with teacher support (PSS)	(PSS) - able to show attempt to use			
students	- able to use modal "can" to talk about abilities, e.g. "We can		- able to use modal "can" to talk	_			
would		the cans" (PSS)(CS)	about abilities with teacher	abilities with teacher support,			
be		o use the interrogative	support, e.g. "We can pick up	e.g. "We can pick up the cans"			
	pronoun "what" to find out		the cans" (PSS)(CS)	(PSS)(CS)			
	specific information, e.g. "What		- able to use the interrogative	- able to show attempt to use			
	can we do?" (PSS)(CS)		pronoun "what" to find out	the interrogative pronoun			
		o use the introductory	specific information with	"what" to find out specific			
	"there"	to express that	teacher support, e.g. "What can	information with teacher			
		ing exists or happen, e.g.	we do?" (PSS)(CS)	support, e.g. "What can we			
		<u>are</u> " (PSS)(CS)	- able to use the introductory	do?" (PSS)(CS)			
		o use phrasal verbs to	"there" to express that	- able to show attempt to use			
		e actions, e.g. "We	something exists or happen with				
		pick up the rubbish"	teacher support, e.g. "There are	express that something exists or			
		o write at least two	" (PSS)(CS)	happen with teacher support,			
		sentences in the leaflet	- able to use phrasal verbs to	e.g. "There are" (PSS)(CS)			
		present tense, use of	indicate actions with teacher	- able to point out some			
		and phrasal verbs, use of form of nouns)	support, e.g. "We should <u>pick</u> up the rubbish"	common features of text type			
	(PSS)(C		- able to point out some	"leaflets", e.g. headings and subheadings, use of pictures			
		o point out some	common features of text type	with teacher support (PSS)(CS)			
	- aute t	o point out some	common reacutes of text type	with teacher support (1 33)(C3)			

common features of text type
"leaflets", e.g. headings and
subheadings, use of pictures
(PSS)(CS)

- able to design leaflets about cleaning up Hong Kong with classmates

(PSS)(CS)(CLS)(IT)(CTS)(CR)

- able to use capitalisation in and punctuation (full stop) when writing(SLS)
- able to use capitalisation in writing names (SLS)
- able to use question marks in questions (SLS)

"leaflets", e.g. use of headings and subheadings, use of pictures with teacher support (PSS)(CS)

- able to fill in the blanks to design leaflets about cleaning up Hong Kong with classmates (use of present tense, use of modal and phrasal verbs, use of plural form of nouns) with teacher support

(PSS)(CS)(CLS)(IT)(CTS)(CR)
- able to use capitalisation and punctuation (full stop) in writing with teacher support

- able to use capitalisation in writing names (SLS)

(SLS)

- able to use question marks in questions (SLS)

- able to do the matching when designing leaflets about cleaning up Hong Kong with classmates with teacher support (PSS)(CS)(CLS)(IT)(CTS)(CR) - able to write capitalisation in dotted lines in first words of

- able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS)
- able to use full stop at the end of sentences (SLS)
- able to use question marks in questions (SLS)

In this unit, students learn to talk about the games people play in the past and present. They start with reading a poster during a museum visit, showing different types of games people played in the past and people play in present. Students then need to do a class survey about the games that classmates liked to play in the past and present.

Students revisit to use "past tense" to talk about past activities, events or states in context. They are expected to be familiarised with using "past tense" with the clues with time adjective phrases, e.g. "five <u>years ago</u>". They also expected to be able to use simple present tense when talking about things in present state. When doing the class survey, students have the chance to practise to use the auxiliary verb "do" and "did" when making questions, i.e. "What <u>did</u> you play in the past?" and "What <u>do</u> you play now?". . Students also learn the names of different games, e.g. "stone, paper, scissors". Students can also search information about different games in the Internet.

For letter sounds, students start to identify some medial sounds in words to practise the letter/sound relationships. They read from the "Sound Book U" adapted from PLP-R/W.

Key Stage 2 - P6

Module:	Change	s – Growing	up	
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Targets  IS(a) To establish and maintain relationships and routines when carrying out IS(b) To converse about feelings and experiences when talking about games and present  IS(c) To obtain and provide information in simple classroom situations and classroom activities  KS(a) To provide and find out simple information on familiar topics, e.g. g play  KS(b) To interpret and use simple given information through processes of	d through interactive games people usually					
and present  IS(c) To obtain and provide information in simple classroom situations and classroom activities  KS(a) To provide and find out simple information on familiar topics, e.g. g play	d through interactive					
IS(c) To obtain and provide information in simple classroom situations and classroom activities  KS(a) To provide and find out simple information on familiar topics, e.g. g play	games people usually					
classroom activities  KS(a) To provide and find out simple information on familiar topics, e.g. g play	games people usually					
KS(a) To provide and find out simple information on familiar topics, e.g. g play						
play						
VS(h) To interpret and use simple given information through processes						
	To interpret and use simple given information through processes or activities such as					
matching and describing and to follow simple instructions						
KS(c) To state opinions using information and ideas in simple texts when tal						
ES(a) To develop an awareness and an enjoyment of the basic sound pattern	_					
imaginative texts through activities such as participating in action rhyr						
ES(b) to respond to characters and events in narrative texts through oral, wri	tten and					
performative means like describing one's related experiences						
ES(d) to give expression to one's experience through activities such as making	ng illustrations of					
selected events and describing them						
	oup (c) (Low)					
Learning - able to use past tense form of - able to use past tense form of - able to sh	now attempt to use					
	form of verbs, i.e.					
to describe past events, e.g. "I to describe past events, e.g. "I "play" =>	"played" to describe					
	s, e.g. "I <u>played</u>					
	nds five years ago"					
<b>students would be</b> - able to use present tense forms of verb, i.e. "play" to  (PSS)(CS) - able to use present tense (PSS)(CS) (PSS)(CS)						
()()	now attempt to use					
	nse forms of verb,					
	to describe present					
	"Now, I play					
	with teacher					
questions, e.g. "What do you "do" and "did" when asking support (Ps						
	now attempt to use					
1	e time adjective like					
adjective like "now" and support (PSS)(CS) "now" and	l adjective phrases to					
	ne, e.g. "five years					
time, e.g. "five years ago" adjective like "now" and ago" with the	teacher support					

#### (PSS)(CS)

- able to use the interrogative pronoun "what" to find out specific information, e.g. "What did you play?" (PSS)(CS)
- able to write at least two correct sentences in the questionnaires when doing the class survey (use of past and present tenses) (PSS)(CS)
- able to point out some common features of text type "questionnaires", e.g. headings and numbering (PSS)(CS)
- able to conduct class survey with classmates by using appropriate questioning and answering languages (PSS)(CS)(CLS)(CTS)(CR) - able to use capitalisation in
- and punctuation (full stop) when writing(SLS)
   able to use capitalisation in
- writing names (SLS)
- able to use question marks in questions (SLS)

- adjective phrases to refer to time, e.g. "five years ago" with teacher support (PSS)(CS) able to use the interrogative pronoun "what" to find out specific information with teacher support, e.g. "What can
- able to point out some common features of text type "questionnaires", e.g. use of headings and numbering with support (PSS)(CS)

we do?" (PSS)(CS)

- able to conduct class survey with classmates by using appropriate questioning and answering languages with teacher support (PSS)(CS)(CLS)(CTS)(CR)
- able to use capitalisation and punctuation (full stop) in writing with teacher support (SLS)
- able to use capitalisation in writing names (SLS)
- able to use question marks in questions (SLS)

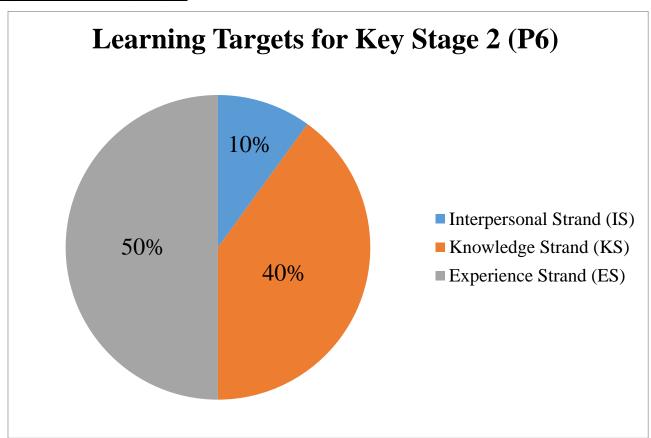
# (PSS)(CS)

- able to show attempt to use the interrogative pronoun "what" to find out specific information with teacher support, e.g. "What did you play?" (PSS)(CS)
- able to point out some common features of text type "questionnaires", e.g. headings and numbering with teacher support (PSS)(CS)
- able to show attempt to conduct class survey with classmates by using appropriate questioning and answering languages with teacher support (PSS)(CS)(CLS)(CTS)(CR)
- able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS)
- able to use full stop at the end of sentences (SLS)
- able to use question marks in questions (SLS)

## **P6 Learning Summary**

- able to identify all English alphabets, their names, initial sounds and ending sounds of letters
- able to identify all vowel sounds, e.g. "a", "e", "i", "o" and "u"
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic conventions of written English, e.g. from left to right, capitalisation, punctuation, e.g. full stop, commas and contractions, e.g. "isn't" and "What'd"
- able to make and respond to more question types using "what", "where", "when", "who", "how" and "how long"
- able to use more subject pronouns except "he/she" in context, e.g. "we", "they"
- able to identify plural forms of nouns and the use of more quantifiers when talking about quantities, e.g. "a lot of", "a few"
- able to use more tenses in context, e.g. simple present and past, present continuous tense
- able to follow teacher's instructions to participate different learning tasks with classmates
- able to give some responses by showing problem solving skills when responding to characters and events in context, e.g. protecting the environment and health issues through oral and written performative means
- able to identify more text types, e.g. autobiographies, lists, rhymes and brochures

#### **Proportion on Learning Targets**



P6 Teaching Contents	Unit	
Food and Drink	Unit 1	Healthy Eating
	Unit 2	We can cook
Happy Days	Unit 3	Festivals – New Year Fun
The Magic of Nature	Unit 4	Fascinating Oceans
	Unit 5	Cleaning Up the Beaches
Changes	Unit 6	Games – Past and Present

In the first unit of S1, students start with reading a newspaper article about the importance of healthy eating for growing up.

Students will revisit the use of general determiners "a lot of", "a little" and "a few" to show quantities and practise to use simple present tense to describe habitual actions, with third person, "he" and "she". Also, they will know about the Food Pyramid is and learn the food items in each food group, that means, students revisit the concept of countable and uncountable when talking about food items, e.g. water vs. hamburgers. By the end of the unit, students are expected to be able to put the food they always eat in different food groups and judge their own eating habits as "healthy" or "unhealthy".

For phonic learning, students start at the revision of all "vowel sounds", i.e. "a", "e", "i", "o" and "u" in the first unit and will start learning rimes.

 $\frac{\text{Key Stage } 3 - \text{S1}}{\text{Module: Teenage Life}}$ 

Unit 1	Growi	ng Up	Text types	Newspaper articles, Descriptions			
Learning Targets	IS(a) To establish and maintain relationships and routines in school and other familiar situations						
	IS(b)	To converse about preferences, ideas and experiences					
	IS(c)	To exchange messages through activities the calls	ties such as w	riting simple texts <del>, making telephone</del>			
	IS(d)	To obtain and provide information in classroom situations and through activities such a interactive games and simple open-ended role play					
	KS(a)	To provide or find out, organise and present information on familiar topics					
	KS(b)	To interpret and use given information through processes or activities such as ma sequencing, describing, classifying and to follow instructions					
	KS(d)	To recognise and solve simple problems in given situations					
	ES(a)	To develop an awareness of the basic sound patterns of English					
	nd other narrative texts through oral, neself to be a character in the story characters and events						
	, written and performative means such a situation, object or character						

	1	<del>-</del>	
Expected	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
Learning	- able to use simple present	- able to use simple present	- able to show attempt to use
Outcome	tense to describe habitual	tense to describe habitual	simple present tense to
A 4 41	actions, e.g. "I eat a lot of	actions, e.g. "I <u>eat</u> a lot of	describe habitual actions, e.g.
At the end of	vegetables" (PSS)	vegetables" with teacher	"I eat a lot of vegetables" with
the unit, students	- able to use interrogative	support (PSS)	teacher support (PSS)
would be	pronoun "what" to find out	- able to use interrogative	- able to show attempt to use
would be	specific information about an	pronoun "what" to find out	interrogative pronoun "what"
	event (PSS)(CS)	specific information about an	to find out specific information
	- able to give short	event with teacher support	about an event with teacher
	elaborations to question,	(PSS)(CS)	support (PSS)(CS)
	"What do you have for breakfast/lunch/dinner?"	- able to give short answers to	- able to show attempt to
	(PSS)(CS)	question, "What do you have for breakfast/lunch/dinner?"	respond to question, "What do you have for
	- able to use appropriate	(PSS)(CS)	breakfast/lunch/dinner?" with
	general determines, e.g. "a lot	- able to use appropriate	teacher support (PSS)(CS)
	of", "a little" and "a few" to	general determines, e.g. "a lot	- able to show attempt to
	refer to the quantity of food	of", "a little" and "a few" to	match appropriate general
	(PSS)(CLS)(CS)	refer to the quantity of food	determines, e.g. "a lot of", "a
	- able to use appropriate	with teacher support	little" and "a few" to refer to
	countable and uncountable	(PSS)(CLS)(CS)	the quantity of food with
	nouns to refer to food items	- able to use appropriate nouns	teacher support
	(PSS)(CLS)(CS)	to refer to food items with	(PSS)(CLS)(CS)
	- able to put food in	teacher support	- able to show attempt to
	appropriate food groups, e.g.	(PSS)(CLS)(CS)	match appropriate nouns for
	"Grain", "Fruits and	- able to put food in	referring different food items
	Vegetables", "Milk, meat, fish	appropriate food groups, e.g.	with teacher support
	and egg", "Fat/Oil, Salt and	"Grain", "Fruits and	(PSS)(CLS)(CS)
	Sugar" (PSS)(CLS)(CS)	Vegetables", "Milk, meat, fish	- able to show attempt to put
	- able to write at least two	and egg", "Fat/Oil, Salt and	food in appropriate food
	correct sentences to describe	Sugar" with teacher support	groups, "Grain", "Fruits and
	one's own eating habit (use of	(PSS)(CLS)(CS)	Vegetables", "Milk, meat, fish
	correct general determiner to	- able to fill in the blanks to	and egg", "Fat/Oil, Salt and
	show quantities, use of correct	complete sentences for	Sugar" with teacher support
	countable and uncountable	describing one's eating habit	(PSS)(CLS)(CS)
	nouns for different food items)	with teacher support	- able to show attempt to
	(PSS)(CLS)(CS)	(PSS)(CLS)(CS)	describe one's own eating
	- able to judge one's own eating habit as "healthy" and	- able to judge one's own eating habit as "healthy" and	habit with teacher support (PSS)(CLS)(CS)
	"unhealthy"	"unhealthy" with teacher	- able to show attempt to
	(PSS)(CS)(CLS)(CTS)	support (PSS)(CS)(CLS)(CTS)	decide one's eating habit as
	- able to state personal opinion	- able to state personal opinion	"healthy" or "unhealthy" with
	by using "I think"	by using "I think" with	teacher support
	(PSS)(CLS)(CS)	teacher support	(PSS)(CS)(CLS)(CTS)
	- able to point out some	(PSS)(CLS)(CS)	- able to point out some
	common features of text type	- able to point out some	common features of text type
	"Newspaper article", e.g.	common features of text type	"Newspaper articles", e.g.
	heading and sub-heading	"Newspaper article", e.g.	heading with teacher support
	(PSS)(CS)	heading and sub-heading with	(PSS)(CS)
	- able to use appropriate	teacher support (PSS)(CS)	- able to write capitalisation in
	punctuation (full stops and	- able to use appropriate	in first words of sentences and
	question marks) in	punctuation (full stops and	names of oneself with teacher
	writing(SLS)	question marks) in writing	support (SLS)
	- able to use capitalisation in	with teacher support	- able to use full stops and
	names of food group, e.g.	- able to use capitalisation in	question marks appropriately
	<u>Grain Group (SLS)</u>	names of food group, e.g.	in writing with teacher support
		Grain Group with teacher	(SLS)
		support (SLS)	

In this unit, students read an invitation card to a fashion show. Students learn the names of clothing, e.g. boots, cardigan, jeans. They also learn how to describe people are wearing. Students revisit the use of present continuous tense to describe actions taking place at the time of speaking and the use of singular and plural forms of nouns. They also revisit to use the interrogative pronoun "what" to find out specific information about characters and events in a text. Students can also recycle the use of connectives "and" to link similar ideas when describing clothing.

By the end of this unit, students need to plan a fashion show and talk about the clothes for the models. They also need to invite a teacher to the show by writing an invitation card.

For letter sounds, students start to recognise more rimes. They will start with the rime "ot" by reading the "ot" chant and read the book "Fun Time at the Zoo" adapted from PLP R/W.

<u>Key Stage 3 – S1</u> Module: Teenage Life

Module: Teenage			1			
Unit 2		Fashionable		Text types	Simple Text, Invitation Cards	
Learning Targets	IS(a)	To establish and main situations	ntain relationships	and routine	s in school and other familiar	
	IS(b)	To converse about pref	erences, ideas and	erences, ideas and experiences		
	IS(c)	telephone calls			g simple texts <del>, making</del>	
	IS(d)	activities such as intera	ctive games and sin	mple open-en		
	KS(a)	To provide, organise a	and present informa	tion on famili	ar topics	
	KS(b)	To interpret and use given matching, describing, c				
	ES(a)	To develop an awarene imaginative texts through		•	of English and an enjoyment of nts	
	ES(b)				other narrative texts through ng in dramatic activities	
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation, object or charact				
Expected	G	roup (a) (Strong)	Group (b) (N	Medium)	Group (c) (Low)	
Learning	- able to use interrogative		- able to use inter	rogative	- able to show attempt to use	
Outcome	pronoun "what" to find out		pronoun "what" to		interrogative pronoun "what"	
	specific information about a		specific information about a		to find out specific	
At the end of	person, e.g. "What is she		person, e.g. "Wha	at is she	information, e.g. "What is	
the unit,	wearing	g?" (PSS)(CS)(CLS)	wearing?" with teacher		?" with teacher support	
students	- able to	o use present	support		(PSS)(CS)(CLS)	
would be	continu	ous tense to describe	(PSS)(CS)(CLS)		- able to show attempt to use	
	actions	taking place at the	- able to use prese	ent	present continuous tense, e.g.	
	time of	speaking, e.g.	continuous tense to describe		"She is wearing a dress" with	
	"She is	wearing a dress"	actions taking place at the		teacher support	
		CS)(CLS)	time of speaking,		(PSS)(CS)(CLS)	
		o use plural nouns to	"She is wearing a	dress" with	- able to show attempt to use	
	refer to some clothes and		teacher support		plural nouns to refer to some	
		nings that people wear,	(PSS)(CS)(CLS)		clothes and other things that	
		ort <u>s</u> ", "pant <u>s</u> "			people wear, e.g. "shorts",	
		CS) (CLS)			"pants" with teacher support	
		o use adjectives to	other things that p		(PSS)(CS) (CLS)	
		e objects, e.g. " <u>blue</u>	e.g. "shorts", "par		- able to show attempt to use	
		(PSS)(CS)(CLS)	teacher support (F	PSS)(CS)	formulaic expressions to	
		o use formulaic	(CLS)		begin and end invitation	
	express	sions to begin and end	- able to use form	ulaic	cards, e.g. "Dear," with	

invitation cards, e.g.
"Dear," (PSS)(CLS)(CS)
- able to use adjectives to
describe clothing, e.g. "blue
jeans", "a white dress"
(PSS)(CLS)(CS)
- able to use personal

- able to use personal pronouns "he" and "she" as subjects to identify people (CLS)(PSS)(CLS)
- able to write at least two correct sentences to describe the picture (use of present continuous tense, use correct personal pronoun "He/She", use of proper adjectives to describe clothing) (CLS)(PSS)
- able to point out some common features of text type "cards", e.g. greetings, a closing line (PSS)(CLS)
- able to fill in the blanks to complete an invitation cards for the fashion show (CLS)(CS)(CR)(PSS)
- able to use correct capitalisation and punctuation in writing (SLS)

expressions to begin and end invitation cards, e.g.

"Dear\_\_\_," with teacher support (PSS)(CLS)(CS)

- able to use adjectives to describe clothing with teacher support, e.g. "blue jeans", "a white dress" (PSS)(CLS)(CS)

- able to use personal pronouns "he" and "she" as subjects to identify people (CLS)(PSS)(CLS)

- able to fill in the blanks to

- complete sentences describing the picture (use of present continuous tense, use correct personal pronoun "He/She", use of proper adjectives to describe clothing) (CLS)(PSS)
- able to point out some common features of text type "cards", e.g. greetings, a closing line with teacher support (PSS)(CLS)
  able to fill in the blanks to
- complete an invitation cards for the fashion show with teacher support (CLS)(CS)(CR)(PSS) - able to use correct
- capitalisation and punctuation in writing with teacher support (SLS)

teacher support (PSS)(CLS)(CS)

- able to show attempt to use adjectives to describe clothing with teacher support, e.g. "blue jeans", "a white dress" (PSS)(CLS)(CS)
- able to show attempt to use personal pronouns "he" and "she" as subjects to identify people with teacher support (CLS)(PSS)(CLS)
- able to point out some common features of text type "cards", e.g. greetings (PSS)(CLS)
- able to match pictures with cards for describing a person' clothing with teacher support (CLS)(CS)(CR)(PSS)
- able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)

In this unit, students learn to ask and tell the locations of different community facilities. They learn to give instructions to go to different community facilities, using prepositions and prepositional phrases. Students also learn the names of different community facilities, i.e. restaurant, bank, bus stop, subway. Students also learn the text type features of "Maps and legends". This unit ends in a task of writing a short description about the community facilities near the school to one of his/her family members. They also learn to draw a simple map when writing the description.

For letter sounds, students start to recognise rimes. They will start with the rime "at" by reading the "at" chant, "The Fat Cat" adapted from PLP-R/W.

Key Stage 3 – S1

Module: We Love Ho	ng Kong				_		
Unit 3		ng My Community		Text types	Conversations, Directions, Maps		
<b>Learning Targets</b>	IS(a)	To establish and main situations	To establish and maintain relationships and routines in school and other familiar situations				
	IS(b)	To converse about ideas and experiences					
	IS(c)	To exchange messages through activities such as writing simple text					
	IS(d)	To obtain and provide information in classroom situations and through activities such					
		as interactive games and simple open-ended role play					
	KS(a)	•			tion on familiar topics		
	KS(b)	1	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions				
	KS(d)	To recognise and solv					
	ES(a)				of English through activities such		
		as reciting chants		•			
	ES(b)				nd other narrative texts through		
					ing oneself to be a character and		
		describing one's reac					
	ES(c) To give expression to imaginative ideas through oral, written an such as providing simple oral and written descriptions of a situation						
Expected Learning	Group (a) (Strong)		Group (b)		Group (c) (Low)		
Outcome		o use personal	- able to use pe	,	- able to show attempt to use		
o utcome		n "It" as subject to	pronoun "It" as		personal pronoun "It" as subject		
At the end of the	•	the object	identify the ob	•	to identify the object with		
unit, students		SS)(CLS)	teacher suppor		teacher support (CS)(PSS)(CLS)		
would be		use correct	(CS)(PSS)(CL		- able to show attempt to use		
		tions or prepositional	- able to use co		prepositions or prepositional		
	•	, e.g. "next to" to	prepositions or		phrases, e.g. "next to" to		
		e positions	phrases, e.g. "r		indicate positions with teacher		
		SS)(CLS) o use the	indicate position teacher suppor		support (CS)(PSS)(CLS) - able to show attempt to use the		
		gative adverb	(CS)(PSS)(CL		interrogative adverb "where",		
	_	", e.g. "Where is the	- able to use th		e.g. "Where is" to ask about		
		shop?" to ask about	adverb "where		locations with teacher support		
	location		is the flower sl		(PSS)(CLS)(CS)		
	(PSS)(C	CLS)(CS)	about locations	s with teacher	- able to match the pictures of		
		write at least two	support (PSS)(		community facilities with words		
		sentences to describe	- able to fill in		when writing descriptions with		
	-	ure (use of correct	(use of correct		classmates with teacher support,		
		tions or prepositional , use of correct	or prepositional of correct name	_	(CS)(CLS)(PSS)		
	•	of community	community fac		- able to match prepositions to indicate the places base on		
		s, use of proper	proper nouns to		visual cues with teacher support		
	Tucilluc	s, asc of proper	proper nouns t	0 10101 10	visual cues with teacher support		

nouns to refer to places)
when writing descriptions
with classmates
(CS)(CLS)(PSS)
- able to point out some
common features of text
type "Maps", e.g. names of
different places when
drawing maps with
descriptions (PSS)(CR)
- able to use correct
capitalisation and
punctuation in writing (SLS)

places) when writing descriptions with classmates with teacher support (CS)(CLS)(PSS)

- able to point out some common features of text type "Maps", e.g. names of different places with teacher support (PSS)(CR)

- able to use correct capitalisation and punctuation in writing with

teacher support (SLS)

(PSS)
- able to locate proper information, e.g. name of community facilities when reading maps with teacher support (PSS)(CR)
- able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)

In this unit, students read about a TV reporter going to an old people's home and asking about the things John does there. They learn about how to ask or talk about what someone does at home. Then students find out how their classmates help and choose the most helpful student in class. For grammar items, students continue to practise using simple present tense to express opinions and describe habitual actions. They also practise using adjectives to describe people. Students also need to use the auxiliary verbs "do" and "does" to seek information and to use the interrogative pronoun "what" to find out specific information about a person. By the end of this unit, students are expected to write description on one of the classmates about how he/she helps in school and at home.

For letter sounds, students start to recognise more rimes. They will start with the rime "un" by reading the "un" chant, "The Fun Bun" adapted from PLP-R/W.

Key Stage 3 – S1

Module: Wonderfu	Module: Wonderful Things						
Unit 4	Amazi	ng deeds - John the He	lper	Text types	Magazine/Newspaper articles		
Learning Targets	IS(a)	To establish and main situations	ntain relationsl	nips and routine	s in school and other familiar		
	IS(b)	To converse about feel	ings, preference	es, ideas and exp	eriences		
	IS(c)	To exchange messages	through activit	ies such as writing	ng simple texts		
	IS(d)	To obtain and provide objects and information in classroom situations and through activities such as interactive games and simple open-ended role play					
	KS(a)	To provide or find out,	organise and p	resent information	on on familiar topics		
	KS(b)	To interpret and use gi matching, sequencing,		U 1			
	KS(c)	To identify ideas in sin	nple spoken and	d written texts, fo	orm opinions and express them		
	ES(a)	To develop an awaren imaginative texts throu			of English and an enjoyment of ants		
	ES(b)	oral, written and perfor	rmative means	such as imaginin	I other narrative texts through g oneself to be a character in the rds characters and events		
	ES(c)	To give express ion to such as providing simp			written and performative means of a character		
Expected	G	roup (a) (Strong)		) (Medium)	Group (c) (Low)		
Learning	- able t	o give appropriate	- able to give	appropriate	- able to show attempt to give		
Outcome	answer	s to questions using	answers to qu	estions using	appropriate answers to		
		gative pronoun "what"		pronoun "what"	questions using interrogative		
At the end of the		auxiliary verbs "do"		ary verbs "do"	pronoun "what" and the		
unit, students		oes" with teacher and	and "does" wi		auxiliary verbs "do" with		
would be		ates (CS)(CLS)(PSS)	support (CS)(		teacher support		
		o talk about different	- able to give	* * *	(CS)(CLS)(PSS)		
	~ 1	f housework and work	* I	ework and work	- able to match the pictures of		
		lps people with teacher ssmates		ple with teacher	different types of housework		
		LS)(PSS)	support (CS)(	he interrogative	and work that helps people with teacher support		
		(CS)(CLS)(PSS)					
	- able to use the interrogative pronoun "what" to find out			nt" to find out nation about a	- able to show attempt to use		
	•	c information about a	person does, e		the interrogative pronoun		
	_	does, e.g. "What do	you do?" w	•	"what" to find out specific		
		es he/she do?"	support (CS)(		information about a person		
		LS)(PSS)	~ ~	olete sentences	does, e.g. "What do you		
		o use correct sentences		iate tenses and	do?" with teacher support		

correct types of work in

(use of present tense, use of

(CS)(CLS)(PSS)

correct types of work) when	classroom activities with	- able to point out some
talking about the helpful	teacher support	common features of text type
deeds with classmates	(CS)(CR)(PSS)(CLS)	"Newspaper article", e.g.
(CS)(CR)(PSS)(CLS)	- able to point out some	headings and by-line with
- able to point out some	common features of text type	teacher support (PSS)
common features of text type	"Newspaper article", e.g.	- able to show attempt to use
"Newspaper article", e.g.	headings and by-line with	correct capitalisation and
headings and by-line	teacher support	punctuation in writing with
(PSS)	(PSS)	teacher support (SLS)
- able to use correct	- able to use correct	
capitalisation and punctuation	capitalisation and punctuation	
in writing (SLS)	in writing with teacher	
	support (SLS)	

In this unit, students start with the situation as watching a TV programme about food. They read the conversation between the host and a chef of a restaurant. Students in this unit come across some common Hong Kong food in a restaurant, e.g. barbecue pork buns, chicken's feet and hot pot. They also revisit to use the auxiliary verb "do" to seek information. They also learn to use connectives "and" and "but" to link similar and contrasting ideas.

By the end of this unit, students need to design a menu for a foreign relative to introduce some famous Hong Kong food. For letter sounds, students start to recognise more rimes. They will start with the rime "ip" by reading the "ip" chant adapted from PLP-R/W.

Key Stage 3 – S1

7	/odule:	Cultures	of the	World
17	mouule:	Cultures	or the	vvoria

Unit 5	Hong I	Kong food		Text types	Advertisements, Menus		
Learning	IS(a)	To establish and mainta	in relationships and	d routines in sch	nool and other familiar situations		
Targets	IS(b)	To converse about prefe					
	IS(d)	To obtain and provide is	sroom situations	s and through activities such as			
		interactive games and si	imple open-ended	role play			
	KS(a)	To provide, organise ar	nd present informa	tion on familiar	topics		
	KS(b)	To interpret and use giv	en information thr	ough processes	or activities such as matching,		
		classifying and to follow					
	ES(a)	To develop an awarene	ess of the basic so	ound patterns o	f English and an enjoyment of		
		imaginative texts through	gh activities such a	s reciting chant	S		
	ES(b)	To respond to character	s and events in ima	aginative and ot	ther narrative texts through oral,		
		written and performativ	e means such as in	nagining onesel	f to be a character in the story		
		and describing one's fee	elings towards ever	nts			
Expected	G	roup (a) (Strong)	Group (b) (l	Medium)	Group (c) (Low)		
Learning	- able to	o use auxiliary verb	- able to use auxi	liary verb	- able to show attempt to use		
Outcome		seek information, e.g.	"do" to seek info		auxiliary verb "do" to seek		
		u like to try?"	" <u>Do</u> you like to t	ry?" with	information, e.g. " <u>Do</u> you like		
At the end of		CS)(PSS)	teacher support		?" with teacher support		
the unit,		o identify some	(CLS)(CS)(PSS)		(CLS)(CS)(PSS)		
students		n Hong Kong food,	- able to identify		- able to identify some		
would be		becue pork bun,	common Hong K	•	common Hong Kong food,		
	chicken's feet with classmates		e.g. barbecue por	· ·	e.g. barbecue pork bun,		
		CS)(PSS)	chicken's feet wi		chicken's feet with teacher		
		o use the connective	support (CLS)(C		support (CLS)(CS)(PSS)		
	"and" to		- able to use the c		- able to show attempt to use		
	link similar ideas or add		"and" to link sim add information,		the connective "and" to link similar ideas or add		
	information, e.g. "I like to try chicken's feet <u>and</u> red bean		try chicken's feet	•	information with teacher		
		CLS)(CS)(PSS)	soup" with teach		support (CLS)(CS)(PSS)		
		o use the connective	(CLS)(CS)(PSS)	er support	- able to show attempt to use		
		o link contrasting ideas,	- able to use the o	connective	the connective "but" to link		
		ke to try red bean soup	"but" to link cont		contrasting ideas with teacher		
	_	on't like to try	e.g. I like to try re		support (CLS)(CS)(PSS)		
		n's feet"	but I don't like to	_	- able to point out some		
	(CLS)(	CS)(PSS)	chicken's feet" w	•	common features of text type		
	- able to	o use the "to-infinitive"	support (CLS)(C	S)(PSS)	"menus", e.g. dishes and		
	to expr	ess purpose, e.g. "I like	- able to use the '		prices with teacher support		
	<u>to try</u>	." (CLS)(CS)(PSS)	to express purpos	se, e.g. "I like	(PSS)		
	- able to	o write at least two	to try" with teacher support		- able to show attempt to		
		sentences to express	(CLS)(CS)(PSS)		match pictures and words to		
	_	nces on some Hong	- able to point ou		complete the menu about		
	Kong fo	ood (use correct	common features	of text type	Hong Kong food to a foreign		

_			
	connective to link ideas, use	"menus", e.g. name of	friend with teacher support
	"to-infinitive" to express	restaurant, dishes and prices	(CLS)(CS)(CR)(PSS)(IT)
	purpose, use of proper nouns	with teacher support (PSS)	- able to show attempt to use
	to refer different Hong Kong	- able to fill in the blanks to	correct capitalisation and
	food in classroom	express preferences on some	punctuation in writing with
	activities(CLS)(CS)(CR)(PSS)	Hong Kong food with teacher	teacher support (SLS)
	- able to point out some	support	
	common features of text type	(CLS)(CS)(CR)(PSS)	
	"menus", e.g. name of	- able to fill in the blanks to	
	restaurant, dishes and prices"	complete the menu about	
	(PSS)	Hong Kong food to a foreign	
	- able to fill in the blanks to	friend with teacher support	
	complete the menu about	(CLS)(CS)(CR)(PSS)(IT)	
	Hong Kong food to a foreign	- able to use correct	
	friend	capitalisation and punctuation	
	(CLS)(CS)(CR)(PSS)(IT)	in writing with teacher support	
	- able to use correct	(SLS)	
	capitalisation and punctuation		
	in writing (SLS)		
_			

In this unit, students read a poem about water and find out what we use water for, e.g. wash our hands, clean the room. Students can recycle the use of infinitives "to" to talk about activities and the base form of verbs. Students can also recycle the phrases, like "water the plants", "feed the pets" in Unit 4. Students in this unit also use the personal pronouns "we" as subjects to identify people. They also learn to use the possessive adjective "our" to show possession or connection, i.e. "wash <u>our</u> hands" and to use the interrogative pronoun "how" to ask about uses of things. By the end of this unit, students need to complete a poem, with rhyming words, on the theme of "natural things" in order to deepen students' understanding on the importance of the nature. They can also design some posters on the theme "Uses of natural things" with classmates.

For letter sounds, students start to recognise more rimes. They will start with the rime "et" by reading the "et" chant adapted from PLP-R/W.

<u>Key Stage 3 – S1</u> Module: Nature and Environment

Module: Nature and Unit 6	We Lov			Text types	Poen	ns, Rhymes, Posters			
Learning Targets	IS(a)	To establish and ma situations	intain relat	onships and 1	routine	s in school and other familiar			
	IS(b)	To converse about fe	elings and i	deas					
	IS(d)	To obtain and provid	le information	on in classrooi	m situa	tions and through activities			
		such as interactive games and simple open-ended role play							
	KS(a)	To provide, organise	To provide, organise and present information on familiar topics						
	KS(b)	To interpret and use	given inforr	nation through	n proce	esses or activities such as			
		matching, and to foll	ow instructi	ons to comple	ete diffe	erent learning tasks in			
		classroom							
	ES(a)					of English and an enjoyment of			
		imaginative texts thre							
	ES(b)					through oral, written and			
			neans such as describing one's feelings towards events						
Expected	Group (a) (Strong)			(b) (Mediun	,	Group (c) (Low)			
Learning		use infinitives to		se infinitives t		- able to give short responses			
Outcome		at activities, e.g. "We		activities, e.g.		to the question "How do we			
At the end of the	use it to			ean" with teac		use water?" (PSS)(CLS)(CS)			
unit, students	(PSS)(C	, · · · · ·		SS)(CLS)(CS		- able to match the pictures			
would be		use uncountable		se uncountable efer to general		of natural things (fire/light/sun light) with			
would be		refer to general hich are not used		ch are not use		activities, e.g. washing			
	_	nbers, e.g.	with numb		u	hands, drying clothes,			
		Fire is very	"Water/Fi			cooking (PSS)(CLS)(CS)			
	importar			with teacher		- able to point out some			
	(PSS)(C		support	***************************************		common features of text type			
		use the simple	(PSS)(CL	S)(CS)		"poems", e.g. rhyming words			
		ense to talk about		se the simple		- able to show the simple			
	simple to	ruths, e.g. "Water is		se to talk abo	ut	present tense for talking			
	importar	nt"		ths, e.g. "Wate	er <u>is</u>	about simple truths			
	(PSS)(C	LS)(CS)		with teacher		- able to show attempt to			
		use the interrogative	·	SS)(CLS)(CS	•	match pictures and words to			
		"how" to ask about		se the interrog		complete the simple poem			
		of things, e.g. "How	•	how" to ask al		about natural things with			
		se water?"		things, e.g. "	<u>How</u>	teacher support			
	(PSS)(C	, · · · · ·		water?" with		(CLS)(CS)(CR)(PSS)(IT)			
	- able to	use pronouns "we"	teacher su	pport		- able to show attempt to use			

as subject to refer to general people, e.g. "We use ..." (PSS)(CLS)(CS) - able to use possessive adjective "our" to show possession or connection, e.g. "wash our hands" when the subject is "we" (PSS)(CLS)(CS) - able to identify the rhyming words in a poem (PSS)(CLS)(CS) - able to write at least two correct sentences to explain the use of natural things, e.g. water/fire/light (use of present tense, use of infinitives to, use of uncountable nouns) (PSS)(CLS)(CS) - able to point out some common features of text type "poems", e.g. rhyming (PSS) - able to complete a poem about fire/sunlight/water with classmates with teacher support (PSS)(CLS)(CS)(CR) - able to use correct capitalisation and punctuation in writing (SLS)

(PSS)(CLS)(CS) - able to use pronouns "we" as subject to refer to general people, e.g. "We use ..." with teacher support (PSS)(CLS)(CS) - able to use possessive adjective "our" to show possession or connection, e.g. "wash our hands" when the subject is "we" with teacher support (PSS)(CLS)(CS) - able to identify the rhyming words in a poem with teacher support (PSS)(CLS)(CS) - able to do the fill in the blanks to explain the use of natural things, e.g. water/fire/light (use of present tense, use of infinitives to, use of uncountable nouns) with teacher support (PSS)(CLS)(CS) - able to point out some common features of text type "poems", e.g. rhyming with teacher support (PSS)(CLS)(CS) - able to identify the rhyming words in a poem which is about fire/sunlight in classroom activities with teacher support (PSS)(CLS)(CS)(CR) - able to use correct capitalisation and

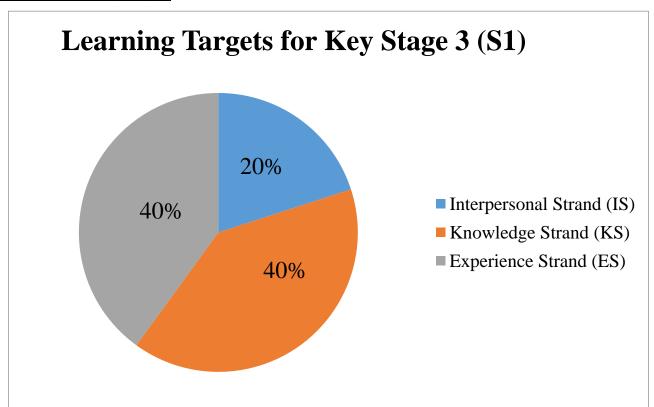
punctuation in writing with teacher support (SLS)

correct capitalisation and punctuation in writing with teacher support (SLS)

## **S1 Learning Summary**

- able to identify all initial sounds and ending sounds of English letters
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic capitalisation and punctuation, e.g. full stop
- able to make and respond to more question types using "what", "where", "when", "who" and "how"
- able to use more subject pronouns except "he/she" in context, e.g. "we"
- able to identify plural forms of nouns when talking about quantities and the use of present and present continuous tenses
- able to follow teacher's instructions to participate different learning tasks with classmates
- able to give some responses by showing problem solving and critical thinking skills when respond to characters, events in context and social issues, e.g. environmental protection (Chapter 6 We love water)
- able to identify more text types and text types features, e.g. poems=> rhyming words
- able to use more sentences structures to express ideas, e.g. use of more connectives (and, but), possessive pronouns (my, our)
- able to construct simple sentences in structures, e.g. S+V+O (use of present tense and present continuous tense), use of infinitive "to" to express purposes

#### **Proportion on Learning Targets**



S1 Teaching Contents	Unit	
Toops as Life	Unit 1	Being Fashionable
Teenage Life	Unit 2	Growing Up
We :Love Hong Kong	Unit 3	Knowing my community
Wonderful Things	II Init 4	Amazing deeds (John the helper)
Cultures of the World	Unit 5	Hong Kong Food
Nature and Environment	Unit 6	We Love Water

In the S2 curriculum, it starts with the same module in S1, i.e. Teenage Life. In this unit, students would focus on the leisure and hobbies.

Except knowing more about the names of different leisure activities, students in this unit can also learn to use the general determiners, "a lot of", "some" and "no" to report the finding in a survey, i.e. "A lot of students like surfing the Internet". They also revisit the use of interrogative pronoun "what" to ask questions. Students are expected to get more familiarised with using "what" to seek information. Also, students in S2 are expected to expose to the use of gerund (-ing verbal) or infinitive (to + verb form) as a complement. Students in this unit also have the chance to revise the using of preposition "on \_\_\_\_day" to talk day of the week.

For letter sounds, students continue to recognise the rimes. They will start with the rimes with "a", including "ad", "ag", "am", "an", and "ap". Students will read different chants adapted from the PLP-R/W.

Key Stage 3 – S2
Module: Teenage Life

Unit 1	Leisure	and Hobbies	<b>Text types</b> Magazine art	ticles, Survey					
Learning	IS(a)	S(a) To establish and maintain relationships and routines in carrying out classroom activities							
Targets	IS(b)		periences in doing leisure activities						
	IS(d)		information through activities such						
	KS(a)	To organise and presen	nt information on familiar topics						
	KS(b)	To interpret and use given information through processes or activities such as matching							
	, ,		and to follow instructions	Ç.					
	ES(b)	To respond to narrativ	e texts through oral, written and p	erformative means such as:					
		describing one's ideas	and opinions						
Expected	Gr	oup (a) (Strong)	Group (b) (Medium)	Group (c) (Low)					
Learning	- able to	use gerund (-ing	- able to use gerund (-ing	- able to use gerund (-ing					
Outcome		o talk about activities,	verbal) to talk about activities,	verbal) to talk about activities,					
		ke surfing the	e.g. "I <u>like surfing</u> the	e.g. "I <u>like surfing</u> the					
At the end		'(PSS)(CLS)(CS)	Internet" with teacher	Internet" with teacher					
of the unit,		use general	support(PSS)(CLS)(CS)	support(PSS)(CLS)(CS)					
students		ners, "some", "a lot of"	- able to use general	- able to use general					
would be		' to show quantities	determiners, "some", "a lot of"	determiners, "some", "a lot of"					
	when rep		and "no" to show quantities	and "no" to show quantities					
	(PSS)(C		when reporting with teacher	when reporting with teacher					
		use the simple present	support (PSS)(CLS)(CS)	support (PSS)(CLS)(CS)					
		talk about simple	- able to use the simple present	- able to show attempt to use					
		g. "I like…"	tense to talk about simple	the simple present tense to talk					
	(PSS)(C	use the preposition	truths, e.g. "I like" with teacher support	about simple truths, e.g. "I like" with teacher support					
		en talking about days	(PSS)(CLS)(CS)	(PSS)(CLS)(CS)					
		eek, e.g. "on Monday"	- able to use the preposition	- able to show attempt to use					
	(PSS)(C		"on" when talking about the	the interrogative pronoun					
		use the interrogative	days of the week, e.g. "on	"what" to seek information,					
		"what" to seek	Monday' with teacher support	"What do you like doing?"					
		ion, "What do you	(PSS)(CLS)(CS)	with teacher support					
	like doing?" (PSS)(CLS)(CS)		- able to use the interrogative	- able to show attempt to use					
	- able to identify the text type		pronoun "what" to seek	correct general determiners to					
		(PSS)(CLS)(CS)	information, "What do you	refer to the finding in a survey					
		write at least two	like doing?" with teacher	with teacher support					
		entences to report the	support (PSS)(CLS)(CS)	(PSS)(CLS)(CS)(MS)					
	_	from a survey, e.g. "A	- able to identify the text type	- able to identify different					
	lot of stu	<u>idents</u> like collecting	"report" (PSS)(CLS)(CS)	names of leisure activities with					

stamps"	- able to fill in the blanks to	teacher support (SLS)
(PSS)(CLS)(CS)(MS)	report the finding from a	- able to identify different days
- able to point out some	survey, e.g. "A lot of students	of the week with teacher
common features of text type	like collecting stamps" with	support (SLS)
"survey", e.g. symbols for	teacher support	- able to show attempt to use
representing data (i.e. use of	(PSS)(CLS)(CS)(MS)	correct capitalisation and
"☑" (PSS)	- able to point out some	punctuation in writing with
- able to use correct	common features of text type	teacher support (SLS)
capitalisation and punctuation	"survey", e.g. symbols for	
in writing (SLS)	representing data (i.e. use of	
	"☑" (PSS)	
	- able to use correct	
	capitalisation and punctuation	
	in writing with teacher support	
	(SLS)	

Students in this unit expose to a new learning experience by reading a story, i.e. "The Twelve animals of the Year". Narrative story is not a frequent text type found in the curriculum, as it demands more imagination and creativity which ID students may find more difficult in. In this unit, students will imagine their favourite animals as the "Thirteen animal of the Year". They also have the chance to learn more about the use of simple past tense in a story and the names of the year. Students in this unit also try to use different "Wh" question words, "When", "Where", "Who", What" and "How" to analyse the structure of a story. They will also need to write a short story about the 'Thirteen animal of the Year" in groups.

For letter sounds, students continue practicing the rimes by reading the letter chants "Yummy in my Tummy". They will chant the "o" sounds, i.e. "ob", "og" and "op" adapted from PLP-R/W.

<u>Key Stage 3 – S2</u> Module: Great Stories

Unit 2		elve animals of the Ye	ear	Text types	Narratives, Story			
Learning	IS(a)			· · · · · · · · · · · · · · · · · · ·	s in school and other familiar			
Targets	12 (11)	situations						
	IS(b)	To converse about feelings and ideas						
	IS(c)	To exchange messages through activities such as writing simple texts						
	IS(d)		To obtain and provide information in classroom situations and through activities					
		such as simple open-			C			
	KS(a)	To provide or find ou	it, organise and	d present informati	ion on familiar topics			
	KS(c)	To identify ideas in s	imple spoken	and written text an	d express them			
	KS(d)	To recognise and solv	ve simple prob	lems in given situa	ations			
	ES(b)	To respond to charac	ters and events	s in imaginative an	d other narrative texts through			
		_		•	predictions, imagining oneself			
				scribing one's feel	lings and reactions and			
		participating in drama						
	ES(c)				written and performative			
					simple stories that show some			
Ermontod	Cm	understanding of "setting" and events  oup (a) (Strong) Group (b) (Medium) Group (c) (Low)						
Expected Learning		oup (a) (Strong) use simple past tense		simple past tense	Group (c) (Low) - able to identify the use of			
Outcome		oout past activities		past activities	simple past tense in a story			
outcome		its, e.g. "The rabbit		g. "The rabbit	with teacher support			
At the end of		" (PSS)(CLS)(CS)	ran fast" v		(PSS)(CLS)(CS)			
the unit,		give short answers	support (PSS		- able to show attempt to give			
students would		estions regarding the		short answers	short answers to the			
be	setting a	nd event of a story	to the questic	ons regarding the	questions regarding the			
	(PSS)(C			vent of a story	setting and event of a story			
		identify the past	with teacher	* *	with teacher support			
		m of verb to be and	(PSS)(CLS)(	·	(PSS)(CLS)(CS)			
		mmon action verbs,	- able to iden	tify the past f verb to be and	- able to show attempt to			
	(PSS)(C	" and "slept"		on action verbs,	identify the past tense form of verb to be and some			
		use one's		d "slept" with	common action verbs, e.g.			
		ion to complete a	teacher suppo		"ran" and "slept" with			
	_	y on "The Thirteen	(PSS)(CLS)(		teacher support			
	animal o			some adjectives	(PSS)(CLS)(CS)			
		LS)(CS)(PSS)(CR)	to describe th	ne characters in a	- able to identify some			
		use adjectives to	story, e.g. "la		adjectives to describe the			
		the characters in a		" with teacher	characters in a story, e.g.			
	story, e.g	g. "lazy", "fat",	support (PSS	)(CLS)(CS)	"lazy", "fat", "fast", "slow"			

"fast",	"slow"
(PSS)(	CLS)(CS)

- able to identify the text type "story" and point out its language features, e.g. use of past tense, name of story (PSS)(CLS)(CS)
- able to write at least two correct sentences (use of past tense and adjectives) (PSS)(CLS)(CS)
- able to use correct capitalisation and punctuation in writing (SLS)
- able to use one's imagination to complete a new story on "The Thirteen animal of the Year" (CLS)(CS)(PSS)(CR)
- able to identify the text type "story" and point out its language features, e.g. use of past tense, name of story with teacher support (PSS)(CLS)(CS)
- able to fill in the blanks to complete a story (use of past tense and adjectives) with teacher support (PSS)(CLS)(CS)
- able to use correct capitalisation and punctuation in writing with teacher support (SLS)

# with teacher support (PSS)(CLS)(CS)

- able to show attempt to use one's imagination to point out the thirteen animal of the Year in a story (CLS)(CS)(PSS)(CR)
- able to identify the text type "story" and point out its language features, e.g. name of story with teacher support (PSS)(CLS)(CS)
- able to show attempt to match pictures and words to complete a short story with teacher support (CLS)(CS)(CR)(PSS)(IT)
- able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)

In this unit, students start with reading a poem about some good behaviours. Students will have the chance to learn some common adverbs, e.g. loudly and quietly. They would also have the chance to revisit the names of some community and public facilities they have learned, e.g. bus station, library and cinema. By the end of this unit, students need to write some rules in groups for a particular place/facility that they choose.

Students in this unit also talk about different activities they should do or should not in particular places by using interrogative adverb "what", e.g. "What should you do in a library?" Since the use of modal verb, "should" has not been explicitly taught in the curriculum, students will also have the chance to use the modal "should" and "should not (shouldn't)" for giving permission. Students can also practise using apostrophes in contractions, i.e. shouldn<u>'t</u>" whereas they should be familiarised with using captialisation and puntuation in sentences and questions.

For letter sounds, students continue practicing the rimes by reading the same letter chants "Yummy in my Tummy", which they have read in the Unit 2. They will chant the "e" sounds, i.e. "ed", "eg", "em" and "en" adapted from PLP-R/W.

<u>Key Stage 3 – S2</u> Module: Rules and Behaviours

Unit 3		ehaviours		Text types	Poems, Rules	
Learning Targets	IS(a)	IS(a) To establish and maintain relationships and routines in school and other familiar situations				
	IS(b)	To converse about idea	as and experi	ences		
	IS(c)	To exchange messages	through acti	vities such as w	riting simple texts	
	IS(d)	To obtain and provide	information	in classroom situ	ations and through activities such as	
		simple open-ended role	e play			
	KS(a)	To find out, organise a	nd present in	formation on far	niliar topics	
	KS(b)				esses or activities such as matching,	
		sequencing, describing				
	KS(c)	•			, form opinions and express them	
	KS(d)	To recognise and solve				
	ES(b)	<b>A</b>			ve texts through oral, written and	
			uch as imagi	ning oneself to	be a character and describing one's	
	TG()	feelings and reactions				
	ES(c)				l, written and performative means	
E 4 1	C	such as providing simp				
Expected		oup (a) (Strong)	_	(b) (Medium)	Group (c) (Low)	
Learning Outcome		use interrogative		e interrogative	- able to show attempt to use	
Outcome	*	"what" to find out information, e.g.		what" to find out ormation, e.g.	interrogative pronoun "what" to find out specific	
At the end of		hould we/you do?"		ıld we/you do?"	information, e.g. "What should	
the unit,	(PSS)(C	•	with teache		we/you do?" with teacher	
students	` ' '	use modal verb	(PSS)(CS)(		support (PSS)(CS)(CLS)	
would be		'to form question, e.g.	, , , , ,	e modal verb	- able to show attempt to use	
		hould you/we do?"	"should" to	form question,		
	(PSS)(C	S)(CLS)	"What shou	ıld you/we do?"	question, e.g. "What should	
	- able to	use "we/you" as	with teache	r support	you/we do?" with teacher	
		of a sentence when	(PSS)(CS)(		support	
	answering questions			e "we/you" as	(PSS)(CS)(CLS)	
	(PSS)(C			sentence when	- able to identify "we/you" as	
		use adverbs to		questions with	subject of a sentence when	
		the actions in a	teacher sup		answering questions with	
	sentence	, e.g. "speak <u>quietly</u> "	(PSS)(CS)(	CLS)	teacher support	

#### (PSS)(CS)(CLS)

- able to use rhyming words to complete a poem (PSS)(CLS)(CS)
- able to use modal verb "should" and "shouldn't" when giving permission (PSS)(CLS)(CS)
- able to write at least two correct sentences to describe the picture (use of modal verb, use of adverb, use correct personal pronoun "you/we") (CLS)(PSS)
- able to point out some common features of text types "poems" and "rules", e.g. rhyming and numbering (PSS)(CLS)
- able to fill in the blanks to complete a rule in a particular community/public facility (CLS)(CS)(CR)(PSS)
- able to demonstrate one's creativity in different classroom activities(CLS)(CS)(CR)
- able to use correct capitalisation and punctuation (contraction of "should not"=> shouldn't) in writing (SLS)

- able to use adverbs to describe the actions in a sentence, e.g. "speak <u>quietly</u>" with teacher support (PSS)(CS)(CLS)
- able to show attempt to use rhyming words to complete a poem with teacher support (PSS)(CLS)(CS)
- able to use modal verb "should" and "shouldn't" when giving permission with teacher support (PSS)(CLS)(CS)
- able to fill in the blanks to describe the pictures (use of modal verb, use of adverb, use correct personal pronoun "you/we") with teacher support (CLS)(PSS)
- able to point out some common features of text types "poems" and "rules", e.g. rhyming and numbering (PSS)(CLS)
- able to fill in the blanks to complete a rule in a particular community/public facility with teacher support
- (CLS)(CS)(CR)(PSS)
- able to demonstrate one's creativity in different classroom activities(CLS)(CS)(CR)
   able to use correct
- able to use correct capitalisation and punctuation (contraction of "should not"=> shouldn't) in writing with teacher support (SLS)

## (PSS)(CS)(CLS)

- able to identify correct adverbs to describe the actions in a sentence, e.g. "speak <u>quietly</u>" with teacher support (PSS)(CS)(CLS)
- able to show attempt to use or identify rhyming words in a poem with teacher support (PSS)(CLS)(CS)
- able to show attempt to use modal verb "should" and "shouldn't" when giving permission with teacher support (PSS)(CLS)(CS)
- able to do the matching for picture descriptions (use of modal verb, use of adverb, use correct personal pronoun "you/we") with teacher support (CLS)(PSS)
- able to point out some common features of text types "poems" and "rules", e.g. rhyming and numbering (PSS)(CLS)
- able to complete the matching for composing a rule in a particular community/public facility with teacher support (CLS)(CS)(CR)(PSS)
- able to demonstrate one's creativity in different classroom activities with teacher support (CLS)(CS)(CR)
- able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)

This unit progresses from the module "We Love Hong Kong" that students have come across in S1. Students in S1 learnt about different community facilities in Hong Kong and they need to reuse the names in the interviewing activities in order to do the questionnaires. They will also use the interrogative pronoun "who" and interrogative adverb, "how" to find out a person's identity and to ask about ways of doing things. In addition, students also need to use different prepositional phrases to indicate means and people, i.e. "by bus", "on foot" and "with parents", "with classmates". Students in this unit are also expected to demonstrate their imagination and creativity in order to guess the answers for the "riddles".

For letter sounds, students continue practicing the rimes by reading the same letter chant "Yummy in my Tummy", which they have read in the Unit 2. They will chant the "i" sounds, i.e. "ib", "id", "ig", "im", "in", "it" and "ix" adapted from PLP-R/W.

Key Stage 3 – S2

Unit 4	In the T			Text types	Questionnaires, Ric	ddles			
Learning Targets	IS(a)	To establish and ma situations	intain relatio		outines in school and	d other familiar			
	IS(b)	To converse about interests, preferences, ideas and experiences							
	IS(c)	To exchange messages	s through act	ivities such as	nterviewing students.	, doing			
		questionnaires							
	IS(d)	To obtain and provide as interactive games	information	in classroom s	tuations and through	activities such			
	KS(a)	To provide or find out	, organise an	d present infor	mation on familiar top	oics			
	KS(b)	To interpret and use gratching, describing a		~ .	ocesses or activities s	uch as			
	KS(c)	To identify ideas in sin	mple spoken	and written tex	ts and express them				
	ES(b)	To respond to characted performative means su in the story and descri	uch as making	g predictions a	nd imagining oneself				
	ES(c)	To give expression to	imaginative i	deas through o	ral, written and perfo	rmative means			
		such as providing sim	ple oral and v	vritten descrip	ions of a situation				
Expected	Gr	oup (a) (Strong)	Group	(b) (Medium)	Group	(c) (Low)			
Learning	- able to	identify different	- able to ide	entify different		show responses			
Outcome		es to questions starting		o questions star	_ 1				
		ho" and "how"		and "how" wi		ow" with teacher			
At the end of	` ' '	LS)(CS)	teacher sup		support				
the unit,		give answer, "I go to	(PSS)(CLS)		(PSS)(CLS)(C	·			
students		nity facility] by	_	e answer, "I g		attempt to give			
would be		rtation means], e.g. "I		facility] <u>by</u>	responses to "	•			
		e bank by MTR."		ion means], e.g					
	` ' '	LS)(CS)		nk by MTR" v		n means], e.g. "I			
		give answer, "I go to nity facility] with	teacher sup (PSS)(CLS		teacher suppor	by MTR" with			
	_	e.g. "I go to the bank		ve answer, "I g					
	with par	0 0		facility] with		attempt to give			
	_	(LS)(CS)		g. "I go to the b					
	` ' '	write at least two		s" with teacher		0			
		sentences to describe		S)(CLS)(CS)		'I go to the bank			
		(use of correct nouns		in the blanks					
	•	osition to show	describe pio	ctures (use of	support (PSS)				
	places, a	activities and people)	correct nou	ns and preposi	ion - able to do the	e matching for			

- when conducting interviews with classmates (PSS)(CLS)(CS)
- able to identify the text type "questionnaires" and "riddles" in classroom activities (PSS)
- able to finish the questionnaires with classmates (PSS)(CLS)(CS)(CR)
- able to demonstrate imagination and creativity when guessing riddles and other classroom learning activities, e.g. listening (SLS)(CR)(CLS)(CS)
- (SLS)(CR)(CLS)(CS)
   able to use correct
  capitalisation and punctuation
  in writing (SLS)

- to show places, activities and people) when conducting interviews with classmates (PSS)(CLS)(CS)
- able to identify the text type "questionnaires" and "riddles" in classroom activities with teacher support (PSS)
- able to finish the questionnaires with classmates with teacher support (PSS)(CLS)(CS)(CR)
- able to demonstrate imagination and creativity when guessing riddles and other classroom learning activities, e.g. listening (SLS)(CR)(CLS)(CS)
- able to use correct capitalisation and punctuation in writing with teacher support (SLS)

- picture descriptions (use of correct nouns and preposition to show places, activities and people) when conducting interviews with classmates with teacher support (PSS)(CLS)(CS)
- able to identify the text type "questionnaires" and "riddles" in classroom activities with teacher support (PSS)
- able to finish the questionnaires with classmates with teacher support (PSS)(CLS)(CS)(CR)
- able to show attempt to demonstrate imagination and creativity when guessing riddles and other classroom learning activities, e.g. listening with teacher support (SLS)(CR)(CLS)(CS)
- able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)

This unit also progresses from the module "Cultures of the World" that students have come across in S1. Students in S1 learnt about different food and cultures in Hong Kong and they need to reuse them when writing the postcards to his/her family member staying overseas. They also use the interrogative adverb "where" and "what" to ask about location and the weather in the messaging activity. In addition, they will also revisit some weather words and names of some special dishes in different countries, e.g. sushi=> Japan or dim sum=> China. Students in this unit are also expected to demonstrate their creativity to compose the postcard to his/her family member and think of different responses when replying WhatsApp messages from others.

For letter sounds, students continue practicing the rimes "u" sounds, i.e. "ud", "ug", "um" and "up" adapted from PLP-R/W, "Days of the Week".

Key Stage 3 – S2

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<b>Module:</b>	: Cultures	of the	World

Unit 5	Countri	es and Cities	<b>Text types</b> Pos	tcards, Messages					
Learning	IS(a)	To establish and maintain relationships and routines in school and other familiar							
Targets		situations							
	IS(b)		To converse about feelings, interests, preferences, ideas and experiences						
	IS(c)		s through activities such as typin						
	IS(d)	_	objects, services and information	on in classroom situations and					
	T/C/	through activities such	<u> </u>						
	KS(a)		t information on familiar topics	1					
	KS(b)		iven information through activity and to follow instructions	ies such as matching, sequencing,					
	KS(c)		mple spoken and written texts, for	orm opinions and express them					
	ES(b)	To respond to charac	cters and events in imaginative	texts through oral, written and					
				be a character in the story and					
		describing one's feeling	<u> </u>						
	ES(b)			tive texts through oral and written					
			such as making responses ab	out the weather condition in a					
	EG( )	city/country		1					
	ES(c)		of imaginative ideas through oral ple oral and written descriptions	written and performative means					
Expected	Cr	oup (a) (Strong)	Group (b) (Medium)	Group (c) (Low)					
Learning		give appropriate	- able to give appropriate	- able to show attempt to give					
Outcome		to questions, like	answers to questions, like	appropriate responses to					
		do you come from?",	"Where do you come from?",	questions, like "Where do you					
At the end of									
	"Where	do you live" and	"Where do you live" and						
the unit,		do you live" and the weather like?"	"Where do you live" and "What is the weather like?"	come from?", "Where do you live" and "What is the weather					
students	"What is (PSS)(C	s the weather like?" LS)(CS)	"What is the weather like?" with teacher support	come from?", "Where do you live" and "What is the weather like?" with teacher support					
	"What is (PSS)(C) - able to	s the weather like?" LS)(CS) identify the	"What is the weather like?" with teacher support (PSS)(CLS)(CS)	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS)					
students	"What is (PSS)(C) - able to difference	s the weather like?" LS)(CS) identify the ces between countries	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries					
students	"What is (PSS)(C: - able to difference and citie	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo =>	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo =>					
students	"What is (PSS)(C: - able to difference and citie Japan (P	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo => SS)(CLS)(CS)	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo =>	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support					
students	"What is (PSS)(C: - able to difference and citient Japan (Pina) - able to	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo => SS)(CLS)(CS) use appropriate	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan with teacher support	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS)					
students	"What is (PSS)(C: - able to difference and citie Japan (P - able to weather	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo => SS)(CLS)(CS) use appropriate words to describe the	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS)	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to identify correct					
students	"What is (PSS)(C) - able to difference and citie Japan (P) - able to weather weather	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo => SS)(CLS)(CS) use appropriate words to describe the in a place, e.g. cold,	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan with teacher support	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to identify correct weather words to describe the					
students	"What is (PSS)(C: - able to difference and cities Japan (P - able to weather weather hot (PSS)	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo => SS)(CLS)(CS) use appropriate words to describe the	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to use appropriate	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to identify correct					
students	"What is (PSS)(C) - able to difference and citie Japan (P - able to weather weather hot (PSS) - able to	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo => (SS)(CLS)(CS) use appropriate words to describe the in a place, e.g. cold, b)(CLS)(CS)	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to use appropriate weather words to describe the	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to identify correct weather words to describe the weather in a place, e.g. cold,					
students	"What is (PSS)(C) - able to difference and citie Japan (P) - able to weather weather hot (PSS) - able to feature of addressing and the control of the contro	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo => SS)(CLS)(CS) use appropriate words to describe the in a place, e.g. cold, b)(CLS)(CS) identify the text type of "postcards", e.g. ng and greeting	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to use appropriate weather words to describe the weather in a place, e.g. cold, hot with teacher support (PSS)(CLS)(CS)	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to identify correct weather words to describe the weather in a place, e.g. cold, hot with teacher support (PSS)(CLS)(CS) - able to identify the text type					
students	"What is (PSS)(C: able to difference and cities Japan (P - able to weather weather hot (PSS) - able to feature of addressin (PSS)(C: able to S)(C: able to S	s the weather like?" LS)(CS) identify the ces between countries s, e.g. Tokyo => SS)(CLS)(CS) use appropriate words to describe the in a place, e.g. cold, b)(CLS)(CS) identify the text type of "postcards", e.g. ng and greeting	"What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to use appropriate weather words to describe the weather in a place, e.g. cold, hot with teacher support	come from?", "Where do you live" and "What is the weather like?" with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to identify correct weather words to describe the weather in a place, e.g. cold, hot with teacher support (PSS)(CLS)(CS)					

responses when making replies to the WhatsApp messages (PSS)(CLS)(CS)(CR) - able to relate special dishes with city/country, e.g. dim sum => China (PSS)(CLS)(CS) - able to compose at least two correct sentences when making responses in the WhatsApp messaging activity (use of correct weather words and names of dishes) with classmates (PSS)(CLS)(CS)(CR)(IT)- able to demonstrate imagination and creativity when making responses to different classroom learning activities, e.g. WhatsApp messaging, postcard writing (SLS)(CR)(CLS)(CS)- able to use correct capitalisation and punctuation in writing (SLS)

addressing and greeting with teacher support (PSS)(CLS)(CS) - able to make correct responses when making replies to the WhatsApp messages with teacher support (PSS)(CLS)(CS)(CR) - able to relate special dishes with city/country, e.g. dim sum => China with teacher support (PSS)(CLS)(CS) - able to fill in the blanks to make responses in the WhatsApp messaging activity (use of correct weather words and names of dishes) with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to demonstrate imagination and creativity when making responses to different classroom learning

activities, e.g. WhatsApp

with teacher support

- able to use correct

(SLS)

(SLS)(CR)(CLS)(CS)

messaging, postcard writing

capitalisation and punctuation in writing with teacher support

teacher support (PSS)(CLS)(CS) - able to show attempt to make responses when making replies to the WhatsApp messages with teacher support (PSS)(CLS)(CS)(CR)- able to identify special dishes in a city/country, e.g. dim sum => China with teacher support (PSS)(CLS)(CS) - able to do the matching in the WhatsApp messaging activity (use of correct weather words and names of dishes) with teacher support (PSS)(CLS)(CS)(CR)(IT)- able to demonstrate imagination and creativity when making responses to different classroom learning activities, e.g. WhatsApp messaging, postcard writing with teacher support (SLS)(CR)(CLS)(CS) - able to show attempt to use

correct capitalisation and

teacher support (SLS)

punctuation in writing with

In this unit, students will read a blog entry about travel as they are pretending to take a trip with family in the summer. They reuse some of the vocabulary learnt in Unit 5, including the names of countries and cities, special dishes and weather words. They will also learn to use connective "because" when giving reasons for the places that they want to go. Students also use the formulaic expressions to express 'wishes', i.e. "I want to..." that they have learnt in KS2. Students also come across the names of different activities that they would do in different countries, e.g. "feed kangaroos", "visit the Great Wall" and "do a bungee jump". Students also revisit the modal verb "can" to talk about abilities, e.g. "I can visit the Great Wall". By the end of the unit, students will compose a blog entry to introduce the place that they want to go with family in summer.

For letter sounds, students in this unit have revision on rimes.

Key Stage 3 – S2 Module: Cultures of the World

Module: Culture Unit 6		nave you been?		Text types	Blogs	s, Leaflets				
Learning Targets	IS(a) To establish and maintain relationships and routines in school and other familiar situations									
	IS(b)	To converse about feelings, interests, preferences, ideas and experiences								
	IS(c)	To exchange messages through activities such as writing simple texts								
	IS(d)	· · · · · · · · · · · · · · · · · · ·				and experiences in classroom				
	120(0)	situations and through	•			•				
	KS(a)	To provide or find out.								
	KS(b)					es or activities such as matching,				
		sequencing, describing	g, classifying	g and to follow	instruc	etions				
	KS(c)	To identify ideas in sir	nple spoken	and written te	xts, for	m opinions and express them				
	ES(b)	To respond to characte	ers and even	ts in imaginativ	ve and o	other narrative texts through				
						oneself to be a character in the				
		story and describing or	ne's feeling	s and reactions	and ma	aking predictions				
	ES(c)		_	_		ritten and performative means				
		such as providing simp				f a situation				
Expected		oup (a) (Strong)		p (b) (Medium	1)	Group (c) (Low)				
Learning		the formulaic		e formulaic		- able to show attempt to use				
Outcome		on "I want to" to		"I want to" to		formulaic expression "I want				
A 4 4 1 1 6	express			shes with teach		to" to express wishes with				
At the end of the unit,		LS)(CS)		SS)(CLS)(CS)		teacher support				
students		use connective e" to change a simple		se connective	nnla	(PSS)(CLS)(CS)				
would be	sentence		sentence in	to change a sin	npie	- able to show attempt to use connective "because" to				
Would be		nd sentence when			1	change a simple sentence into				
	giving re			ound sentence when reasons with teacher a change a simple sent						
		LS)(CS)		SS)(CLS)(CS)		compound sentence when				
		use appropriate nouns		se appropriate i		giving reasons				
		n phrases in classroom		ohrases in class		(PSS)(CLS)(CS)				
		s and writing		nd writing witl		- able to identify appropriate				
	(PSS)(C	S)(CLS)	teacher su			nouns and noun phrases in				
		give appropriate	(PSS)(CS)	,		classroom activities and				
		es to the question	_	ve appropriate		writing (PSS)(CS)(CLS)				
		do you want to go?"		to the question		- able to show attempt to give				
	(PSS)(C			you want to g	0?"	appropriate responses to the				
		respond to the	with teach			question "Where do you want				
		word "why" to give	(PSS)(CS)			to go?" with teacher support				
		(PSS)(CS)(CLS) point out some	- able to respond to the question word "why" to give			(PSS)(CS)(CLS) - able to show attempt to				
	- abie 10	point out some	104	ora why to g	3116	- able to show attempt to				

common features of text type "blogs" and "leaflets", e.g. using photos (pictures) and headings (PSS)(CS)(CLS)(IT) - able to fill in the blanks to complete a blog entry on a trip (PSS)(CS)(CR)(CLS)(IT)- able to demonstrate imagination and creativity when designing blog entries and in classroom learning activities, e.g. blogs writing (SLS)(CR)(CLS)(CS)(IT) - able to use correct capitalisation and punctuation in writing (SLS)

reasons with teacher support (PSS)(CS)(CLS) - able to point out some common features of text type "blogs" and "leaflets", e.g. using photos (pictures) and headings with teacher support (PSS)(CS)(CLS)(IT) - able to fill in the blanks to complete a blog entry on a trip with teacher support (PSS)(CS)(CR)(CLS)(IT)- able to demonstrate imagination and creativity when designing blog entries and in classroom learning activities, e.g. blogs writing with teacher support (SLS)(CR)(CLS)(CS)(IT) - able to use correct capitalisation and punctuation in writing with teacher support

(SLS)

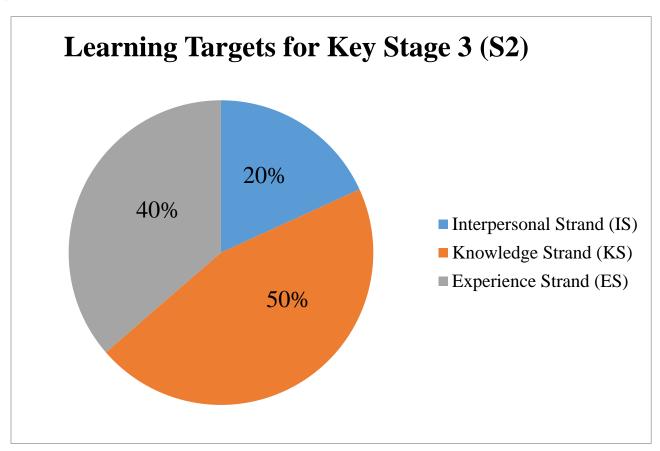
respond to the question word "why" to give reasons with teacher support (PSS)(CS)(CLS) - able to point out some common features of text type "blogs" and "leaflets", e.g. using photos (pictures) and headings with teacher support (PSS)(CS)(CLS)(IT) - able to do matching to complete a blog entry on a trip with teacher support (PSS)(CS)(CR)(CLS)(IT) - able to show attempt to demonstrate imagination and creativity when designing blog entries and in classroom learning activities, e.g. blogs writing with teacher support (SLS)(CR)(CLS)(CS)(IT) - able to show attempt to use correct capitalisation and punctuation in writing with

teacher support (SLS)

#### **S2 Learning Summary**

- able to identify all initial sounds, ending sounds and rimes in vocabulary
- able to segment vowels and rimes for some vocabulary
- able to identify and write small and large capital letters when writing names, the first letter of sentences, and some proper names, e.g. names of countries
- able to identify the basic capitalisation and punctuation, e.g. full stop and apostrophe
- able to make and respond to more question types using "what", "where", "when", "who" and "how"
- able to use more subject pronouns except "he/she" in context, e.g. "we"
- able to give some responses by showing problem solving skills and imagination to respond to imaginative characters in a story/situation
- able to use more sentences structures to express ideas, e.g. use of more connectives (and, but, because)

#### **Proportion on Learning Targets**



S2 Teaching Contents	Unit	
Teenage Life	Unit 1	Leisure and Hobbies
Great Stories	Unit 2	The Twelve Animals of Year
Rules and Behaviours	Unit 3	Good Behaviours
We Love Hong Kong	Unit 4	In the Town
Cultures of the World	Unit 5	Countries and Cities
Cultures of the World	Unit 6	Where have you been?

In this unit, students start with reading about some special events at school on the school calendar. Students learn to talk about dates and to find out some special events that happened last year in school. By the end of this unit, students need to write on a calendar for recording the school events that will happen in the second term.

Students in this unit need to use different tenses, simple past and future to describe events happened before/ after. In addition, they learn how to talk about dates accurately. They will also come across the names of different school events, e.g. Parents' Days and Sports Days. Students also need to demonstrate their creativity by making their own calendar for recording some important school events.

For letter sounds, students start to recognise the consonant blends. They will start with the "s" blends, i.e. "sc", "sk" and "sl".

<u>Key Stage 3 – S3</u> Module: Study, School Life and Work

Unit 1	School	Events		Text types	Cale	ndar			
Learning	IS(a)	To establish and maintain relationships and routines in school and other familiar situations							
Targets		IS(b) To converse about feelings, interests and experiences							
	IS(c)	To exchange messages t				simple texts			
	IS(d)								
	IS(d) To obtain and provide information in classroom situations and through activities such simple open-ended role play								
	KS(a)	To provide or find out, of		I present inform	ation c	on familiar topics			
	KS(b)					s or activities such as matching,			
		sequencing, describing a			occ <sub>BB</sub> c	g of activities such as matering,			
	ES(b)	To respond to characters			ts thro	ough oral, written and			
	25(0)					ards characters and events and			
		participating in dramatic		8	0				
Expected	G	Froup (a) (Strong)		p (b) (Medium	.)	Group (c) (Low)			
Learning		o use simple past tense		se simple past te		- able to show attempt to use			
Outcome		ons or events happened		or events happe		simple past tense to actions or			
	in the p	oast, e.g. "I joined sports	in the past.	, e.g. "I <u>joined</u> s	sports	events happened in the past,			
At the end of	games	on that day"	games on t	that day" with		e.g. "I joined sports games on			
the unit,		SLS)(CS)(CLS)	teacher sup			that day" with teacher support			
students		o use simple future		S)(CS)(CLS)	(PSS)(SLS)(CS)(CLS)				
would be		actions or events		se simple future	;	- able to show attempt to use			
		ed in the past, e.g. "I	tense to actions or events			simple future tense to actions			
		n sports games on that		in the past, e.g.	or events happened in the past,				
		PSS)(SLS)(CS)(CLS)	will join sports games on that			e.g. "I <u>will join</u> sports games			
		o use auxiliary verb	day" with teacher support			on that day" with teacher			
		when making questions	(PSS)(SLS)(CS)(CLS) - able to use auxiliary verb			support (PSS)(SLS)(CS)(CLS)			
		tense, e.g. "When was				- able to show attempt to give			
		orts Day?" SLS)(CS)(CLS)	"was" whe	answers in correct tenses in					
		o use helping verb "did"	in past tense, e.g. "When was the Sports Day?" with teacher teacher teacher support						
		naking questions in past				teacher support (PSS)(SLS)(CS)(CLS)			
		e.g. "What <u>did</u> you do				- able to show attempt to use			
	on that			ing questions in		preposition to indicate days,			
		SLS)(CS)(CLS)		"What <u>did</u> you		e.g. "The Sports Days is on"			
		o use helping word		y"? with teacher		with teacher support			
		when making questions		SS)(SLS)(CS)(		(PSS)(SLS)(CS)(CLS)			
		re tense, e.g. "What will		se helping word		- able to do blank filling to			
		on that day"?		en making quest		describe the school events on			
		o give answers in		ense, e.g. "What		calendar (use of correct tenses,			

correct tenses in classroom activities

(PSS)(SLS)(CS)(CLS)

- able to use preposition to indicate days, e.g. "The Sports Days is on..."

(PSS)(SLS)(CS)(CLS)

- able to write at least three correct sentences to describe the school events on calendar (use of correct tenses, use of correct proposition and names of activities)

(PSS)(CS)(CLS)(SLS)

- able to point out some common features of text type "Calendar", e.g. days and events (PSS)
- able to complete the calendar for recording school events (PSS)(CS)(CR)(CLS)
- able to use capitalisation and punctuation for proper names e.g. names of school events and dates in writing(SLS)

you do on that day"? with teacher support

- able to give answers in correct tenses in classroom activities with teacher support (PSS)(SLS)(CS)(CLS)
- able to use preposition to indicate days, e.g. "The Sports Days is on..." with teacher support (PSS)(SLS)(CS)(CLS)
- able to write at least two correct sentences to describe the school events on calendar (use of correct tenses, use of correct proposition and names of activities) with teacher support (PSS)(CS)(CLS)(SLS) - able to point out some
- common features of text type "Calendar", e.g. days and events with teacher support (PSS)
   able to complete the calendar
- for recording school events with teacher support (PSS)(CS)(CR)(CLS) - able to use capitalisation
- able to use capitalisation and punctuation for proper names e.g. names of school events and dates in writing with teacher support (SLS)

use of correct proposition and names of activities) with teacher support (PSS)(CS)(CLS)(SLS)

- able to point out some common features of text type "Calendar", e.g. days and events with teacher support

(PSS)
- able to do the matching for the calendar for recording school events with teacher

support (PSS)(CS)(CR)(CLS)
- able to identify and show
attempt to use capitalisation
and punctuation for proper
names e.g. names of school
events and dates with teacher
support (SLS)

Students in this unit will learn more adjectives for describing a person's characters, e.g. "diligent" and "humble" by reading an article about Friendship on a magazine. Except more adjectives students will learn, they will also revisit the use of "frequency adverbs", e.g. "always", "sometimes" and "never". Students are also required to give reasons by using connective "because", which they have learnt in S2. For tenses, students in this unit will mainly use the simple present tense for writing descriptions. However, students also need to notice to aware the use of third person singular "s" when the subject of sentences is "He/She".

For letter sounds, students continue to recognise the consonant blends. They will continue with the "s" blends, i.e. "sm", "sn", "sp" and "st".

**Key Stage 3 – Getting Along with Others** 

N	od	1	Δ.	F	ria	'n	a	h	in	
IVI	oa	ш	e:	r	rie	n	u٠	ЯП	Ш	)

Unit 2	Friend	ship	Text types	Personal Descriptions						
Learning	IS(a)	To establish and maintain relationships and routines in school and other familiar situations								
Targets	IS(b)	To converse about feeling	ngs, preferences and ideas							
	IS(c)	To exchange messages through activities such as writing simple texts								
	IS(d)	To obtain and provide i	To obtain and provide information in classroom situations and through activities such as							
		simple open-ended role	play	-						
	KS(a)	To provide and present	information on familiar topics	S						
	KS(b)	To interpret and use giv	en information through proce	esses or activities such as matching,						
		describing and to follow	instructions							
	KS(c)	To identify ideas in sim	ple spoken and written texts,	form opinions and express them						
	ES(b)	To respond to events in	narrative texts through oral, v	written and performative means such						
		as participating in drama	atic activities							
	ES(c)			, written and performative means						
				s of a situation, object or character						
Expected		Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)						
Learning		o use simple present	- able to use simple present							
Outcome		n writing descriptions,	tense in writing descriptions							
A 4 4 la a am al a f	_	e/ She <u>is</u> always kind"	e.g. "He/ She <u>is</u> always kind							
At the end of		CLS)(CS)(SLS)	with teacher support	always kind" with teacher						
the unit, students		o use connectives to	(PSS)(CLS)(CS)(SLS)	support (PSS)(CLS)(CS)(SLS)						
would be	_	sentence to compound	- able to use connectives to	- able to show attempt to						
would be		ce, e.g. "He is generous e he always"	change sentence to compour sentence, e.g. "He is genero	•						
		CLS)(CS)(SLS)	because he always" with	is generous because he						
		o add 's' for the third	teacher support	always" with teacher						
		singular when the	(PSS)(CLS)(CS)(SLS)	support						
		of sentences is	- able to add 's' for the third	* *						
	-	e", e.g. "He always	person singular when the	- able to show attempt to add						
	share <u>s</u>		subject of sentences is	's' for the third person singular						
	(PSS)(	CLS)(CS)(SLS)	"He/She", e.g. "He always	when the subject of sentences						
		o response to questions	shares things with teacher	is "He/She", e.g. "He always						
		sing the interrogative	support (PSS)(CLS)(CS)(SI							
		s, "why" when asking	- able to response to questio							
	about r		when using the interrogative							
		CLS)(CS)(SLS)	adverbs, "why" when asking							
		o use appropriate	about reasons with teacher	using the interrogative						
	v	ves to describe the	support (PSS)(CLS)(CS)(SI							
		es of a person, e.g.	- able to use appropriate adjectives to describe the	about reasons with teacher						
		le", "lazy" CLS)(CS)(SLS)	qualities of a person, e.g.	support (PSS)(CLS)(CS)(SLS) - able to identify appropriate						
	(1 22)(	CLD/(CD/(DLD)	quanties of a person, e.g.	- acie to identity appropriate						

- able to use adverb of frequency, "always", "sometimes" and "never" to indicate the frequency of events (PSS)(CLS)(CS)(SLS) able to write at least three correct sentences in the description (use of correct adjectives, connectives and the tenses) (PSS)(CLS)(CS)(SLS) able to point out some common features of text type "Descriptions", e.g. heading (SLS) able to complete the
- able to complete the description about friends (PSS)(CLS)(CS)(SLS)(CR) - able to use correct capitalisation and punctuation in writing (SLS)
- "humble", "lazy" with teacher support (PSS)(CLS)(CS)(SLS) - able to use adverb of frequency, "always", "sometimes" and "never" to indicate the frequency of events with teacher support (PSS)(CLS)(CS)(SLS) - able to write at least two correct sentences in the description (use of correct adjectives, connectives and the tenses) with teacher support (PSS)(CLS)(CS)(SLS) - able to point out some common features of text type "Descriptions", e.g. heading (SLS) with teacher support - able to fill in the blanks to complete the description about friends with teacher support (PSS)(CLS)(CS)(SLS)(CR) - able to use capitalisation in and punctuation (full stop and commas) in writing with teacher support (SLS)
- adjectives to describe the qualities of a person, e.g. "humble", "lazy" with teacher support (PSS)(CLS)(CS)(SLS) - able to do the matching for a description about his/her friend (use of correct adjectives, connectives and the tenses) with teacher support (PSS)(CLS)(CS)(SLS)(CR)- able to point out some common features of text type "Descriptions", e.g. heading (SLS) with teacher support - able to identify and show attempt to use capitalisation and punctuation with teacher support (SLS)

In this unit, students learn to use the simple present and present continuous tenses with the connective "when" by looking at some photos about accidents happened before, e.g. "break", "is cutting" etc. This unit requires students to relate the accident with some possible reasons, e.g. "cut my finger" and "watch T.V", that means, it requires more imagination.

Students also have to design a poster about some common accidents that will happen in order to caution classmates to avoid. Students also revisit the use of the connectives, "because" when writing accounts of the accidents.

For letter sounds, students continue to recognise the consonant blends. They will continue with the "l" blends, i.e. "bl", "cl" and "sl".

**Key Stage 3 – S3 Module: Changes** 

Unit 3	_	t for Life		Text types	Pictu	re descriptions, Posters			
Learning	IS(a)	To establish and mainta	ain relationsl	nips and routine	es in sc	hool and other familiar			
Targets		situations							
	IS(b)	To converse about feelings, ideas and experiences							
	IS(c)	To exchange messages				•			
	IS(d)	-		n classroom situ	ıations	and through activities such as			
		simple open-ended role		1 1 2					
	KS(a)	To provide and find our							
	KS(b)	to interpret and use give sequencing, describing		• •	cesses (	or activities such as matching,			
	KS(d)	To recognise and solve			ituatio	ns			
	KS(c)	To state opinions using							
	of	, ,							
	KS2								
	ES(b)					ther narrative texts through			
						neself to be a character in the			
						cicipating in dramatic activities			
	ES(b)					exts through oral, written and			
		performative means suc Year	ch as describ	oing related expo	erience	es in celebrating Chinse New			
	Eco(o)		maainativa i	doog theoryah am		tton and nonformative manns			
	Esc(c)					tten and performative means a situation, object or character			
Expected	G	roup (a) (Strong)		(b) (Medium)		Group (c) (Low)			
Learning		use present tense to	_	se present tense		- able to show attempt to use			
Outcome		the action that happens		action that hap		present tense to refer to the			
	in prese	ent state, e.g. "I cut	in present s	state, e.g. "I c	ut	action that happens in present			
At the end of		ger"/ "He <u>cuts</u> the		/ "He cuts the		state, e.g. "I cut my finger"/			
the unit,		(PSS)(CS)(CLS)(SLS)	_	h teacher suppo	ort	"He cuts the finger" with			
students		use connective		(CLS)(SLS)		teacher support			
would be		to link two clauses		se connective		(PSS)(CS)(CLS)(SLS)			
		r, e.g. "I cut my finger		ink two clauses		- able to identify connective			
		am cutting the carrot"		.g. "I cut my fin		adverb for linking two clauses			
		CS)(CLS)(SLS) o use the present		cutting the carr	ot	together, e.g. "I cut my finger when I am cutting the carrot"			
		<u> </u>	with teache						
		uous tense to refer to hing that is happening - able to use the present (PSS)(CS)(CLS)(SLS) with teacher support (PSS)(CS)(CLS)(SLS)							
		ously, e.g. "I am_		tense to refer to	0	- able to show attempt to use			
		the carrot"		that is happening		the present continuous tense to			
		CS)(CLS)(SLS)	_	sly, e.g. "I <u>am</u>	0	refer to something that is			
		respond to questions		carrot" with		happening continuously, e.g.			
	using p	resent continuous	teacher sup			"I am cutting the carrot" with			

tense, e.g. "What is he doing?" => "He is cutting the carrot" (PSS)(CS)(CLS)(SLS) - able to respond to questions using present tense, e.g. "What happen to him/her?" (PSS)(CS)(CLS)(SLS) - able to use appropriate verb of agreement with different subject of sentences, e.g. "he/she=>is", "I=> am", "you=> are" (PSS)(CS)(CLS)(SLS) - able to write at least three correct sentences for describing the photos of accidents (use of present and present continuous tenses, use of linking adverb, use of subject and subject of agreement) (PSS)(CS)(CLS)(SLS) - able to use connective "because" to make compound sentences when giving reasons (PSS)(CS)(CLS)(SLS) - able to design posters to caution classmates to avoid different accidents (PSS)(CS)(CLS)(SLS)(CR)- able to use correct nouns or noun phrases to refer to different accidents (PSS)(CS)(CLS)(SLS) - able to use correct capitalisation and punctuation

in writing (SLS)

(PSS)(CS)(CLS)(SLS) - able to respond to questions using present continuous tense, e.g. "What is he doing?" => "He is cutting the carrot" with teacher support (PSS)(CS)(CLS)(SLS) - able to respond to questions using present tense, e.g. "What happen to him/her?" with teacher support (PSS)(CS)(CLS)(SLS) - able to use appropriate verb of agreement with different subject of sentences, e.g. "he/she=>is", "I=> am", "you=> are" with teacher support (PSS)(CS)(CLS)(SLS) - able to write at least two correct sentences for describing the photos of accidents (use of present and present continuous tenses, use of linking adverb, use of subject and subject of agreement) with teacher support (PSS)(CS)(CLS)(SLS) - able to use connective "because" to make compound sentences when giving reasons with teacher support (PSS)(CS)(CLS)(SLS) - able to design posters to caution classmates to avoid different accidents with teacher support (PSS)(CS)(CLS)(SLS)(CR)- able to use correct nouns or noun phrases to refer to different accidents with teacher support (PSS)(CS)(CLS)(SLS) - able to use correct capitalisation and punctuation in writing with teacher support (SLS)

teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to give response to questions using present continuous tense, e.g. "What <u>is</u> he <u>doing?</u>" => "He <u>is</u> cutting the carrot" with teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to use appropriate verb of agreement with different subject of sentences, e.g. "he/she=>is", "I=> am", "you=> are" with teacher support (PSS)(CS)(CLS)(SLS) - able to do the matching for describing the photos of accidents (use of present and present continuous tenses, use of linking adverb, use of subject and subject of agreement) with teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to use connective "because" to make compound sentences when giving reasons with teacher support (PSS)(CS)(CLS)(SLS) - able to do the matching for designing posters to caution classmates to avoid different accidents with teacher support (PSS)(CS)(CLS)(SLS)(CR) - able to identify correct nouns or noun phrases to refer to different accidents with teacher support (PSS)(CS)(CLS)(SLS) - able to identify and show attempt to use capitalisation and punctuation with teacher support (SLS)

In this unit, students learn some common illnesses by reading a telephone conversation. Students can learn the common illnesses that they may get in daily lives and know how to make oneself to recover, e.g. "take more rest", "drink more water". By the end of this unit, students need to design a "get well card" for one of his/her classmates (teachers). Students need to use the past participle of the verb, e.g. "I've got" to describe what happened to him/her and use the formulaic adverb phrase "told me to" to talk about how to recover from the illness. Students revisit the use of interrogative pronoun "what" to seek information, e.g. "What's the matter?" Students also need to use the person pronouns "me" as object to identify people, which they have come across in the last unit, in sentences and questions. Also, students also revisit to use appropriate punctuation when writing in contractions, e.g. "I've".

For letter sounds, students continue to recognise the consonant blends. They will continue with the "l" blends, i.e. "gl" and "pl".

Key Stage 3 – S3

Module: Rights and Responsibilities

Unit 4	At the	Clinic		Text types	Telephone conversations, Cards				
Learning	IS(a)	To establish and maintain relationships and routines in school and other familiar situations							
Targets	IS(b)	To converse about feelings, ideas and experiences							
	IS(c)	To exchange messages t	To exchange messages through activities such as writing simple texts, making telephone						
		calls							
	IS(d)			classroom situa	tions and through activities such as				
		simple open-ended role							
	KS(a)	To provide or find out, or							
	KS(b)			on through proc	esses or activities such as matching				
		describing and to follow							
	KS(c)				form opinions and express them				
	KS(d)	to recognise and solve s							
	ES(b)				through oral, written and				
					towards characters and events and				
			a character in	the story and de	escribing one's feelings and				
		reactions							
	ES(c)				written and performative means				
-					s of a situation, object or character				
Expected		roup (a) (Strong)		(b) (Medium)	Group (c) (Low)				
Learning		o use the past participle,		the past particip					
Outcome	_	talk about actions or	_	about actions of	1 1				
At the end of		happen in the past in an		en in the past in					
the unit,	a fever.	ific time, e.g. "I've got		me, e.g. "I've <u>go</u> h teacher suppo					
students		CLS)(CS)(SLS)	(PSS)(CLS)		a fever." with teacher support				
would be		o use the personal	- able to use		(PSS)(CLS)(CS)(SLS)				
Would be		n "me" as object to		e" as object to	- able to show attempt to use				
		a person in a sentence,	*	rson in a senten					
		e told <u>me</u> to"		me to" with	· • • • • • • • • • • • • • • • • • • •				
	_	CLS)(CS)(SLS)	teacher supp		me to" with teacher support				
		o use the interrogative	(PSS)(CLS)		(PSS)(CLS)(CS)(SLS)				
		n "what" to seek	- able to use		- able to show attempt to use				
		ation, e.g. "What's the	matter?" to s	eek information	in "What's the matter?" to seek				
	matter?		classroom ac		information in classroom				
		CLS)(CS)(SLS)	teacher supp		activities with teacher support				
		o use appropriate	(PSS)(CLS)		(PSS)(CLS)(CS)(SLS)				
	punctua	ation in contractions,	- able to use	appropriate	- able to identify the formulaic				

e.g. "I've got", "What's the matter...?" (PSS)(CLS)(CS)(SLS) - able to use formulaic expressions, "told me to" express advice, e.g. "He told me to take more rest." (PSS)(CLS)(CS)(SLS)(CTS) - able to write at least three correct sentences to describe the pictures (use of past participle, "got" and past tenses, use of object pronoun, use of correct nouns or noun phrases, use of punctuation in contractions) (PSS)(CLS)(CS)(SLS)(CR) - able to point out some common features of text type "cards", e.g. greeting and addressing (SLS)(CS) - able to design a get well card to classmate or teacher (PSS)(CS)(CLS)(CR)(SLS) - able to use correct capitalisation and punctuation (e.g. contractions) in writing (SLS)

punctuation in contractions, e.g. "I've got", "What's the matter...?" with teacher support (PSS)(CLS)(CS)(SLS) - able to use formulaic expressions, "told me to" express advice, e.g. "He told me to take more rest." with teacher support (PSS)(CLS)(CS)(SLS)(CTS) - able to write at two correct sentences to describe the pictures (use of "got" and past tenses, use of object pronoun "me", use of correct nouns or noun phrases, use of punctuation in contractions) with teacher support (PSS)(CLS)(CS)(SLS)(CR)- able to point out some common features of text type "cards", e.g. greeting and addressing with teacher support (SLS)(CS) - able to fill in the blanks to complete a get well card to classmate or teacher with

teacher support

- able to use correct

(PSS)(CS)(CLS)(CR)(SLS)

capitalisation and punctuation (e.g. contractions) in writing with teacher support (SLS)

expressions, "told me to" express advice, e.g. "He told me to take more rest." with teacher support (PSS)(CLS)(CS)(SLS) - able to do the matching for describing pictures (use of "got" and past tenses, use of object pronoun "me", use of correct nouns or noun phrases) with teacher support (PSS)(CLS)(CS)(SLS)(CR)- able to identify the text type "cards", e.g. greeting and addressing with teacher support (SLS)(CS) - able to do the matching to complete a get well card to classmate or teacher with teacher support (PSS)(CS)(CLS)(CR)(SLS)(C TS) - able to identify and show attempt to use capitalisation and punctuation with teacher support (SLS)

In this unit, students read about what people want to be when grow up in a youth magazine. Students revisit to use names of different jobs which they learnt in KS2. Since the teaching focus in KS2 is on "Jobs and Workplaces", the focus of this unit becomes more "personal", i.e. dream jobs of their own. It requires more imaginations and understanding on one's personalities and characters. The grammar in this unit is easier, mainly focuses on using present tense to express their dream jobs and to give reasons. Also, students can keep on learning to use connective "because" when giving reasons and the formulaic expressions to express 'wishes', i.e. "I want to...", which they have learnt in KS2 also. By the end of the unit, students share their dream jobs in class by finishing an article in a youth magazine.

For letter sounds, students continue to recognise the consonant blends. They will continue with the "r" blends, i.e. "br", "cr", "dr" and "fr".

<u>Key Stage 3 – S3</u> Module: Teenage Life

IS(b)   To converse about interests, preferences and ideas   IS(c)   To exchange messages through activities such as writing simple texts	Module: Teena	age Life							
IS(b)   To converse about interests, preferences and ideas   IS(c)   To exchange messages through activities such as writing simple texts	Unit 5	What o	lo you want to be?		Text types	Articles	s		
S(c)   To exchange messages through activities such as writing simple texts	Learning	IS(a) To establish and maintain relationships and routines in school and other familiar situations							
To obtain and provide information in classroom situations and through activities such interactive games and simple open-ended role play    KS(a)   To provide, organise and present information on familiar topics	Targets	IS(b)	(b) To converse about interests, preferences and ideas						
interactive games and simple open-ended role play  KS(a) To provide, organise and present information on familiar topics  KS(b) To interpret and use given information through processes or activities such as matchin describing and to follow instructions  KS(c) To identify ideas in simple spoken and written texts, form opinions and express them ES(b) To respond to characters and events in imaginative and other narrative texts through o written and performative means such as participating in dramatic activities  Expected Learning Outcome  At the end of the unit, students would be  At the end of the unit, students would be  At the end of the unit, students would be  (PSS)(CS)(CLS)(SLS) = able to use the formulaic expression "I want to be" to express wishes (PSS)(CS)(CLS)(SLS) = able to use the interrogative pronoun "what" to find out specific information, e.g. "PSS)(CS)(CLS)(SLS) = able to use thelping verb "do" when making questions in present tense, e.g. "What do you want to be?" (PSS)(CS)(CLS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" (PSS)(CS)(CLS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CS)(CLS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" (PSS)(CS)(CLS)(SLS) = able to do the matching texts through of the unit, students with teacher support texts, form opinions and express them texts, form opinions and express theme texts, form opinions and express theme texts, form opinions and express them texts, form opinions and express theme texts, form opinions and events in imaginative and other narrative texts through other narrati		IS(c)	To exchange messages ti	hrough activitie	es such as writin	ng simpl	le texts		
interactive games and simple open-ended role play  KS(a) To provide, organise and present information on familiar topics  KS(b) To interpret and use given information through processes or activities such as matchin describing and to follow instructions  KS(c) To identify ideas in simple spoken and written texts, form opinions and express them ES(b) To respond to characters and events in imaginative and other narrative texts through of written and performative means such as participating in dramatic activities  Expected Learning Outcome  At the end of the unit, students would be  At the end of the unit, students would be  At the end of the unit, students would be  Pable to use the formulaic express simple truths e.g. "I want to be" to express wishes (PSS)(CS)(CLS)(SLS) = able to use the interrogative pronoun "what" to find out specific information, e.g. "PSS)(CS)(CLS)(SLS) = able to use thelping verb "do" when making questions in present tense, e.g. "What do you want to be?" (PSS)(CS)(CLS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" (PSS)(CS)(CLS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" (PSS)(CS)(CLS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" (PSS)(CS)(CLS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" (PSS)(CS)(CLS)(CS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" (PSS)(CS)(CLS)(CS)(SLS) = able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support teacher		IS(d)	To obtain and provide in	formation in cl	assroom situatio	ons and	through activities such as		
KS(b)   To interpret and use given information through processes or activities such as matchin describing and to follow instructions			interactive games and sin	mple open-ende	ed role play				
describing and to follow instructions    KS(c)   To identify ideas in simple spoken and written texts, form opinions and express them		KS(a)	To provide, organise and	l present inform	nation on famili	ar topic	es ·		
Expected Learning Outcome		KS(b)	To interpret and use give	en information	through process	es or ac	ctivities such as matching,		
Expected Learning Outcome  At the end of the unit, students would be  (PSS)(CS)(CLS)(SLS)  - able to use the formulaic express wishes with teacher support (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g. "What do you want to be?" (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"?  (PSS)(SLS)(CS)(CLS)(CS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support (PSS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support (PSS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support etacher support (PSS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support etacher support (PSS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support etacher support (PSS)(CLS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support etacher support (PSS)(CLS)(CS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support etacher support etacher support etacher support (PSS)(CLS)(CS)(CLS)(CLS)(CLS)(CLS)(CLS)(CL			describing and to follow	instructions			_		
Expected Learning Outcome  At the end of the unit, students would be  Would be  With a do you want to be?? (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"? (PSS)(SLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  Written and performative means such as participating in dramatic activities  Group (b) (Medium)  Group (c) (Low)  - able to use present tense to express imple truths e.g. "I want to be express simple truths e.g. "I want to" with teacher support (PSS)(CS)(CLS)(SLS)  - able to use the formulaic expression "I want to be" to express wishes with teacher support (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g. "What do you want to be?" with teacher support (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"? when making questions in present tense, e.g. "What do you want to be"? with teacher support (PSS)(CLS)(CLS)(CLS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" with teacher support (PSS)(CLS)(CLS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" with teacher support (PSS)(CLS)(CLS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" with teacher support (PSS)(CLS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" with teacher support (PSS)(CLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" with teacher support article about dream jobs we teacher support teacher		KS(c)	To identify ideas in simp	ole spoken and	written texts, fo	rm opir	nions and express them		
Expected Learning Outcome  - able to use present tense to express simple truths e.g. "I want to" with teacher support (PSS)(CS)(CLS)(SLS) - able to use the formulaic expression "I want to be" to express wishes wishes (PSS)(CS)(CLS)(SLS) - able to use the interrogative pronoun "what" to find out specific information, e.g. "What do you want to be?" (PSS)(CS)(CLS)(SLS) - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"? (PSS)(SS)(CS)(CLS)(CS)(CS)(CLS)(CS)(CS)(CLS)(CS)(CS)(CS)(CLS)(CS)(CS)(CS)(CLS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(C		ES(b)	To respond to characters	and events in	imaginative and	other n	narrative texts through oral,		
- able to use present tense to express simple truths e.g. "I want to" (PSS)(CS)(CLS)(SLS) - able to use the formulaic expression "I want to be" to express wishes (PSS)(CS)(CLS)(SLS) - able to use the formulaic expression "I want to be" to express wishes (PSS)(CS)(CLS)(SLS) - able to use the formulaic expression "I want to be" to express wishes (PSS)(CS)(CLS)(SLS) - able to use the formulaic expression "want to be" to express wishes with teacher support (PSS)(CS)(CLS)(SLS) - able to use the interrogative pronoun "what" to find out specific information, e.g. (PSS)(CS)(CLS)(SLS) - able to use the interrogative pronoun "what" to find out specific information, e.g. (PSS)(CS)(CLS)(SLS) - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be?" (PSS)(CS)(CLS)(SLS) - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be?" (PSS)(CS)(CLS)(SLS) - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense to compound sentence, e.g. "I want to be a teacher because" with teacher support (PSS)(CLS)(CLS)(CLS)(CLS)(CLS)(CLS)(CLS)(C			written and performative	means such as	s participating in	n drama	tic activities		
Outcome  express simple truths e.g. "I  want to"  At the end of the unit, students  would be  (PSS)(CS)(CLS)(SLS)  - able to use the formulaic expression "I want to be" to express wishes with teacher support  (PSS)(CS)(CLS)(SLS)  - able to use the formulaic expression "I want to be" to express wishes with teacher support  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be?"  (PSS)(SLS)(CS)(CLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" when making questions in present tense, e.g. "What do you want to be?" w	Expected	G	Froup (a) (Strong)	Group (	b) (Medium)		Group (c) (Low)		
At the end of the unit, students would be  At the end of the unit, students would be  Want to"  (PSS)(CS)(CLS)(SLS)  - able to use the formulaic expression "I want to be" to express wishes (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  "What do you want to be?" (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be?" (PSS)(SS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative express wishes with teacher support (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g. "What do you want to be?" with teacher support (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"? with teacher support (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"? with teacher support (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"? with teacher support (PSS)(CLS)(CS)(CLS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because" with teacher support (PSS)(CLS)(CS)(CS)(CS)(SLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support to express wishes with teacher support "what" to find out specific information, e.g. "What do want to be?" with teacher support (PSS)(CS)(CLS)(CS)(CS)(CLS)(CS)(CS)(CLS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)	Learning	- able to	o use present tense to	- able to use p	present tense to	- a	able to show attempt to use		
At the end of the unit, students would be    At the end of the unit, students would be	Outcome	express	simple truths e.g. "I	express simpl	e truths e.g. "I	the	e formulaic expression "I		
of the unit, students  would be  - able to use the formulaic expression "I want to be" to express wishes  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  "What do you want to be?" (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  "What do you want to be?" (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  "What do you want to be?" (PSS)(CS)(CLS)(SLS)  - able to use the formulaic expression "I want to be" to express wishes with teacher support  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  "What do you want to be?" when making questions in present tense, e.g. "What do you want to be"?  (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"? with teacher support (PSS)(SLS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CLS)(CLS)(SLS)  - able to use the formulaic expression "I want to be" to find out specific information, e.g.  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out support (PSS)(CS)(CLS)(SLS)  - able to use the interrogative pronoun "what" to find out specific information, e.g.  (PSS)(CS)(CLS)(SLS)  - able to use the interrogative want to be." "(PSS)(CS)(CLS)(SLS)  - able to use the interrogative want to be?" want to be?" (PSS)(CS)(CLS)(SLS)  - able to use the interrogative want to be." "(PSS)(CS)(CS)(CS)(SLS)  - able to use the interrogative want to be?" (PSS)(CS)(CS)(CS)(SLS)  - able to use the interrogative want to be." "(PSS)(CS)(CS)(CS)(SLS)  - able to use the interrogative want to be.				want to" w	ith teacher		•		
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"What do you want to be?"  (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"?  (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" you want to be"?  (PSS)(CS)(CLS)(SLS)  - able to use helping verb "do" when making questions in (PSS)(SLS)(CS)(CLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"? with teacher change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CS)(CLS)(SLS)  - able to show attempt to identify the use of connec to change sentence to compound sentence, e.g. " want to be a teacher support (PSS)(CLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support  (PSS)(CS)(CLS)(SLS)  - able to show attempt to identify the use of connec to change sentence to compound sentence, e.g. " want to be a teacher support (PSS)(CLS)(CS)(CLS)  - able to show attempt to change sentence to compound sentence, e.g. " able to show attempt to change sentence to compound sentence, e.g. " able to show attempt to change sentence to compound sentence, e.g. " able to show attempt to change sentence to compound sentence, e.g. " able to use connective to change sentence to compound sentence, e.g. "I want to be a to change sentence to compound sentence, e.g. " able to use onnective to change sentence to compound sentence, e.g. "I want to be a teacher support		•			•				
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- able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be"?  - able to use helping verb "do" or able to use helping verb "do" or able to use connective to change sentence to compound sentence, e.g. "What do you want to be"?  - able to use connective to change sentence to compound sentence, e.g. "What do you want to be"? with teacher support to change sentence to compound sentence, e.g. "What do you want to be"? with teacher support (PSS)(SLS)(CS)(CLS)  - able to use connective to support to change sentence to compound sentence, e.g. "What do you want to be"? with teacher support (PSS)(CLS)(CS)(CS)(SLS)  - able to use connective to compound sentence, e.g. "at a change sentence to compound sentence, e.g. "with teacher support (PSS)(CLS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(C				•	_				
when making questions in present tense, e.g. "What do you want to be"?  (PSS)(SLS)(CS)(CLS)  - able to use helping verb "do" when making questions in present tense, e.g. "What do you want to be a teacher because"  when making questions in present tense, e.g. "What do you want to be"? with teacher support (PSS)(SLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "with teacher support (PSS)(CLS)(CS)(CLS)  - able to use helping verb "do" want to be a teacher because" with teacher support (PSS)(CLS)(CS)(CLS)  - able to use connective to change sentence to compound article about dream jobs we teacher support				_			_		
present tense, e.g. "What do you want to be"?  (PSS)(SLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CLS)(CS)(CS)  - able to use helping verb "do" want to be a teacher present tense, e.g. "What do you want to be"? with teacher support (PSS)(SLS)(CS)(CLS)  - able to use helping verb "do" want to be a teacher support (PSS)(SLS)(CS)(CLS)  - able to use helping verb "do" want to be a teacher support (PSS)(SLS)(CS)(CLS)  - able to use helping verb "do" want to be a teacher support (PSS)(CLS)(CS)(CLS)  - able to use helping verb "do" want to be a teacher support (PSS)(CLS)(CS)(CLS)  - able to use connective to compound sentence, e.g. "and to be a teacher support (PSS)(CLS)(CS)(CS)(CS)(CLS)  - able to use helping verb "do" want to be a teacher support (PSS)(CLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "and to be a teacher support (PSS)(CLS)(CS)(CLS)  - able to use connective to support (PSS)(CLS)(CS)(CLS)  - able to use helping verb "do" want to be a teacher support (PSS)(CLS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(CS)(C							•		
you want to be"?  (PSS)(SLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CLS)(CS)(SLS)  when making questions in present tense, e.g. "What do you want to be"? with teacher support  support (PSS)(SLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher support  want to be a teacher because" (PSS)(CLS)(CS)(SLS)  - able to do the matching to the change sentence to compound sentence, e.g. "I want to be a teacher support									
(PSS)(SLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(SLS)(CS)(CLS)  - able to use connective to support (PSS)(SLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a sentence, e.g. "I want to be a sentence, e.g. "I want to be a sentence support (PSS)(CLS)(CS)(SLS)									
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change sentence to compound sentence, e.g. "I want to be a teacher because"  (PSS)(CLS)(CS)(CLS)  - able to use connective to change sentence to compound sentence, e.g. "I want to be a sentence, e.g. "I want to be a teacher support		, , ,							
sentence, e.g. "I want to be a teacher <u>because</u> "  - able to use connective to change sentence to compound sentence, e.g. "I want to be a sentence, e.g. "I want to be a teacher support							* *		
(PSS)(CLS)(CS)(SLS) sentence, e.g. "I want to be a teacher support		_	•				able to do the matching for an		
						d art	ticle about dream jobs with		
				sentence, e.g.	"I want to be a	tea	acher support		
				teacher becau	<u>se</u> " with	(P	SS)(CLS)(CS)(SLS)(CR)		
correct sentences in the article teacher support (CTS)						,			
(use of present tense, use of (PSS)(CLS)(CS)(SLS) - able to identify and show		(use of	present tense, use of	(PSS)(CLS)(	CS)(SLS)	- a	able to identify and show		

connective) (PSS)(CLS)(CS)(SLS)(CR) (CTS)  - able to point out some common features of text type "article", e.g. headings and pictures (SLS)  - able to complete an article on a youth magazine for sharing dream jobs (PSS)(CS)(CLS)(CR)(CTS)(IT )  - able to use correct capitalisation and punctuation (e.g. contractions) in writing (SLS)	- able to write at least two correct sentences in the article (use of present tense, use of connective) with teacher support (PSS)(CLS)(CS)(SLS)(CR) (CTS) - able to point out some common features of text type "article", e.g. headings and pictures with teacher support (SLS) - able to fill in the blanks to complete an article on a youth magazine for sharing dream jobs with teacher support (PSS)(CS)(CLS)(CR)(IT)(CTS) - able to use correct capitalisation and punctuation (e.g. contractions) in writing	attempt to use capitalisation and punctuation with teacher support (SLS)
	(e.g. contractions) in writing with teacher support (SLS)	

In this unit, students will learn more about helping others by doing different charity work, like giving out their old clothes. They still start by reading a comic about Old Clothes Collection Day. After reading the comics, they can learn to express opposite ideas using connective "but", e.g. "This blouse is pretty but it is old". Also, students learn to use adverb "too" before an adjective to state that something has an excess amount of quality, e.g. 'This dress is too old". By this end of this unit, students will work on a list of clothes that they want to donate if there was an "Old Clothes Collection Day" at school. Except some new language items, students will revisit the names of clothes, e.g. "dress", "jeans" and "trousers" which they have come across in KS1 and KS2. More, they will use some quantifier, like "a pair of" to show quantity. When making the list, students have the chance to practise to use the helping verb "do" and "did" when making questions, i.e. "What do you want to donate?" and using "I want to", the formulaic expression that they have been using in the previous unit, to express wishes. Students also use commas in lists of items, e.g. "I want to donate a scarf, a dress and a pair of socks".

For letter sounds, students continue to recognise the consonant blends. They will continue with the "r" blends, i.e. "gr", "pr" and "tr".

Key Stage 3 – S3

Mod	nle:	Getting	Along	with	Others
MIDU	uic.	Getung	AIUHE	WILLI	Oulds

Unit 6		g the Old Clothes		Text types	Comi	cs, Lists
Learning	IS(a)	To establish and maintain relationships and routines in school and other familiar situations				
Targets	IS(b)	To converse about preferences and ideas				
	IS(c)	To exchange messages through activities such as writing simple texts				
	IS(d)	To obtain and provide information in classroom situations and through activities such as				
		interactive games and simple open-ended role play				
	KS(a)	To organise and present	information	n on familiar to	pics	
	KS(b)				ocesses	or activities such as sequencing,
		classifying and to follow instructions				
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them				
	ES(b)	To respond to characters		•		
		performative means such as participating in dramatic activities				
	ES(c)	To give expression to imaginative ideas through oral, written and performative means				
		such as providing simple oral and written descriptions of a situation and character				
Expected		roup (a) (Strong)		p (b) (Mediun		Group (c) (Low)
Learning		o use connective "but"		se connective "	'but''	- able to show attempt to use
Outcome		two clauses with		clauses with	1. 1	connective "but" to link two
At the end of		tive ideas, e.g. "This		e ideas, e.g. "T		clauses with contrastive ideas,
the unit,		pretty <u>but</u> it is old" CS)(SLS)		etty <u>but</u> it is old er support	a	e.g. "This dress is pretty <u>but</u> it is old" with teacher support
students		o use adverb "too"	(CLS)(CS	* *		(CLS)(CS)(SLS)
would be		an adjective to express	` ' '	se adverb "too'	,,	- able to show attempt to use
	something has an excess			adjective to exp		adverb "too" before an
	amount of quality, e.g. "too			mething has an excess		adjective to express something
		(CLS)(CS)(SLS)	amount of	quality, e.g. " <u>t</u>	too_	has an excess amount of
		o use appropriate		h teacher suppo	ort	quality, e.g. "too short" with
	_	ier, e.g. "a pair of" to	(CLS)(CS			teacher support
		ne quantity of item, e.g.		se appropriate		(CLS)(CS)(SLS)
		of jeans"		e.g. "a pair of		- able to identify appropriate
		CS)(SLS)		quantity of item		quantifier, e.g. "a pair of" to
		o use formulaic		jeans" with tea		show the quantity of item, e.g.
	express	ion "I want to" to	support (C	CLS)(CS)(SLS)	)	"a pair of jeans" with teacher

- express wishes (CLS)(CS)(SLS)
- able to use commas in lists of items (SLS)
- able to use helping verb "do" to form a question in present tense, e.g. "What <u>do</u> you want to donate?" (CLS)(CS)
- able to use the interrogative pronoun "what" to find out specific information, e.g. "What do you want to donate? (CS)(CLS)
- able to write at least three correct sentences when doing the list for donating clothes (use of connectives "but" and "and", use of quantifier, use of formulaic expression to express wishes)

  (PSS)(CS)(CLS)(SLS)
- able to point out some common features of text type "comics", e.g. speech bubbles (SLS)
- able to design the list for the Old Clothes Collection Day (PSS)(CS)(CLS)(CTS)(CR)
- able to use correct capitalisation and punctuation (e.g. list) in writing (SLS)

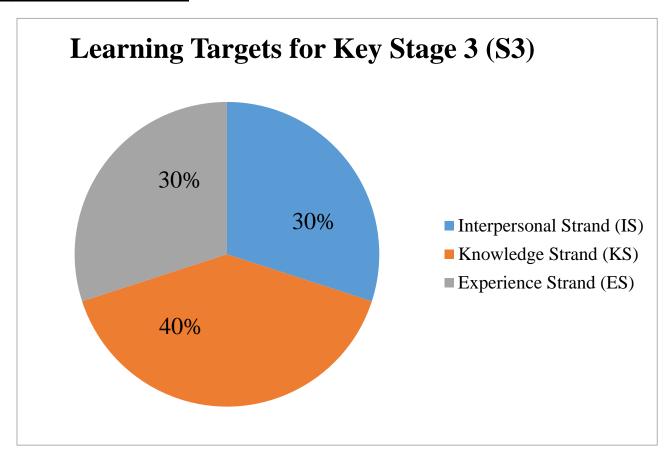
- able to use formulaic expression "<u>I want to</u>" to express wishes with teacher support (CLS)(CS)(SLS) - able to use commas in lists of
- able to use commas in lists of items with teacher support (SLS)
- able to use helping verb "do" to form a question in present tense, e.g. "What <u>do</u> you want to donate?" with teacher support (CLS)(CS)
- able to use the interrogative pronoun "what" to find out specific information, e.g. "What do you want to donate? with teacher support (CS)(CLS)
- able to fill in the blanks to complete sentences when doing the list for donating clothes (use of connectives "but" and "and", use of quantifier, use of formulaic expression to express wishes) with teacher support (PSS)(CS)(CLS)(SLS)
- able to point out some common features of text type "comics", e.g. speech bubbles with teacher support (SLS)
- able to design the list for the Old Clothes Collection Day with teacher support (PSS)(CS)(CLS)(CTS)(CR)
- able to use correct capitalisation and punctuation (e.g. list) in writing with teacher support(SLS)

- support (CLS)(CS)(SLS)
   able to show attempt to use
  formulaic expression "I want
  to" to express wishes with
  teacher support
  (CLS)(CS)(SLS)
- able to show attempt to identify the of helping verb "do" to form a question in present tense, e.g. "What <u>do</u> you want to donate?" with teacher support (CLS)(CS)
- able to show attempt to use the interrogative pronoun "what" to find out specific information, e.g. "What do you want to donate? with teacher support (CS)(CLS)
- able to do the matching for designing a list for the Old Clothes Collection Day with teacher support (PSS)(CS)(CLS)(CTS)(CR)
- able to show attempt to identify and use formulaic expression to express wishes with teacher support (PSS)(CS)(CLS)(SLS)
- able to point out some common features of text type "comics", e.g. speech bubbles with teacher support (SLS)
- able to identify and show attempt to use capitalisation and punctuation with teacher support (SLS)

## **S3** Learning Summary

- able to identify all initial sounds, ending sounds and rimes and some common blending sounds in vocabulary
- able to segment vocabulary with vowels, rimes and blends for some vocabulary
- able to identify and write small and large capital letters when writing
- able to identify the basic capitalisation and punctuation, e.g. full stop, apostrophe and commas
- able to make and respond to more question types using "what", "where", "when", "who" and "how"
- able to use more subject pronouns except "he/she" in context, e.g. "we"
- able to use personal pronouns as object to identity people, e.g. "me"
- able to give some responses by showing problem solving skills and imagination to respond to imaginative characters in a story/situation
- able to construct simple compound sentences in structures using appropriate connectives, e.g. "because", "but"

## **Proportion on Learning Targets**



S3 Teaching Contents	Unit	
Study, School Life and Work	Unit 1	School Events
Getting along with Others	Unit 2	Friendship
Changes	Unit 3	Respect for Life
Rights and Responsibilities	Unit 4	At the Clinic
Teenage Life	Unit 5	What do you want to be?
Getting along with Others	Unit 6	Sharing the Old Clothes