



## 2025/2026 SYLLABUS DISTRIBUTION

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### **SUBJECT \_ English** **GRADE KG 1** Term 2

#### ❖ **Unit 1G - Jolly Phonics Step 1 (Groups 4 - 6)**

- **Focus:**

- Introduction to phonics through sounds rather than letter names.
- Developing early reading and writing skills using synthetic phonics approach.

- **Content:**

- **Group 4 sounds:** ai, j, oa, ie, ee, or
- **Group 5 sounds:** z, w, ng, v, oo, OO
- **Group 6 sounds:** y, x, ch, sh, th, th

- **Skills Developed:**

- Recognizing and pronouncing letter sounds.
- Associating sounds with actions, songs, and stories.
- Beginning to blend sounds to read simple CVC, CCVC words.
- Segmenting sounds to support early spelling.
- Practicing correct letter formation for each sound.

- **Learning Outcomes:**

- Students will be able to recall and identify at least 12 initial sounds.
- Students will attempt blending and segmenting orally and in writing.
- Students will begin to build confidence as emergent readers and writers.

- **Activities:**

- Action songs and rhymes for each sound.
- Sound/ word hunt games around the classroom.
- Matching words with pictures/objects.
- Simple blending games (e.g., teacher says g-oa-t, Students say goat).

## Maths

### ❖ Numbers to 20

- **Focus:**
  - Recognizing, counting, and writing numbers 1–20.
  - Understanding one-to-one correspondence.
- **Content:**
  - Number names, symbols, and quantities (0–20).
  - Counting objects, forward and backward counting.
- **Skills Developed:**
  - Counting with accuracy.
  - Matching numbers to quantities.
  - Writing numbers correctly.
- **Learning Outcomes:**
  - Students will be able to count, recognize, and write numbers 1–20.
  - Students will demonstrate one-to-one correspondence in activities.
- **Suggested Activities:**
  - Number rhymes and counting songs.
  - Number hunt in classroom/playground.
  - Counting beads, blocks, or classroom objects.
  - Writing numbers in sand, playdough, or worksheets.

### ❖ Compare Numbers

- **Focus:** Understanding greater/less than/equal.
- **Content:** Comparing groups of objects and written numbers.
- **Skills:** Using vocabulary (more, less, equal), introduction to symbols.
- **Learning Outcomes:** Students can compare two numbers confidently.
- Students will use comparative language (more / less, equal).
- **Activities:** Comparing groups of toys, “Which jar has more?”, crocodile mouth activity for  $>$   $<$ .

## ❖ Addition to 5

- **Focus:** Understanding addition as “putting together.”
- **Content:** Simple sums within 5 using objects and pictures.
- **Skills:** Counting on, number bonds (e.g.,  $2+3=5$ ).
- **Learning Outcomes:** Students solve addition problems with objects and start using symbols (+, =).
- **Activities:** Counting with counters, finger addition, story sums (“I have 3 balloons, add 2 more”), number bond games.

## ❖ Time

- **Focus:** Introducing basic time concepts.
- **Content:** Days of the week and months of the year (oral).
- **Skills:** Memory, sequencing, listening.
- **Learning Outcomes:** Students will be able to name days and months orally.
- **Activities:** Calendar routines and songs.

## ❖ Measurement

- **Focus:** Introducing basic measurement ideas.
- **Content:** Length, height, weight, capacity, and simple time concepts.
- **Skills:** Observation, comparison, vocabulary, critical thinking.
- **Learning Outcomes:** Students will be able to compare objects and use measurement vocabulary (long/short, heavy/light, full/empty).
- **Activities:** Sorting objects, balance scale play, pouring activities, measuring with blocks, and interactive games.

## Science

### ❖ Weather and Seasons

- **Focus:**

- Identifying different types of weather and seasons.
- Understanding how weather changes and affects daily life.

- **Content:**

- Types of weather: sunny, rainy, cloudy, windy, snowy.
- Seasons: summer, winter, spring, autumn.
- Weather-appropriate clothing.
- Simple weather symbols (sun, cloud, rain).

- **Skills:**

- Observing and describing weather changes.
- Classifying weather and seasons.
- Building vocabulary related to weather and seasons.
- Developing listening, speaking, and thinking skills.

- **Learning Outcomes:**

- Students will be able to identify and name common weather conditions.
- Students will recognize different seasons and their basic features.
- Students will match weather with suitable clothing and activities.

- **Suggested Activities:**

- Daily weather chart and calendar routine.
- Weather songs and rhymes (“What’s the Weather Like Today?”).
- Dressing dolls or pictures according to the weather.
- Sorting activities (clothes for summer/winter).
- Weather art and craft (sun, cloud, rain collage).

## ❖ **Our Earth and Sky**

- **Focus:**

- Introducing basic concepts about the Earth and the sky.
- Helping students observe natural elements around them.

- **Skills Developed:**

- Observation and curiosity about the natural world.
- Listening and speaking skills through discussion.
- Classifying day and night objects.
- Vocabulary development related to Earth and sky.

- **Learning Outcomes:**

- Students will be able to identify land and water.
- Students will recognize day and night.
- Students will name basic sky objects such as the sun, moon, and stars.

- **Suggested Activities:**

- Day & Night Sorting: Pictures of activities and sky objects sorted into day or night.
- Sky Observation: Look at the sky during the day and talk about what is seen.
- Art & Craft: Make a sun, moon, and stars using paper and cotton.

## ❖ Safety and Care

- **Focus:**

- Developing awareness of personal safety at home and school.
- Encouraging care for self, others, and the environment.

- **Skills Developed:**

- Identifying safe and unsafe situations.
- Decision-making and problem solving.
- Social skills such as sharing, helping, and caring.
- Listening and communication skills.

- **Learning Outcomes:**

- Students will be able to follow simple safety rules.
- Students will recognize safe and unsafe actions.
- Students will demonstrate caring behavior toward people, plants, and classroom materials.

- **Suggested Activities:**

- Safe vs Unsafe Pictures: Sorting pictures of everyday situations.
- Story Time: Short stories on safety and caring.
- Class Rules Chart: Creating a safety rules poster with pictures.
- Caring Tasks: Watering plants, tidying up toys, helping friends.

## ❖ Living and Non-living

- **Focus:**

- Introducing the difference between living and non-living things.
- Helping children understand basic needs of living things.

- **Skills Developed:**

- Observation and classification skills.
- Critical thinking through comparing objects.
- Listening and speaking skills.

- **Learning Outcomes:**

- Students will be able to identify living and non-living things.
- Students will recognize basic needs of living things (food, water, air).
- Students will sort objects into living and non-living groups.

- **Activities:**

- **Sorting Activity:** Classify pictures or real objects into living and non-living.
- **Nature Walk:** Identify living and non-living things around the school.
- **Picture Talk:** Discuss charts showing plants, animals, and objects.
- **Art & Craft:** Create a collage using pictures of living and non-living things.
- **Story Time:** Read simple stories related to plants and animals.

## **EVS**

### ❖ **My Family**

- **Focus:** Understanding family members and relationships.
- **Content:** Family members (parents, siblings, grandparents); types of families.
- **Skills:** Speaking, listening, social awareness, vocabulary development.
- **Learning Outcomes:** Students to identify and name family members.
- **Activities:** Family photo talk, drawing family members, role play, family songs creating family tree.

### ❖ **My Feelings**

- **Focus:** Recognizing and expressing emotions.
- **Content:** Happy, sad, angry, excited, scared.
- **Skills:** Emotional awareness, communication, social skills.
- **Learning Outcomes:** Children identify and express basic feelings.
- **Activities:** Emotion cards, mirror expressions, story discussions.

## ❖ **Healthy Habits**

- Focus: Developing healthy daily habits.
- Content: Handwashing, healthy food, exercise, rest.
- Skills: Self-care, decision making, awareness.
- Learning Outcomes: Students to follow simple healthy habits.
- Activities: Handwashing routine, food sorting, exercise time.

## ❖ **Transport**

- Focus: Identifying different types of transport.
- Content: Land, air, and water transport.
- Skills: Classification, observation, vocabulary.
- Learning Outcomes: Children name types of transport.
- Activities: Sorting vehicles, vehicle sounds, drawing transport.



## ICT

### ❖ Using Mouse / Keyboard

- **Focus:**

- Introducing basic parts and functions of the keyboard and mouse.
- Developing control and confidence in using computer input devices.
- Finding letters/numbers on keyboard.

- **Skills Developed:**

- Hand–eye coordination.
- Fine motor skills.
- Mouse skills (click, double-click, drag, drop).
- Keyboard awareness (letters, spacebar, enter key).

- **Learning Outcomes:**

- Students will be able to hold and use the mouse correctly.
- Students will identify basic keys on the keyboard.
- Students will perform simple actions like clicking, dragging, and typing letters.

- **Activities:**

- Mouse practice games (clicking and dragging objects).
- Typing alphabets or their name using the keyboard.
- Matching or coloring activities using the mouse.
- Guided practice of pressing spacebar and enter key.

### ❖ WordPad – Computer Software

- **Focus:**

- Introducing WordPad as a basic word processing software.
- Helping children become familiar with typing and simple editing.

- **Skills Developed:**

- Hand–eye coordination.
- Basic typing skills (letters and spaces).

- Mouse control (click, drag, select).
- Recognition of letters and words on the screen.

- **Learning Outcomes:**

- Students will be able to open WordPad with guidance.
- Students will type simple letters or words.
- Students will use basic tools like save, open, and font size with help.

- **Activities:**

- Typing their name or simple words.
- Changing font size and color.
- Using spacebar and enter key.
- Saving their work with teacher support.

## ❖ MS Paint

- **Focus:**

- Introducing MS Paint as a basic drawing and coloring tool.
- Encouraging creativity using the computer.

- **Skills Developed:**

- Mouse control (click, drag).
- Creativity and self-expression.
- Color recognition.

- **Learning Outcomes:**

- Students will be able to open MS Paint with guidance.
- Students will draw simple shapes and lines.
- Students will choose and use colors to fill pictures.

- **Activities:**

- Drawing simple shapes (circle, square, lines).
- Coloring pre-drawn pictures.
- Using brush and fill tools.
- Drawing pictures related to themes (sun, house, tree).



## 2024/2025 SYLLABUS DISTRIBUTION

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### **SUBJECT Islamic GRADE KG1**

#### Term 2

- التهيئة والإستعداد
- دعاء نزول المطر
- دعاء هبوب الرياح
- دعاء لبس الثوب الجديد
- دعاء ما قبل النوم
- مراجعة جميع الأدعية السابقة



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**SUBJECT Arabic**  
**KG 1**

Term 2

أنشطة تمهيدية  
حرف الذال  
حرف الألف  
حرف الطاء  
حرف الظاء  
حرف العين  
حرف الغين  
حرف الصاد