



Curriculum and Curriculum Standards for Primary Education (Grade 2)

Annual Planning for Terms 1 and 2
Based on the new Curriculum
New fun with English
2019 – 2020

First Semester (Time): 12 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Adjustment Period		<ul style="list-style-type: none"> Adjustment period Teacher and students get familiarised with each other. Teacher can propose different games to practice the language skills and to prepare learners to the communicative use of the language into a new school atmosphere. 	2 periods	
Unit 1 -My Day	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others) responding orally to questions and greetings.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</p> <p>4.3 Writing from left to right neatly</p>	<ul style="list-style-type: none"> Instructions, presentations, songs and stories about school, numbers... answering simple questions, presenting simple information, speaking about their daily routine using pictures/real objects, etc. (c.g.: possessive, Greetings, introductions, telling time, days of the week, etc) Sequencing events talking about daily routine (e.g. I eat breakfast at 6 o'clock. I go to school at 7 o'clock). Present simple (she brushes, etc.) Identifying/reading compound sounds in simple words/sentences 	8 periods	2 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of Weeks	Periods	2 weeks
Unit 2 -My Home	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics.</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> <p>4.3 Writing from left to right neatly.</p> <p>4.4. Completing a picture on a grade related topic and labeling it.</p>	<ul style="list-style-type: none"> Responding to instructions after listening (e.g. put the chair in the living room) Parts of the house (e.g. living room, bed room, etc.) Polite request (e.g. can I..., please?) Raising learners' awareness of tidiness, hygiene and positive attitudes towards ones' home. Identifying / reading compound sounds in simple words /sentences. Talking about personal hygiene/ their own homes. Labeling pictures/realia related to different parts of a house. Reading simple sentences and matching them with pictures. Imperatives / modal verbs. 	8 periods	2 weeks	



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Title of the LUs (learning units)	Specific Competences	Learning content	Number of Periods	Weeks
Unit 3 - Let's Find it	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults.</p> <p>1.4. Identifying Arabic words related to Islam in a listened text.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.3 Writing from left to right neatly.</p> <p>4.4. Completing a picture on a grade related topic and labelling it.</p>	<ul style="list-style-type: none"> • Giving instructions (e.g. learners take the role of the teacher in giving instructions). • Asking for and giving information. • Using prepositions (in, on, under, etc.) in meaningful context. • Reading simple sentences in a meaningful context. • Labeling pictures/realia related to clothe items. • Writing missing letters/words/numbers. • Identifying/reading compound sounds in simple words/sentences • Modal verbs for ability. 	8 periods	2 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of Periods	Weeks
Unit 4 - Let's have Fun	<p>1.2.1 Distinguishing words in phrases and simple sentences by focusing attention while and after listening.</p> <p>1.3. Listening respectfully to others and observe turn taking when they talk.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> <p>4.1. Building correct simple sentence structure.</p>	<ul style="list-style-type: none"> • Present simple (e.g. I like, she likes) • Wh questions (asking and answering questions about sport) • Expressing ability using modal verbs (can) • Expressing likes and dislikes about sport. • Polite request. • Reading stories. • Identifying/reading compound sounds/nouns in simple words/sentences. • Writing their own sentences to express their references. • Promoting the value of teamwork. 	8 periods	2 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of Periods	Weeks
Unit 5 - At the Restaurant	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics.</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.2. Writing from left to right using basic punctuation marks correctly.</p>	<ul style="list-style-type: none"> • Expressing gratitude/politeness (e.g. thank you, please, etc.) • Expressing likes/dislikes about food. • Asking and answering questions. • Asking for and giving information. • Reading stories/high frequency words. • Writing their own sentences to express their likes and dislikes (food) • Reading and grouping words. • Identifying/reading compound sounds in simple words/sentences. • Working on projects to design their own menu. 	8 periods	3 weeks



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Second Semester (12 weeks)

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Unit 6 -let's go shopping	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.1. Building correct simple sentence structure.</p> <p>1.3. Listening respectfully to others and observe turn taking when they talk.</p>	<ul style="list-style-type: none"> • Instructions, presentations, directions, songs, stories • Simple rules of politeness, turn taking, listening attentively, not interrupting, short dialogues • Simple open ended questions with "Who/What/Where....." • Asking and answering. Questions related to the topic • Describing objects • Present simple • Identifying/reading compound sounds in simple words/sentences. • Talking about / writing their own shopping lists 	8 periods	2 weeks
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>Unit 7 At school</p>	<p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.3 Writing from left to right neatly.</p>	<ul style="list-style-type: none"> • Asking and answering questions related to school • Places at school • Identifying/reading compound sounds in simple words /sentences. • Talking about classroom rules • Reading a viewing books, picture books, fairy tales, and nursery rhymes. • Counting numbers by tens • present tense / possessive pronouns • Likes/dislikes • Descriptions / colours • Value of cleanliness 	8 periods	2 weeks



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Title of the Units (Learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>Unit 8 I like animals</p>	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults.</p> <p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics.</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.3 Writing from left to right neatly.</p>	<ul style="list-style-type: none"> • Identifying/reading compound sounds in simple words/sentences. • Describing zoo animals and things they do (fly, sing, climb etc). • Asking for and giving information • Listening to a text to talk about their favourite animals • Expressing ideas through writing • Value of being kind to animals • Present simple / progressive 	<p>8 periods</p>	<p>2 weeks</p>

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Unit 9 My neighborhood	<p>1.3. Listening respectfully to others and observe turn taking when they talk.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region.</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.3 Writing from left to right neatly.</p>	<ul style="list-style-type: none"> • Present simple tense • WH questions (who-where-what) • Vocabulary related to places of neighbourhood • Describing places • Using preposition of place • Reading a simple story to talk about their own neighbourhood • Value of respecting neighbours • Identifying/reading compound sounds in simple words/sentences. • Asking for and giving information 	8 periods	2 weeks

Title of the EDs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Unit 10 Kuwait in the past	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region.</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> <p>4.1. Building correct simple sentence structure.</p> <p>4.2. Writing from left to right using basic punctuation marks correctly.</p>	<ul style="list-style-type: none"> • Taking about the past • Asking and answering questions using past simple • The value of being loyal to one's own country • Identifying/reading compound sounds in simple words/sentences. • Making projects /posters (Kuwait in the past) • Vocabulary related to old and modern Kuwait 	8 periods	2 weeks

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