



KG 2 (English) Term 2

❖ Unit 1D: Jolly Phonics Step 1 (Groups 5 – 7)

- **Focus:** Synthetic phonics for reading and writing.
- **Content:**
 - Group 5: z, w, ng, oo, OO
 - Group 6: y, x, ch, sh, th, th
 - Group 7: qu, ou, oi, ue, er, ar
- **Skills:**
 - Recognizing sounds and actions.
 - Blend CVC, CVCC, and simple alternative-spelling words, for example:
 - ai / ay / a-e:** rain, play, cake, day, made, tail, gate
 - oa:** boat, coat, soap
 - ee:** bee, tree, feet
 - ie:** pie, tie, die
 - ue:** blue, glue, true
 - Segmenting words for spelling: - Segment words to spell using alternative vowel spellings, for example:
 - rain → r-ai-n, play → p-l-ay, cake → c-a-k-e
 - boat → b-oa-t, bow → b-ow, nose → n-o-s-e
 - tree → t-r-ee, teddy → t-e-dd-y, theme → th-e-m-e
 - pie → p-ie, fly → f-l-y, slide → s-l-i-d-e
 - glue → g-l-ue, screw → s-c-r-ew, flute → f-l-u-t-e
- **Learning Outcomes:**
 - Students blend and read **CVC, CVCC, and simple alternative-spelling words** (e.g., ai, ay, a-e, oa, ee, ie, ue).
 - Students identify, write, and segment **beginning, medial, and ending sounds** in words.

- **Activities:**

- **Phonics songs and actions** to reinforce sounds and digraphs.
- **Word hunts** around the classroom for words and alternative vowel words.
- **Blending wheels** and word-building exercises for CVC and alternative-spelling words.
- **Segmenting and spelling games** to strengthen phonemic awareness.

- ❖ **Jolly Phonics – Step 2 | Unit 1 & Unit 2**

- **Focus:**

- Developing early reading and writing using long vowel sounds.
- Introducing alternative sounds and tricky words.
- Building simple sentence writing skills.

- **Content:**

Long Vowel Sounds: ai, ee, igh, oa, oo

Alternative Sounds:

ai → ay (rain / play)

ee → ea (see / sea)

igh → ie (night / pie)

oa → ow (boat / snow)

oo → u-e (moon / tune)

- **Tricky Words:** he, she, me, we, be, was

- **Sentence Structure:** Capital letter, spacing, full stop.

- **Skills Developed:**

- Blending and reading words with long vowels.
- Identifying alternative vowel spellings.
- Segmenting words for spelling.
- Recognizing and reading tricky words.
- Writing simple sentences independently.

- **Learning Outcomes:**

- Students read and blend long vowel words confidently.
- Students recognize alternative sounds in words.
- Students read and use tricky words correctly.
- Students write simple sentences using taught sounds and tricky words.

- **Activities:**

- Word building with letter cards (rain, play, boat, snow).
- Sorting words by sound (ai / ay, ee / ea).
- Tricky word games (snap, read and match).
- Sentence writing using picture prompts.
- Dictation of simple sentences (e.g., *She can see a goat.*)

Math

- ❖ **Numbers to 75 (writing and counting)**

- **Focus:** Extending number knowledge beyond 10.
- **Content:** Counting, number recognition, writing numerals, number names.
- **Skills:** One-to-one correspondence, ordering numbers, counting forward/backward.
- **Learning Outcomes:** Students count, read, and write numbers to 75.
- **Activities:** Number line jump, counting beads, number hunt, dot-to-dot worksheets.

- ❖ **Even and Odd Numbers**

- **Focus:** Understanding even and odd numbers.
- **Content:** Counting numbers and grouping objects in pairs.
- **Skills:** Counting, pairing, number recognition.
- **Learning Outcomes:** Students identify even and odd numbers.
- **Activities:** Pairing objects, sorting numbers, clapping for even numbers.

- ❖ **Addition to 20**

- **Focus:** Understanding addition as “putting together.”
- **Content:** Simple sums within 20 without using pictures and objects.
- **Skills:** Counting on, number bonds (e.g., $9+3=12$).
- **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.

❖ 3D Shapes

- **Focus:** Introducing Students to basic three-dimensional shapes in their environment.
- **Content:** Cube, Sphere, Cone, Cylinder (using real-life objects).
- **Skills:** Recognizing shapes, describing sides / corners, combining shapes to make pictures.
- **Learning Outcomes:** Students will be able to identify and name basic 3D shapes and relate them to real-life objects.
- **Activities:** Exploring 3D shape blocks, identifying shapes in the classroom, matching objects to shapes, and building with blocks.

❖ Subtraction to 20

- **Focus:** Developing understanding of subtraction as “taking away.”
- **Content:** Subtraction within 20 using numbers, objects, and pictures.
- **Skills:** Number sense and counting backwards
- **Learning Outcomes:**
Students will be able to subtract numbers up to 20 using objects, pictures, and number sentences.
- **Activities:**
Using counters or beads for subtraction, take-away games, number line subtraction, worksheet practice, and real-life examples (e.g., toys, snacks).

❖ Fractions

- **Focus:** Introducing the concept of fractions as equal parts of a whole.
- **Content:** Whole and half, introduction to quarter.
- **Skills:** Visual understanding, Comparison skills
- **Learning Outcomes:**

Students will be able to identify and name simple fractions such as whole, half, and quarter.

- **Activities:**

Cutting fruits or paper shapes, sharing objects equally, fraction puzzles, and drawing/coloring fractions.

Science

❖ Unit 3 A: Sounds

- **Focus:** Identifying and recognizing different sounds.
- **Content:** Loud and soft sounds; animal, nature, and everyday sounds.
- **Skills:** Listening, sound discrimination, vocabulary development.
- **Learning Outcomes:** Students identify and describe different sounds.
- **Activities:** Sound guessing games, listening walks, making sounds with objects.

❖ Unit 4 A: Materials in the World

- **Focus:** Identifying common materials and different properties of the materials.
- **Content:** Materials such as wood, metal, plastic, glass, fabric.
- **Skills:** Observation, classification, vocabulary development.
- **Learning Outcomes:** Students identify and name common materials.
- **Activities:** Sorting objects by material, touch and feel activity, classroom material hunt.

EVS

❖ People Who Help Us

- **Focus:** Understanding the roles of helpers in the community.
- **Content:** Police, doctors, teachers, firefighters, nurses, postman.
- **Skills:** Observation, speaking, listening, social awareness.
- **Learning Outcomes:** Students to identify common community helpers and their roles.
- **Activities:** Role play, picture matching, story time about helpers.

❖ My School

- Focus: Familiarity with the school environment and routines.
- Content: Classrooms, playground, library, teachers, school rules.
- Skills: Observation, vocabulary, social skills.
- Learning Outcomes: Students to recognize school areas and follow basic routines.
- Activities: School tour, drawing classroom, talking about school helpers.

❖ Safety Rules

- **Focus:** Understanding basic safety at home, school, and outside.
- **Content:** Crossing roads, not touching fire/sharp objects, stranger safety.
- **Skills:** Decision-making, observation, communication.
- **Learning Outcomes:** Students to follow simple safety rules and identify unsafe situations.
- **Activities:** Safe vs unsafe picture sorting, role play, storytelling.

❖ Festivals

- Focus: Awareness of common cultural and religious festivals.
- Content: Eid, National Day celebration, New Year, birthdays.
- Skills: Listening, speaking, social awareness, vocabulary.
- Learning Outcomes: Students to name and describe festivals
- Activities: Storytelling, festival songs, coloring festival symbols, sharing experiences.

ICT

❖ Login/Using Mouse

- **Focus:** Logging in with teacher help, mouse movement.
- **Activities:** Click-and-drag games, drawing lines with mouse.
- **Learning Outcomes:** Students use mouse confidently.

❖ Login/Using Keyboard

- **Focus:** Finding letters/numbers on keyboard.
- **Activities:** Typing own name, letter typing games.
- **Learning Outcomes:** Students type simple letters/words.

❖ MS Word (letters & sentences)

- **Focus:** Basic typing and formatting.
- **Activities:** Type alphabet, simple words, then short sentences.
- **Learning Outcomes:** Students type simple text with support.

❖ Scratch Jr

- **Focus:** Basic block coding.
- **Activities:** Moving a character, creating short animations.
- **Learning Outcomes:** Students build simple programs using blocks.

French

❖ My Family

- **Focus:** Learning family members in French.
- **Content:** Family members: père (father), mère (mother), frère (brother), sœur (sister), grand-père (grandfather), grand-mère (grandmother).
- **Skills:** Speaking, listening, vocabulary development, pronunciation.
- **Learning Outcomes:** Students to identify and name family members in French.
- **Activities:** Family song in French, drawing family members and labeling, role play (“C'est mon frère / ma sœur”), matching pictures with words.

❖ Days of the week

- **Focus:** Introducing the names and order of the days of the week.
- **Learning Outcomes:**
 - Students will be able to name the days of the week.
 - Students will recognize the sequence of days.
- **Activities:**
 - Days of the week songs and rhymes.
 - Daily calendar routine.
 - Sequencing cards for days of the week.

❖ Parts of the Body

- **Focus:** Identifying external body parts.
- **Learning Outcomes:**
 - Students will be able to identify and name body parts.
 - Students will understand the use of basic body parts.
- **Activities:**
 - Action songs (“Head, Shoulders, Knees, and Toes”).
 - Labeling body parts on charts.
 - Body tracing and coloring activities.

❖ **Animals**

- **Focus:** Introducing common animals and their characteristics.

- **Learning Outcomes:**

- Students will be able to name common animals.
- Students will recognize animal sounds and movements.

❖ **Activities:**

- Animal sound games.
- Storytelling with animal characters.
- Sorting animals (domestic/wild).

❖ **Fruits and Vegetables**

- **Focus:**

- Identifying common fruits and vegetables.
- Promoting healthy eating habits.

- **Learning Outcomes:**

- Students will be able to name common fruits and vegetables.
- Students will identify healthy food choices.

- **Activities:**

- Sorting fruits and vegetables.
- Fruit and vegetable songs.
- Coloring and collage activities.



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