

Week 1 (13th January 17th January)

Lesson no	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Classroom rules. Letters - sounds and formation.	<ul style="list-style-type: none"> • Be able to say the sounds of the letters m and s. • Be able to write the letters m and s correctly. • Have discussed and agreed rules for the English classroom. 	Discuss about the class room rules. Sing an alphabet song. Sound out the letters and play moving answers. Practice letter formation.	Picture cards (m and s) Letter cards (m and s) for whole class and groups	
Lesson2 Double	Instructions. Letters - sounds and formation.	<ul style="list-style-type: none"> • Be able to name pictures beginning with letter sounds s, m, n and f. • Be able to say the sounds of the letters s, m, n and f and match them to a picture that begins with those sounds. • Have listened to the instruction 'show me' and be able to respond to it correctly. 	Get them to follow the instruction "show me" Sound out the letters. Hold up game	Picture cards (mouse, snake, net, fish) Letter cards (m, s, n, f) for whole class and groups 'What is your name?' and 'My name is ____' displayed.	
Lesson3 Double	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> • Be able to say the sounds of the letters s, m, n, f, l, r, and match to appropriate pictures. • Be able to identify the correct letter when given the sound. • Be able to match the same letters. 	Sounding out the letters. Letter formations. Matching game. Hidden pairs.	Letter and picture cards (s, m, n, f, l, r) for whole class and individuals.	
Lesson4 Single	Names.	<ul style="list-style-type: none"> • Be able to read their name when given their name card. 	Sing the song "hello, what's your name?"	Name card for each child. Coloring pencils so that they can colour it.	
Lesson5 Single	Names.	<ul style="list-style-type: none"> • Have copied their name from their name card. • Be able to recognize any letters learnt so far in their name. 	Practice above letters " who has a "s" in their names? Write their names.	Name card for each child.	

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Week 2 (20th January _ 24th January)

Lesson no	Topic:	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> Be able to say the sounds of the letters s, m, n, f, l, r, and identify the correct letter when they hear the sound. Be able to write the letters s, m, n, f, l, r, correctly. 	Parcel passing game to practice the letter sounds. Moving answers. Letter formations.	Letter cards Picture cards Name cards	
Lesson2 Double	Numbers 1-5.	<ul style="list-style-type: none"> Be able to count from 1 - 5. Be able to match the names of the numbers with the figures. Be able to order the numbers 1-5 correctly. 	Sing the song "one little" / read a story or a poem which has numbers. Matching game. Ordering game.	Number cards 1-5. Objects for counting. <i>Number one poem book.</i>	
Lesson3 Double	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> Be able to say the sounds of the letters a - e. Name the pictures apple, bat, cat, duck and egg and match the sounds to the pictures. Be able to write the letters a - e 	Practice letter sounds. Moving answers. Letter salad. Matching game.	Letter and picture cards for whole class and individuals. Name cards	
Lesson4 Single	Instructions. Girl / boy.	<ul style="list-style-type: none"> Be able to respond correctly to the instructions 'stand up' and 'sit down'. Be able to give the Dhivehi translations for the words 'girl/boy' and should be able to identify which they are. 	Play "Ali says" to practice following the instructions. Sing the song "Aisha is a girl"	Stand up/sit down flashcards. Girl/Boy flashcards	
Lesson5 Single	Listening, reading.	<ul style="list-style-type: none"> Have listened to the story 'The Owl Babies' and discussed what happens. Be able to explain that in English a book is read from left to right. 	Model reading Ask questions.	Big Book Mats and Easel Pointer Picture books for children to look at.	

Week 3 (27th January _ 31st January).

Lesson no	Topic:	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> • Be able to say the sounds of the letters a - i and identify the correct letter when they hear the sound. • Be able to write the letters a - i • Be able to give the names of the pictures fish, house, goat, insect and jug and match the correct letter sound to the picture. 	Sound out the letters. Practice letter formations. Matching game. Hidden pairs. Feely box.	Letter and picture cards. Alphabet feely box.	
Lesson2 Double	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> • Be able to give the sounds of the letters j-p and identify the correct letter when they hear the sound. • Be able to give the name of one picture that starts with each letter sound - kite, lemon, mouse, nose, orange. • Be able to write the letters j - p 	Matching game. Moving answers.	Letter flashcards Word flashcards Picture cards	
Lesson3 Double	Numbers 1-10.	<ul style="list-style-type: none"> • Be able to say the numbers 1 - 10 in the correct order. • Be able to order a set of number figure cards. • Be able to count a set of objects and place the correct number figure cards next to the set. 	Sing the song “ ten green bottles” Counting game. Matching number cards with objects.	Number cards for whole class and individuals. Objects to count.	
Lesson4 Single	Writing. Names.	<ul style="list-style-type: none"> • Have made a puppet and written their name on the puppet. 	Puppet show	puppets Name cards for the l/a children.	
Lesson5 Single	Speaking and listening. Names.	Be able to answer simple introductory questions with one word or in a sentence: What is your name? My name is _____. How are you? I'm fine thank you. How old are you? I'm ____ years old.	Play circle game	Puppets from Yesterday. Introductory language displayed to help the children.	

Week 4 (3rd February – 7th February)

Lesson no	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	colours	<ul style="list-style-type: none"> • Be able to say the names of the colours - red, blue, yellow, green, orange. • Be able to point to the correct colour when someone else says the names. 	Show me game using coloured pencils. Garb the colours. Matching game.	Colour cards Coloured objects Coloured pencils Flash cards.	
Lesson2 Double	Vowels. Articles. Colours.	<ul style="list-style-type: none"> • Be able to identify that a, e, i, o and u are vowels. • Understand that 'an' is used before words that start with a vowel and 'a' for other words. • Be able to identify the colours red, blue, yellow, green, orange. • Be able to identify / describe articles using 'a' or 'an' correctly. 	Matching colours.	Colour cards Colour game Coloured pencils.	
Lesson3 Double	Letters – beginning sounds. Speaking. Girl / boy.	<ul style="list-style-type: none"> • Be able to name the - p pictures learnt so far. • Be able to give the Dhivehi translations for the words 'girl' and 'boy'. • Be able to identify themselves (and others) as girls or boys. • Be able to say 'I am a boy/girl'. 	Revise letter sounds. Talking to others	'I am a girl/boy' sentence cards displayed. Girl/Boy flashcards.	
Lesson4 Single	Reading. Colours.	<ul style="list-style-type: none"> • Have read the story 'Brown Bear ...' and be able to explain what happens in the story in Dhivehi. • Be able to demonstrate understanding that an English book is read from left - right and top to bottom. • Begin to see the relationship between the written and spoken word. • Be able to describe animals from the story using the correct article, 'a' or 'an'. 	Ask questions. Model reading	Brown Bear book. Picture/models of the animals in the story,	
Lesson5 Single	Letter sounds, letter formations. Numbers, colours	<ul style="list-style-type: none"> • Test 	Test (on Sunday of this week)		

Week 5 (10th February _ 14th February)

Lesson no	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Letters - recognition, sounds and formation. Plurals.	<ul style="list-style-type: none"> • Be able to recognize and say the letter sounds q - v. • Match letters q - v to words that start with the correct sound and write those letters correctly. • Be able to answer the question, 'What is it?' with 'It is a ____.' • Be able to form plurals by adding's'. 	Feely box practice the question and answer. Sound out the letters and letter formations. Change singular words o plural	Letter, picture and word flashcards. Different objects.	
Lesson2 Double	Parts of the body. Instructions.	<ul style="list-style-type: none"> • Be able to say the names of the different parts of the body; head, shoulders, knees, toes, eyes, ears, mouth, nose • Be able to respond to the instruction 'point to'. • Be able to identify which words are singular and which are plural. 	Sing the song “ my head and shoulder” Pointing o the correct part of the body. Matching game	Heads/Shoulders song tape. Model of a body. Parts of the body flashcards and word cards.	
Lesson3 Double	Parts of the body.	<ul style="list-style-type: none"> • Be able to say the names of the different parts of the body. • Start to match the spoken words with the written words. • Be able to change nouns from singular and plural. 	Matching game. Show me game.	Model of a body. Parts of the body flashcards and word cards.	
Lesson4 Single	Reading.	<ul style="list-style-type: none"> • Be able to use picture clues to guess the missing word in a sentence. • Be able to match sentences that say the same things. 		'Brown Bear' book	
Lesson5 Single	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> • Be able to write the letters a - v correctly (any problematic letters). • Be able to give the sounds of the letters that they are writing. 	Listening to the sounds and writing letters	White boards and pencils	

Week 6 (17th February 21st February)

Lesson no	Topic:	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Classroom objects.	<ul style="list-style-type: none"> Be able to give the names of the classroom objects; pencil, ruler, rubber, pen, coloured pencil, bag, book Be able to answer the question 'What is this?' with 'It is a _____.' 	Name the objects Show me game Matching game Practice question and answers	Classroom objects. Classroom objects word cards.	
Lesson2 Double	Numbers 1-10.	<ul style="list-style-type: none"> Be able to count from 1 -10. Be able to count a set of objects and match the appropriate figure card to the objects. Be able to ask the question 'How many ___ are there?' and answer it with 'There are _____.' 	Sing a song Matching game Asking and answering questions	Objects to count Pictures of objects	
Lesson3 Double	Classroom objects.	<ul style="list-style-type: none"> Be able to say the names of a variety of classroom objects - pencil, pen, ruler, rubber, book, notebook, bag, table, chair etc. Be able to read some of these words. Be able to give the first letters of all of these words. 	Grab the objects Hold up game Matching game	Classroom objects Classroom object flashcards. Bag or box to hide the objects in.	
Lesson4 Single	Story telling.	<ul style="list-style-type: none"> Have told their own story by looking at a set of pictures. Begin to understand that stories carry meaning and are written for a purpose. 	Model writing story	Picture story book Small story books	
Lesson5 Single	Classroom obj and parts of the body, singular/ plural	<ul style="list-style-type: none"> Test 	Test (on Thursday of this week)		

Week 7 (24th February _ 28th February)

Lesson no	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> • Be able to give the sounds of the letters w -z and identify the correct letter when given the sound. • Be able to match the letters to pictures whose first letter starts with the appropriate sounds 	Matching game Sounding out the letters	Letter cards (for the whole class and individuals) Word cards Picture cards	
Lesson2 Double	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> • Be able to say the sounds of the letters a - z. • Be able to write the correct letter when given a letter sound. • Match the letter sounds to pictures that start with that sound. 	Matching game Sounding out the letters Say the first sounds of pictures	Alphabet letters Pictures of objects	
Lesson3 Double	Girl / boy. Speaking, reading, writing.	<ul style="list-style-type: none"> • Be able to say a sentence - I am a girl/boy. • Be able to identify whether other children are girls/boys and say a sentence - you are a girl/boy. • Be able to read and write the sentences 'I am a boy/ I am a girl.' 	speaking	Classroom Objects Pictures of girls and boys.	
Lesson4 Single	Reading.	<ul style="list-style-type: none"> • Demonstrate their understanding of the story by matching the correct sentences and pictures. • Be able to identify when a mistake has been made by looking at the initial letter sounds in words. 	Model reading Ask questions matching	Picture Books Pictures and sentences.	
Lesson5 Single	Reading.	<ul style="list-style-type: none"> • Be able to use initial letter sounds to identify missing words. • Be able to re-read the sentence once a word has been chosen to make sure that their choice of word makes sense. 	Model reading Ask questions	Picture Books Pictures and Sentences.	

Week 8 (2nd March - 6th March)

Lesson no	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Family members.	<ul style="list-style-type: none"> Be able to say the names of the family members - mother, father, sister, brother and give the Dhivehi translations. Be able to read the family member words using initial sounds to help. 	Read the poem "this is my family" Match the pic with names	Family members flashcards/ pictures	
Lesson2 Double	Family members.	<ul style="list-style-type: none"> Be able to ask the question 'Who is this?' and answer it using 'This is _____.' Be able to say and read the names of the family members. 	Ask questions Play board game to practice the questions.	Family members flashcards and pictures. Board game	
Lesson3 Double	Speaking and listening.	<ul style="list-style-type: none"> Be able to ask the question 'Who is this?' and answer with 'This is _____.' 	Ask questions Circle game	Family members flashcards and pictures	
Lesson4 Single	Reading: key words.	<ul style="list-style-type: none"> Be able to read the character names and match them with pictures of the characters. Be able to read the key words 'a, to, come, he, in, was' and identify them in the text. 	Read a story Get them to sound out the words	big book. Key word flashcards.	
Lesson5 Single	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> Have revised the letter sounds of 3 or 4 letters that they are finding difficult (maybe j, g, v, w). Be able to match the letter sounds to pictures. 	Sounding out game Matching game	Alphabet letters Pictures	

Week 9 (10th March 13th March)

Lesson no	Topic / skill:	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Rhyming words.	<ul style="list-style-type: none"> • Be able to match the rhyming pictures. • Be able to read simple CVC rhyming words when just the first letter is changed - c at, m at etc. 	Alphabet song Slidey cards Matching game	CVC slidey card Whiteboards Rhyming pictures and words.	
Lesson2 Double	Letters - recognition, sounds and formation.	<ul style="list-style-type: none"> • Be able to form the letters a, g, o, c, q, d correctly. • Be able to say the sounds of the above letters as they are writing them. 	Letter formations Listening and writting	Sand box Coloured pencils Whiteboards	
Lesson3 single		*test			
Lesson4 Double	Rhyming words.	<ul style="list-style-type: none"> • Be able to identify rhyming words in the poem. • Be able to explain the meaning of the poem. 	Read the poem Matching rhyming words	Poem - Hickory Dickory Dock. Rhyming words from the poem.	

Week 10(23rd March – 27th March)

Lesson no	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Classroom objects. (asking and answering questions)	<ul style="list-style-type: none"> Be able to say and read the names of the classroom objects (pen, pencil, rubber, ruler, book, coloured pencils, bag, table, chair) Be able to answer the question 'What is this?' with 'It is a _____.' 	Practice questions Ball throwing game	Classroom objects Bag/box to hide classroom objects Key word flashcards ball	
Lesson2 Double	Classroom objects. (asking and answering “Yes/ No” questions)	<ul style="list-style-type: none"> Be able to ask the question 'Is it a _____?' Be able to answer the question with 'Yes it is a _____.' or 'No, it is not a _____.' Have revised classroom language from lesson 1. 	Practice questions Ball throwing game	Classroom objects Bag/box to hide classroom objects Key word flashcards	
Lesson3 Double	Classroom objects. (asking and answering “yes/No” questions)	<ul style="list-style-type: none"> Be able to ask the question 'Is it a _____?' Be able to answer the question with 'Yes it is a _____.' or 'No, it is not a _____.' 	Circle game Ask questions Board game	Classroom objects Game board	
Lesson4 Single	Rhyming words.	<ul style="list-style-type: none"> Be able to find the rhyming pairs in the poem. Be able to use their knowledge of rhyming to choose the correct words to fill gaps in the poem. 	Read a poem Make rhyming couples	Poem Rhyming words on separate cards.	
Lesson5 Single	Reading.	<ul style="list-style-type: none"> Be able to read a range of rhyming words by using their knowledge of onset and rhyme. 	Read a poem Make rhyming couples	Whiteboards.	

Week 11 (30th March – 3rd April)

Lesson no	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Fruit. Reading: initial sounds.	<ul style="list-style-type: none"> • Be able to name a variety of fruit items. • Be able to read the words using initial letter sounds to help. 	Hold up game Grabbing game Fruit salad	Real fruit Pictures of fruit. Name cards	
Lesson2 Double	I like.	<ul style="list-style-type: none"> • Be able respond to the question 'Do you like ____?' with 'Yes, I like _____.' • Be able to write the sentence 'I like _____.' 	Ask questions Ball throwing game	Real food. Pictures of food.	
Lesson3 Double	I like.	<ul style="list-style-type: none"> • Be able to respond to the question 'Do you like ____?' with 'Yes, I like _____' or 'No, I don't like _____.' 	Ask questions Ball throwing game	Real food. Pictures of food.	
Lesson4 Single	Rhymes.	<ul style="list-style-type: none"> • Be able to complete a set of rhyming couplets by choosing a word that rhymes. 	Matching game	Rhyming couplets Rhyming words	
Lesson5 Single	Rhyming words, questions, fruits, likes	<ul style="list-style-type: none"> • Test 			

Week 12(6th April _ 10th April)

Lesson No:	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Greetings.	<ul style="list-style-type: none"> Have revised the greetings learnt in so far in this term (What is your name? My name is... How are you? I'm fine thank you. How old are you? I'm ... years old.) Be able to ask and answer the question, 'Where do you live?' with 'I live in.....' 	Puppet show Making groups by asking questions	Puppets	
Lesson2 Double	Objects and adjectives.	<ol style="list-style-type: none"> Be able to ask the questions, 'What is this?' and 'Is it a pen?' and give the answers 'Yes it is a ...,' 'No it is not a ...' Be able to put adjectives into the above questions and statements e.g. 'Is it a red pencil?' 'Yes it is a red pencil/No it is not a red pencil' etc. 	Circle game Practice asking and answering questions.	Objects Pictures	
Lesson3 Double	Likes and dislikes. Simple present tense.	<ul style="list-style-type: none"> Be able to ask the question, 'Do you like ...?' and answer, 'Yes I like ...' or 'No, I don't like ...' with simple present tense, e.g. to play, to sing, to swim. Be able to write the sentences, 'I like ...'/'I don't like ...' To say and write 'and so do I'. 	Asking questions	'My daddy is fun' book.	
Lesson4 Single	Final letter sounds.	<ul style="list-style-type: none"> Have made predictions about the content of a story by looking at the title and the front cover. Be able to change their predictions as the story progresses. Be able to identify the key words 'a, was, in, he, to, the' in the text. Be able to hear the sounds (t, n, g, p) when they come at the end of CVC words. 	Read the story Model reading	The Very Hungry Caterpillar book Display backing. Word cards from story: egg, moon, pop, look, food, felt, leaf, big	

Week 13(13th April _ 17th April)

Lesson No:	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Letters – simple and capital.	<ul style="list-style-type: none"> • Be able to give the sounds and the names of the capital letters a - z. • Be able to match capital and simple letters. 	Sing alphabet song Sounding out the letters Matching game	Objects Capital and simple letter cards. Alphabet dice.	
Lesson2 Double	Present continuous tense.	<ul style="list-style-type: none"> • Be able to demonstrate understanding of the verbs by miming: sitting, jumping, playing, running, walking, standing. • Be able to respond to the question 'What are you doing?' with 'I am (playing)'. • Be able to read the verbs and match them to the correct picture. 	Play “Ali says” Miming game matching	Verb cards Action pictures	
Lesson3 Double	Reading, spelling.	<ul style="list-style-type: none"> • Be able to demonstrate understanding of the story by sequencing the four life stages. • Be able to spell simple words from the story. 	Read the story Ask the questions	The Very Hungry Caterpillar Card circles.	
Lesson4 Single	Present continuous tense.	<ul style="list-style-type: none"> • Be able to ask the question 'What are you doing?' and answer it with 'I am (playing)'. • Be able to read the verbs and match them to the correct picture. • Be able to demonstrate understanding of the verbs by miming: sitting, jumping, playing, running, walking, standing. • Have practiced writing and spelling the verbs, explaining that each verb ends in 'ing'. 	Miming Asking answering questions	Verb cards Action cards	
Lesson5 Single	Greetings, letters, adjectives, pres con tense, letter sounds, likes/ dis likes	<ul style="list-style-type: none"> • Test 			

Week 14(20th April_ 24th April)

Lesson No:	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Pronouns – he / she	<ul style="list-style-type: none"> • Be able to explain that 'she' is used to talk about girls and that 'he' is used to talk about boys. • Be able to answer the question, 'Is she a girl or a boy?' with 'She is a girl.' 	Explain the pronouns Show pictures of people to use the pronouns Moving answers	Pictures of girls/boys.	
Lesson2 Double	s/he, present continuous tense.	<ul style="list-style-type: none"> ▪ Be able to explain that 'she' is used to talk about girls and that 'he' is used to talk about boys. ▪ Be able to ask the question, 'What is s/he doing?' and answer with 'S/he is _____.' 	Ask questions Miming	Picture action cards. Verb cards. Puppet.	
Lesson3 Double	Story telling.	<ul style="list-style-type: none"> • Be able to sequence pictures to retell a story orally. • Be able to write a few sentences to retell a story. • Be able to contribute ideas to a story. 	Get children to re-tell the story (A very hungry caterpillar) Get them to create their own story	Paper for book making, glue. Pictures to sequence. Key word cards related to the pictures. Blank caterpillars to colour.	
Lesson4 Single	Present continuous tense.	<ul style="list-style-type: none"> • Be able to ask the question, 'What is s/he doing?' and answer with 'S/he is _____.' • Be able to read simple action sentences (He is playing) and match to the correct picture. • Be able to spell a range of verbs using 'sounding out' strategies. 	Miming, Matching sentences with actions	Action cards. Sentence cards - He is playing etc. Puppet.	
Lesson5 Single	Phonics: Final letter sounds.	<ul style="list-style-type: none"> • Be able to say the sounds and the names of the letters (t, n, g, p + d, s, m) when they hear them at the end of CVC words. 	Slidey game Hold up game	Ending sounds slidey cards. Letter and picture cards.	

Week 15(27th April – 1st May)

Lesson No:	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Prepositions, instructions.	<ul style="list-style-type: none"> Be able to give the Dhivehi translations of the prepositions 'in/on/under'. Be able to follow instructions including the prepositions 'in/on/under'. (e.g Put your pencil under the tin.) Be able to respond to the question, 'Where is the _____?' with 'in/on/under the _____.' 	Play "Ali says" Board game to ask and answer the questions	Classroom Objects Pictures Game board	
Lesson2 Double	Prepositions, instructions.	<ul style="list-style-type: none"> Be able to follow instructions including the prepositions 'in/on/under'. Be able to respond to the question, 'Where is the _____?' with 'in/on/under the _____.' 	Play "Ali says" Board game to ask and answer the questions	Classroom Objects Pictures	
Lesson3 Double	Prepositions. Reading.	<ul style="list-style-type: none"> Be able to use picture clues in a story to predict unknown words. Have demonstrated their understanding of the prepositions 'in/on/under/behind/next to' by choosing the correct prepositions to fill in the blanks. 	Read a story which has prepositions (where is spot) A written text to underline the prepositions Ask questions	'Where's Spot' story book. Sentences with prepositions and pictures to match. Display backing.	
Lesson4 Single	Pronouns – he / she / It / They	<ul style="list-style-type: none"> Be able to explain that 'she' is used to talk about girls and that 'he' is to talk about boys and 'it' is talk about one of any thing and 'they' to talk about more than one thing(instead of their names). 	Explain the pronouns Show pictures of people and things to use the pronouns Moving answers	Pictures of girls/boys.	
Lesson5 Single	Pronouns, prepositions, prsnt con tense	<ul style="list-style-type: none"> Test 			

Week16 (4th May – 8th May)

Lesson No:	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Adjectives.	<ul style="list-style-type: none"> • Be able to give the meaning of the adjectives - big, small, fat, thin. • Be able to use the adjectives in sentences to describe objects and people: It is a big ball. She is thin etc. 	Spinney the wheel Describing people and objects	A range of objects Pictures	
Lesson2 Double	Adjectives.	<ul style="list-style-type: none"> • Be able to give the meaning of the adjectives - big, small, fat, thin. <ul style="list-style-type: none"> ▪ Be able to use the adjectives in sentences to describe objects and people: It is a big ball. She is thin etc. 	Spinney the wheel Describing people and objects	A range of objects Pictures	
Lesson3 Double	Ordinal numbers.	<ul style="list-style-type: none"> • Be able to order the ordinal numbers 'first to tenth'. • Be able to use ordinal numbers 'first to tenth' to describe the position of people or objects. • Be able to read some of the ordinal numbers using initial letter sounds to help. 	Race them Matching	Objects Ordinal number cards for class, groups and individuals	
Lesson4 Single	Rhyming words.	<ul style="list-style-type: none"> • Be able to identify the rhyming words in poems. • Be able to use the spelling of one word to help read and write a rhyming word correctly • Be able to match words which rhyme. 	Read them a poem (Row your boat) Matching rhyming words Give sentences to find rhyming words	Sentence cards Pictures Poem book	
Lesson5 Single	Vowels.	<ul style="list-style-type: none"> • Be able to give the correct sounds for the vowels. • Be able to say the correct letter name when they hear the sound of the vowel. 	Finding partner by sounding out Listen and write the letters	Alphabet letters and cards. White boards	

Week 17 (11th May – 15th May).

Lesson No:	Topic :	Objectives: By the end of the session students will ...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Family members. Adjectives.	*Be able to use adjectives to describe the family members (father, mother, brother, sister, grandmother, grandfather) * Be able to give the meanings of the words 'man' and 'woman'. *Be able to put the adjectives into simple sentences to describe family members - He is tall. She is old etc.	Describing family members	Family members masks Photographs/ pictures Adjective cards	
Lesson2 Double	Family members. Verbs/adjective	*Be able to put the adjectives into simple sentences to describe family members - He is tall. She is old etc. * say what their family members do ' My father reads news papers'	Miming and say sentences	Family members masks Photographs/ pictures Adjective cards	
Lesson3 Double	Reading.	*Be able to use context and picture clues to guess unknown words in the story. *Be able to read and match statements from the story (I'm too tall) with the correct picture using memory, prior knowledge of animals and picture clues.	Model reading Get them to describe some of the animals in the story	Dear zoo book.	
Lesson4 Single	Ordinal numbers.	*Be able to order the ordinal numbers 'first to tenth'. *Be able to use ordinal numbers 'first to tenth' to describe the position of people or objects. *Be able to read some of the ordinal numbers using initial/final letter sounds to help.	Race them Order the cards and objects Ask questions	Slidey cards Alphabet letters a - z for pairs. Picture cards. Objects	
Lesson5 Single	Ordinal numbers, family, adjectives, vowels	<ul style="list-style-type: none"> • Test 			

Week 18(18thMay- 22nd May)

Lesson No:	Topic /:	Objectives: By the end of the session students will...	Activities:	Resources / teaching aids:	Pupil's Book.
Lesson1 Double	Singular and plural (add 's')	<ul style="list-style-type: none"> Be able to explain that one object is singular but that more than one is plural. Be able to change singular words into plural words by adding an 's'. 	Grouping game Clap clap Hold up game	Objects Pictures 's' cards for children to hold up. Singular and plural words	
Lesson2 Double	Singular and plural (add 's') This / these	<ul style="list-style-type: none"> Be able to explain that one object is singular but that more than 1 is plural. <ul style="list-style-type: none"> Be able to change singular words into plural words by adding an 's'. Be able to say a sentence about a singular object using, 'This is a ____.' or about plural objects using 'These are_____.' 	Circle game matching	Objects Pictures 's' cards for children to hold up Singular and plural words	
Lesson3 Double	Singular and plural (add 'es')	<ul style="list-style-type: none"> Be able to say a sentence about a singular object using, 'This is a ____.' or about plural objects using 'These are_____.' Be able to add 'es' to words that end in 'x', 'ch', and 'ss'. 	Say sentences	Objects Pictures 's' cards for children to hold up Singular and plural words	
Lesson4 Single	Reading.	<ul style="list-style-type: none"> Be able to use the repetitive nature of the text to predict future events. Be able to use the repetitive nature of the text to help decode unknown words. Have practised referring back to earlier points of the text to help decode an unknown word. 	Read the story	Dear Zoo book Sentences with words missing/sentence anagrams	
Lesson5 Single	Singular and plurals	<ul style="list-style-type: none"> test 			

	<p>EXTRA WEEKS: If there are more than 18 weeks in this term you could:</p>	•	<ul style="list-style-type: none">• Do some creative writing practice.• Make books for their animal stories.• Get the children to act their 'Brown Bear' stories. They could decide their own animals, make masks and then act the story in groups.		
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