ENGLISH CURRICULUM

2020-21

GRADES 1-5

'Never stop learning because life never stops teaching'

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Introduction

English is a foreign language but universally accepted as it is the most popular and internationally used language both for written and oral communication.

We learn language to communicate. Language is used to express themselves, to interact with others, to gain information (academic and otherwise), and to learn about the world around.

Language learning is most effective when it takes place through meaningful, interactive tasks. Language learners will thus learn most when they are engaged in meaningful, purposeful activities of social and cognitive nature in the context of the classroom (content-based instruction) and outside it (social settings).

Language skills are interdependent. Listening, speaking, reading, and writing skills are interdependent where one skill often activates the other skills for the achievement of effective communication.

Mission

The Mission of OOS Sharjah is to prepare each student for a future of life-long learning. We believe that:

- All members of the learning community are valued and respected
- A work environment must encourage and support trust, mutual respect, open communications, and risk taking
- Processes which allow for continuous improvement and problem solving are essential.
- The education of all members of the learning community is a shared responsibility.

Vision

The Vision of the school is to be the first choice for education by:

- Producing individuals who have the skills, ability, and attitudes to succeed as productive citizens and develop a mindset of life-time learning
- Demonstrating high standards and expectations in education and co-curricular activities.
- Maximizing the utilization of school resources
- Fostering goals and values that will be embraced by those whom the school division touches
- Recognizing superior performance

Vision for the Primary

Creating an effective learning environment that is conducive to independent thinking, where students are being constantly challenged by teachers as well as their peers, where teachers are facilitators of learning opportunities for students and where community is involved in the learning process.

FEATURES OF THE CURRICULUM

The curriculum for English language attempts to develop the use of English for four major purposes: communication, writing, reading and listening. We believe that the most effective way to achieve these purposes is through the adoption of a thematic, integrated, content based approach to teaching and learning. The same concepts and skills will be taught at various levels across the grades. The aim of the curriculum is to provide engaging experiences for children throughout the grades so that they can read, write and speak fluently, communicating their ideas and emotions to others.

Objectives:

To provide a language rich environment that promotes a culture of reading and writing.

- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives.
- To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience.
- Teach the basics – grammar, spelling, handwriting and punctuation.
- To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing.
- To value and celebrate diversity in culture and language.

Skills developed in the Curriculum

- **Listening Skills**

  Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Listening requires focus and concentrated effort. It means paying attention not only to the story, but how it is told, the use of language and voice. It

means being aware of both verbal and nonverbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

- **Speaking Skills**

It is important that students use talk to explore, extend, clarify, and reflect on their thoughts, feelings and experiences. Students should have opportunities to use talk to communicate and understand information and to respond personally and critically. Students should interact with sensitivity and respect, considering the situation, audience and purpose.

- **Reading Skills**

A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them.

- **Writing Skills**

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience. Writing has a unique position in language teaching since its acquisition involves practice and knowledge of other three skills, listening, speaking and reading. Creative writing tends to develop self confidence and self-esteem of the learners.

- **Literacy Skills**

Literary analysis begins with learning and applying key literary elements such as characterization, point of view, theme, symbol, conflict, setting, and foreshadowing. Children read stories from prescribed texts and are encouraged to deconstruct, analyse, justify, interpret, integrate, and connect information.

CLASS ACTIVITIES:

- **Role-play**
- **Debate**
- **Group discussions**
- **English week**
- **Book week**
- **JAM**
- **Spin a Wheel**
- **Build a Story**
- **Change the elements**

OBJECTIVES:

Listening Objectives

- **Respond to different kinds of instructions/ orders/ requests/ questions**
- **Listen to different experiences of peers and others and respond appropriately**
- **Follow the audios, excerpts, dialogues, poems read aloud in the class.**
- **Take dictation of small paragraphs, lists of things etc.**
- **Listen to the grade level story/ textual material and retell the main events in it.**
- **Listen, relate and interpret the story/ textual material/ conversations/excerpts**

Speaking objectives

- **Introduce self in grade appropriate sentences using descriptive language.**
- **Narrate personal experiences/ anecdotes/ stories read or heard using effective vocabulary. Make requests, use greetings and polite forms of expression.**
- **Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others**
- **Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace**
- **Offer reasons and evidence for their views, considering alternative opinions. Respond appropriately to the contributions of others in the light of differing viewpoints.**

Reading objectives

- **Read and spell new and unfamiliar words using phonics.**
- **Read longer and unfamiliar texts independently and with increasing fluency, pronunciation, expression and voice modulation.**
- **Enrich vocabulary and use them in daily communication.**
- **Infer the meaning of unfamiliar words by reading them in context to build up their vocabulary and elicit information and express in speech/writing as per the context.**
- **Make inferences and predictions based on the information in the text.**
- **Analyze the information in the text and write their views and opinions in the book review template.**
- **Improve comprehension skills by reading books from various sources-print/online and apply their understanding of the material read to perform tasks based on the reading**

Writing objectives (include grammar)

- **Use phonetic spelling to write independently**
- **Demonstrate the different roles of the parts of speech in sentence construction.**
- **Write in complete sentences with the central idea organized in a logical sequence using some descriptive words**
- **Read, summarize and analyze own writing**
- **Demonstrate consistent and appropriate language use in extended writing**
- **Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.**

Literacy objectives

- **Determine the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.**
- **Extend vocabulary knowledge by learning and using new words.**
- **Identify and summarise evidence from a text to support a hypotheses**
- **Deduce characters' reasons for behaviour from their actions**
- **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence**
- **Predict what might happen from details stated and implied**
- **Identify main ideas drawn from the text and summarising these**
- **Identify how language, structure, and presentation contribute to meaning**

- **Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.**

ASSESSMENTS

- **In the beginning of the academic year an ELT is conducted. The skills assessed are listening, speaking, reading, writing and grammar. The ELT is of 25 marks.**
- **Periodic Test 1 is conducted in Term 1 and Periodic Test 2 is conducted in Term 2. The total marks for PT1 and PT2 is 20 marks for Grades 1&2, 30 marks for Grades 3&4 and 40 marks for Grade 5. The skills tested for the tests are knowledge/understanding (literature and reading comprehension), Application (grammar), communication (writing) and HOTS (literature and reading comprehension).**
- **Half yearly examination is conducted at the end of Term 1 and Annual Examination is conducted at the end of Term 2. The Half yearly exam is out of 40 marks for Grades 1&2, 60 marks for Grades 3&4 and 80 marks for Grade 5. The skills tested for the tests are knowledge/understanding (literature and reading comprehension), Application (grammar), communication (writing) and HOTS (literature and reading comprehension). A project is also conducted on listening (5 marks) and speaking skills (5 marks).**

- **Besides the above mentioned tests a monthly test is conducted based on the ASSET model of questioning.**

Speaking Assessment Rubrics			
	Excellent (4-5)	**Good(3-4)**	**Satisfactory(1-2)**
Content	- provides a variety of content in at least 8-9 lines, appropriate to the topic, such as generalizations, details, examples and various forms of evidence.	-provides enough content to meet the requirements of the task. -focuses primarily on relevant content, sticks to the topic.	- does not provide enough content to meet the requirements of the task. - includes some irrelevant content, wanders off the topic.
Delivery/ Performance	- Pronunciation is very clear. The speaker exhibits very few interruptions. --Makes good use of gestures and facial expression to convey meaning and intonation. -Varies tone to convey intended meanings or feelings.	-The pronunciation and enunciation are clear. The speaker exhibits few interruptions. - Makes some use of gestures and / or facial expression to convey meaning and intonation. -Makes little effort to use tone to convey meanings or feelings.	-The pronunciation and enunciation are fine. The speaker exhibits quite a number of interruptions. - Tries to make use of gestures or facial expressions. -Tries to convey meanings or feelings.
Language	-makes very few grammatical mistakes. - uses language in highly effective ways to emphasize or enhance the meaning of the message.	- makes few grammatical mistakes. - uses language which is appropriate for the task, descriptive language when describing, clear and concise language when giving information and explaining.	- makes many grammatical mistakes. - uses very simplistic language. The speaker uses a simple grammatical structure and concrete vocabulary.

RUBRICS FOR READING

Reading Strategies	1	2	3	4	5
Fluency	I halt in between and my reading is hesitant	I read with occasional breaks in between	I am confident but have difficulty with certain words	I am fluent and can self-correct difficult words	I read with correct expressions and am fluent in reading

Clarity Pronounciation	I stumble over lots of words andI find it difficult to pronounce simple and common words	Most of the times I read clearly but sometimes I stumble over few words.I sometimes find it difficult to pronounce common words.	I can read words with clarity most of the times.I mostly use correct pronunciation but have difficulty with longer words.	I read each words with clearly and with confidence .I can pronounce words confidently using phonics for unfamiliar words	I read clearly with appropriate expressions and I read at the right pace with correct pronunciation .
Voice Modulation	My voice is monotonous with no highs and lows	I use some highs and lows to add life to a text	I am confident of my reading as I use correct tone and expressions.	I read so that the text flows smoothly.	I use expression in my voice to make the text come alive.
Comprehension	I struggle to recognize an opinion and may not identify facts from the text .	I sometimes need support to pick up facts from the text .	I can express an opinion and use specific examples from the text and identify answers.	I can identify ideas and make consistent and accurate applications of information in life	I can identify facts and opinions and extend information beyond text.

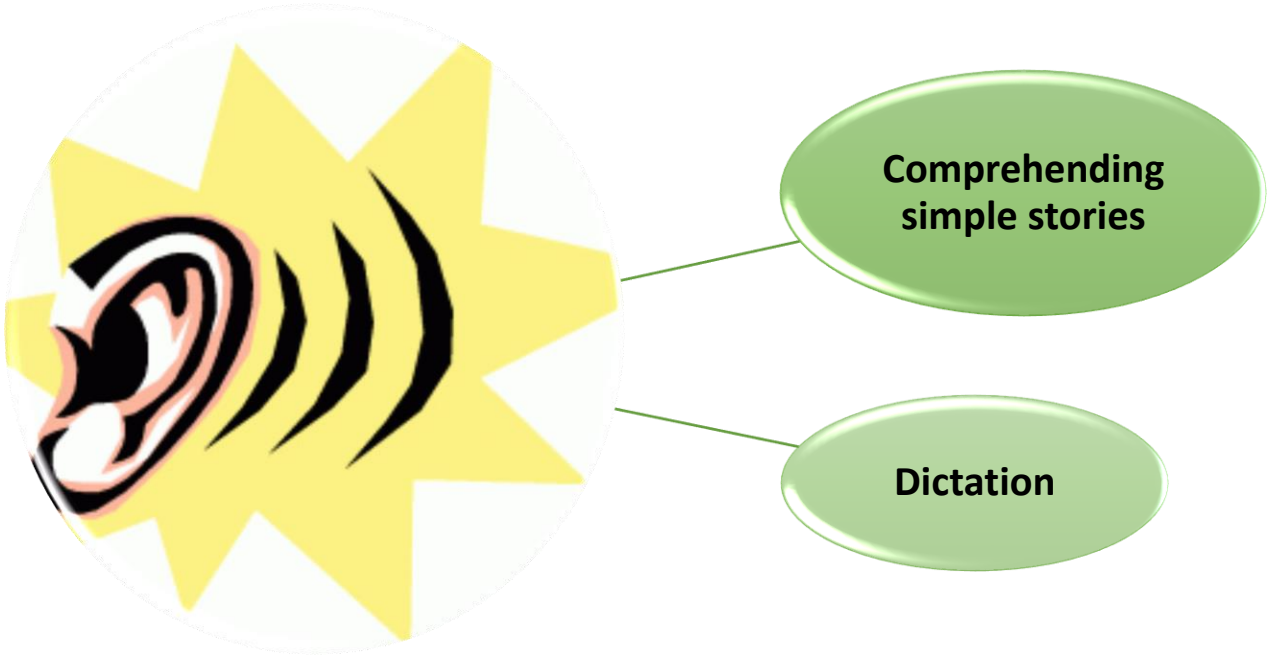
Writing Skills Rubrics

	D	C	B	A
word choice	often unclear or inappropriate	sometimes unclear and inappropriate in places	clear language : some interesting word choices	clear, exact language and freshness of expressions

focus/ ideas	lacks focus and purpose, ideas repeated and not in line with content	somewhat focused on task and purpose, some ideas are in line with content	generally focused on task and purpose,most ideas are in line with content	completely focused, purposeful and uses a variety of ideas in line with the content
punctuation	many errors	some errors	few errors	almost error free
organisation	little or no sense of organisation	some sense of organisation, but inconsistent or unclear in places	organisation mostly clear, but some lapses occur.	ideas progress logically, transitions make the relationships among ideas clear

LISTENING

GRADE 1



LISTENING COMPREHENSION

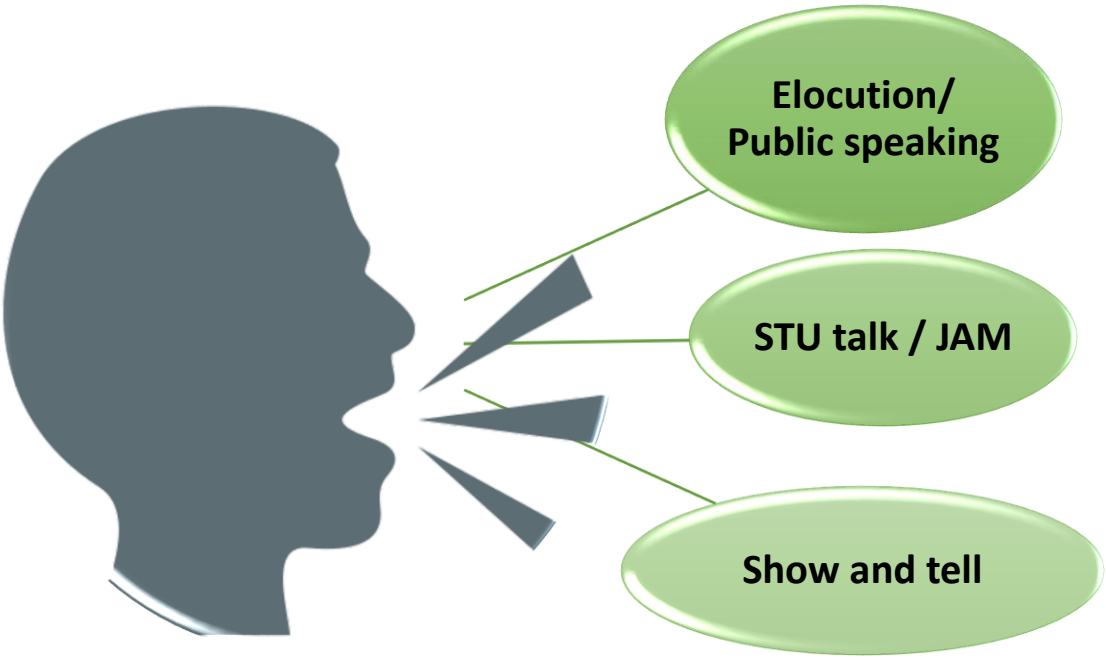
- Listen, relate and interpret the simple story.
- Comprehend the story.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Value based stories

SPEAKING

GRADE 1



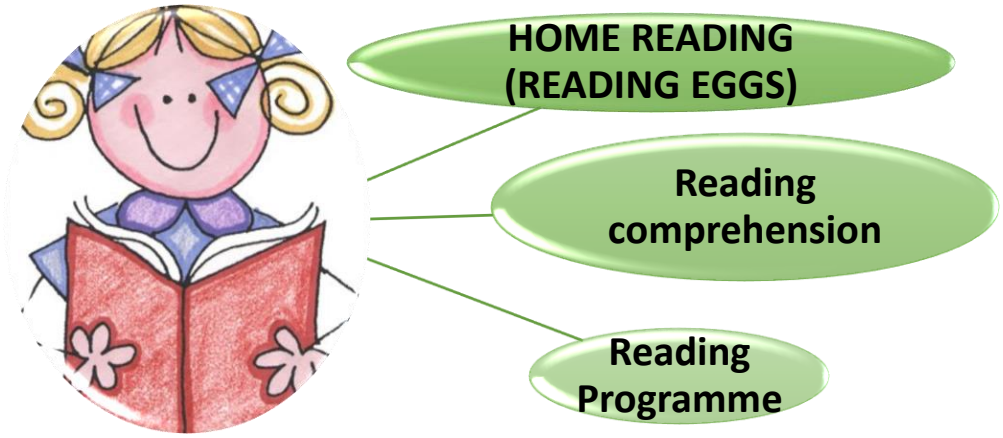
ELOCUTION AND STU TALK ➢ Enable children express themselves fluently and more effectively on the given topic. ➢ Develop their confidence in speaking in front of the audience. ➢ Narrate a given topic in a logical sequence and clearly and effectively.
SHOW AND TELL ➢ Describe the object in an organized manner using relevant descriptive details.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Speak five sentences about 'My Favorite Park in UAE'.

READING

GRADE 1



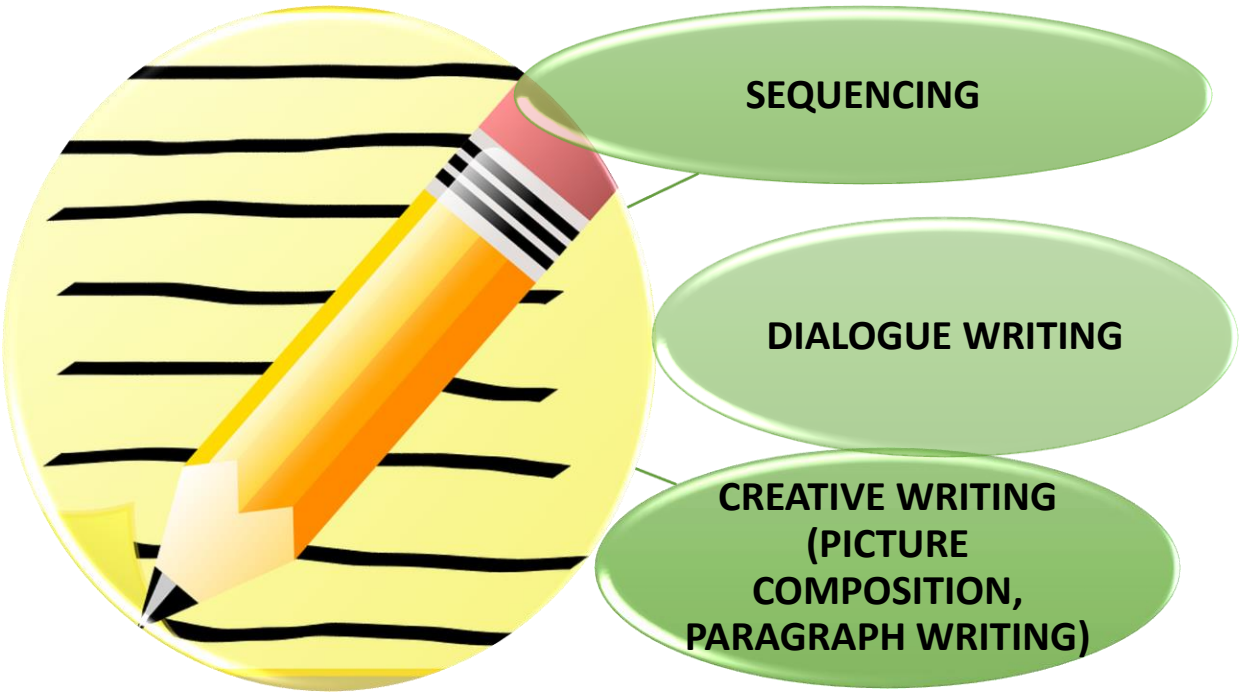
Reading Comprehension ➢ Read age-appropriate passage with accuracy and fluency. ➢ Read unfamiliar text independently. ➢ Demonstrate understanding of passage through answering questions after reading. ➢ anticipate and predict what will come next in the text	**Home reading (reading eggs)** ➢ Read the stories independently with increasing fluency, pronunciation and expression. ➢ Apply phonic knowledge to read unfamiliar words. ➢ Comprehend the story.
Reading Programme (Adopt a pet) ➢ Students adopt a stuff animal as a pet and read stories to their pet. ➢ Enrich vocabulary and use them in daily communication. ➢ Write their views and opinions in the book review template.	

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

The reading material will include all of the above.

WRITING

GRADE 1



SEQUENCING	CREATIVE WRITING
➢ sort topic-related events or information in sequential order ➢ Sequence events and sentences in order using connector words First, Then, Next and Last. **DIALOGUE WRITING** ➢ Write dialogue between the characters in the prose lessons. ➢ Imagine and write dialogues for the given situations. ➢ Enhance student's skills to imagine and write creatively.	➢ Enhance student's skills to write creatively and effectively. ➢ Express ideas in clear and grammatically correct English, using appropriate punctuation. ➢ Develop sequenced pieces of creative writing. ➢ Stimulate students to higher level of thinking. ➢ Describe the given topics / object in 5-6 sentences.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Write a passage on 'Visit to the Desert Park' Sharjah. (Life on Land)

GRAMMAR

JUMBLED SENTENCES

GRADE 1

To make meaningful sentences

JUMBLED SENTENCES
OBJECTIVES:

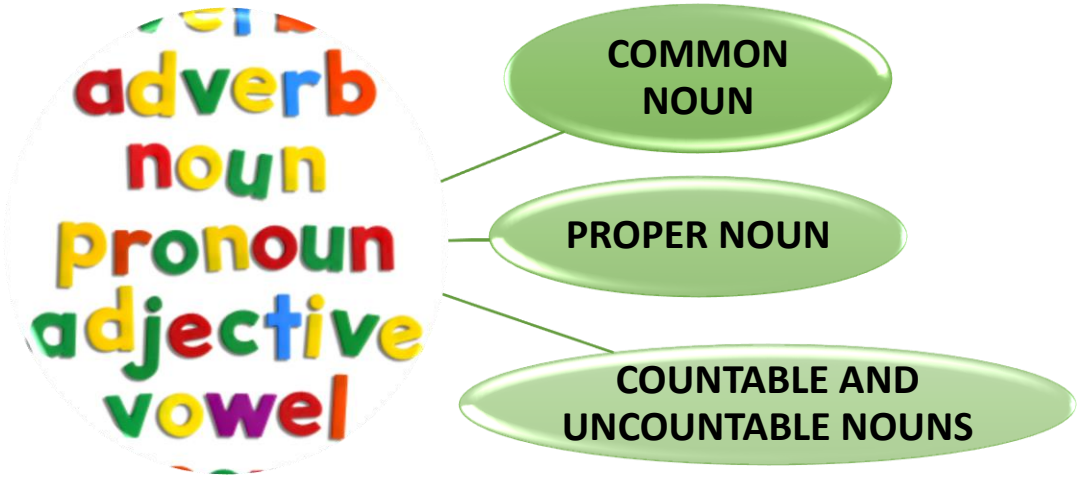
- Arrange the words to frame a meaningful sentence.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Unjumble the sentences based on days and months.

NOUNS

GRADE 1



NOUNS

OBJECTIVES:

- Identify nouns
- Identify the common and proper nouns.
- Use common and proper nouns in sentences.
- Use countable and uncountable nouns in senetnces

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital (Padlet. MS Forms)

Monuments in UAE

PRONOUNS

GRADE 1

PERSONAL PRONOUNS

PERSONAL PRONOUNS

OBJECTIVES:

- **Identify and use pronouns appropriately for the given nouns.**

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Asset type of questions

PUNCTUATION

GRADE 1

PUNCTUTATION

OBJECTIVE:

- Identify the sentences with correct punctuation.
- Rewrite the sentences with appropriate punctuation marks.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital (Padlet. MS Forms)

Write four sentences on uses of water using correct punctuation.

(Life below water)

SINGULAR AND PLURAL

GRADE 1

plural form by adding 's'

plural form by adding 'es'

SINGULAR AND PLURAL

OBJECTIVE:

- Write the plural form for the given nouns.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Complete the given passage on animals using the correct singular/plural form

VOWELS

GRADE 1

a,e,i,o,u

VOWELS

OBJECTIVE:

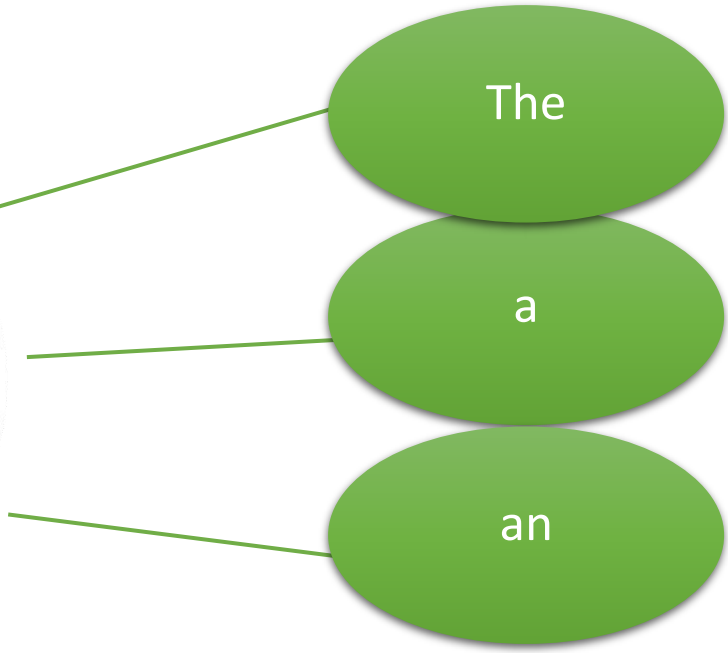
Identify and use appropriate vowels in words.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Word power

ARTICLES

GRADE 1



Articles

OBJECTIVES:

- Use the correct article for a given noun.
- Rewrite the sentences with appropriate articles.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Rewrite the given passage (A Green World) with the correct articles.

VERBS

GRADE 1

Is, am, are, have, has

Verbs:

OBJECTIVE:

- Use verbs in sentences appropriately.
- Use is, am, are appropriately in sentences. Use has or have appropriately in sentences.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Flipped class

ADJECTIVES

GRADE 1

Adjectives of quality

ADJECTIVES

OBJECTIVES:

- Identify and use adjectives appropriately in sentences.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Describe Dubai Frame using adjectives.

PREPOSITIONS

GRADE 1

Prepositions of place

PHONICS

OBJECTIVES:

- Identify and use prepositions correctly in sentences.

Cross curricular link/Real life/Sustainability goals/National Agenda/Digital

Flipped class

PHONICS

GRADE 1

Digraphs (Consonant Digraphs sh, th, wh, ch, tch, ph. **Vowel Digraphs** ai, ay, ea, oa, ow, ie, igh, ue, ew, ui, oo)

Trigraphs (igh, ore,air,ear ,are,tch)

Diphthongs ow, ou, oi,

PHONICS

OBJECTIVES:

- apply the skill of blending phonemes in order to read words.

LISTENING

GRADE 2

Listening Comprehension

Listening Comprehension

Objectives

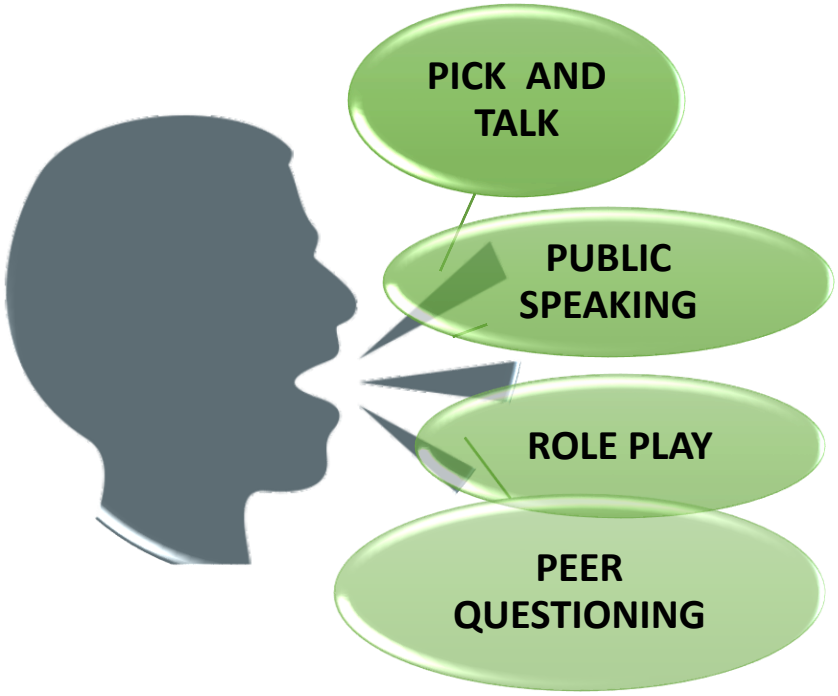
- Interpret the story and answer the questions based on it.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Moral stories related to real life or cross curricular link will be given. Stories related to Responsible consumption and production.

SPEAKING

GRADE 2



Pick and Talk ➢ Speak with clarity, confidence and voice modulation and use wide range of vocabulary with relevant information pertaining to the topic.	Public Speaking ➢ Express ideas and opinions fluently. ➢ Speak clearly and confidently in a group setting.
Role Play ➢ Interpret the story . ➢ Analyse the characters of the story.	Peer Questioning ➢ Interpret the lesson and frame questions based on it.

Cross Curricular link/Real life/National Agenda/Digital (spin the wheel)/ Sustainable Development Goals

Topics related Real life and ECO, Responsible consumption and production, Life on land, Life below water, No poverty and Zero hunger will be done.

READING

GRADE 2

READING ➢ Comprehend the text and answer the questions.	READING FOR PLEASURE ➢ Engage and motivate students to read books for enjoyment.
HOME READING ➢ Inculcate the habit of reading and comprehending the text.	

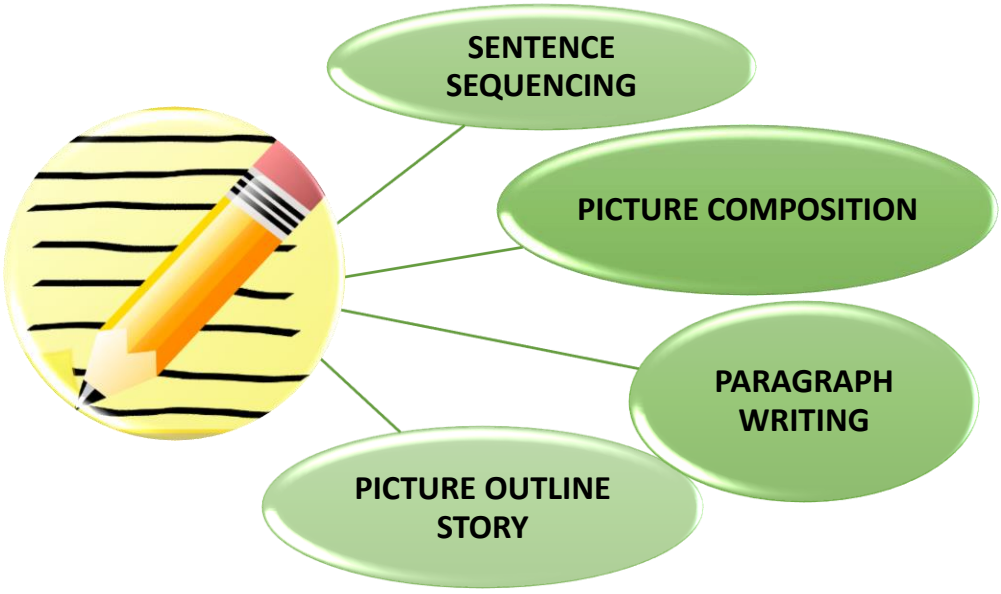
Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Reading comprehension linked to think food first.

Reading Comprehension on Sheikh Zayed bin Sultan Al Nahyan, Responsible consumption and Production.

WRITING

GRADE 2



SENTENCE SEQUENCING ➢ Sequence the events in order of occurrence. ➢ Predict what happens in the end.	**PARAGRAPH WRITING** ➢ Develop a paragraph of 7-8 sentences on the given topic.
PICTURE COMPOSITION ➢ Interpret the picture and describe it in 7 to 8 sentences.	**OUTLINE STORY** ➢ Construct the story with the help of the given hints with a suitable title.

Cross Curricular link/Real life/National Agenda/Digital (Padlet. MS Forms)/ Sustainable Development Goals

Paragraph writing- My Dream City- Sustainable Cities and Communities
Paragraph writing – Safety rules to be followed to be safe- Good health and well-being.
Paragraph writing- Save our Earth. Life below water and Life on land.
Picture composition- Related to ECO- Responsible consumption and production, Life below water, No Poverty
Sentence sequencing worksheet on- The right way to wash our hands. Dental hygiene. Good health and well being
Picture story- Stories related to Life on land / Life below water

GRADE 2

SENTENCES AND PUNCTUATIONS

CAPITAL LETTER, FULL STOP, COMMA

EXCLAMATION MARK

SENTENCES AND PUNCTUATIONS

- Rearrange the jumbled words to form grammatically correct and meaningful sentences and punctuate them appropriately.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

CONJUNCTIONS

CONJUNCTIONS

AND, BUT,OR

CONJUNCTIONS

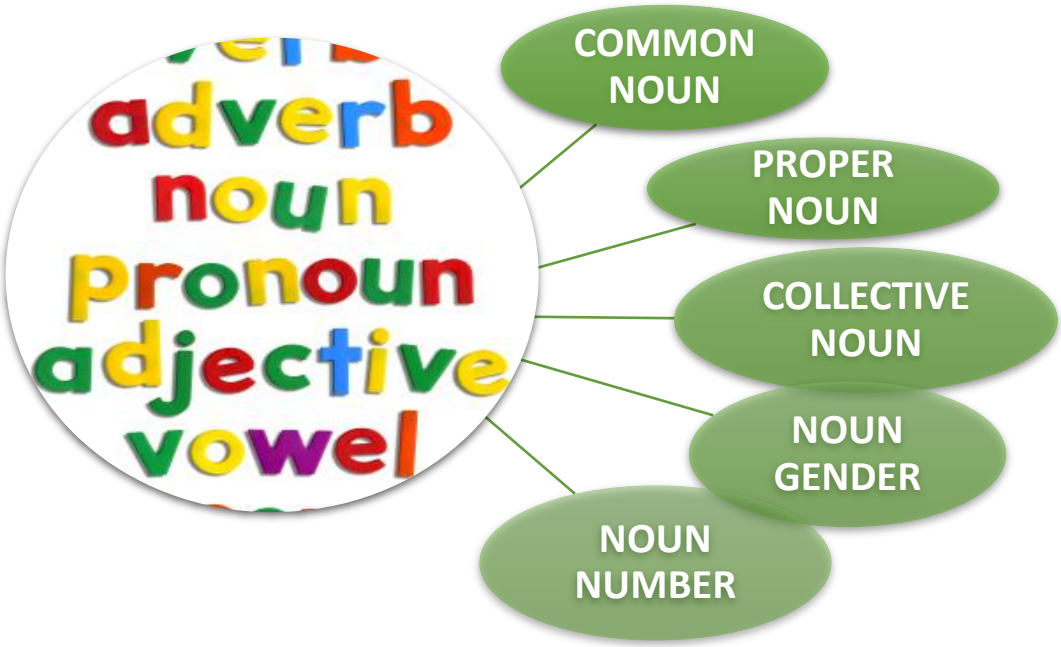
- Rewrite the sentences using appropriate conjunctions.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

NOUNS

GRADE 2



NOUN

- Complete the sentences using appropriate nouns.
- Construct sentences using appropriate nouns / noun gender / noun number.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

ARTICLES

GRADE 2

ARTICLES

a, an ,the

ARTICLES

- Use articles appropriately.
- Reconstruct the sentences using appropriate articles.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

ADJECTIVES

GRADE 2

ADJECTIVES- QUALITY and NUMBER

ADJECTIVES

- Support nouns with suitable adjectives.
- Modify the adjective and rewrite the sentence.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

PERSONAL PRONOUNS

GRADE 2

PERSONAL PRONOUNS

PERSONAL PRONOUNS

- Replace nouns with appropriate pronouns.
- Identify the errors and rectify it using appropriate pronouns.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

VERBS

GRADE 2

VERBS

VERBS

- Use verbs appropriately in sentences.
- Identify the errors and rectify it using appropriate form of the verbs.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

TENSES

GRADE 2

TENSES-
SIMPLE
PRESENT,
SIMPLE PAST

TENSES

- Identify the correct tense of the verb.
- Convert the tense form of the verb and re write the sentence

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

PREPOSITIONS

GRADE 2

PREPOSITIONS OF PLACE AND MOVEMENT

PREPOSITIONS

- Use appropriate preposition in relation to the noun.
- Rectify the errors and rewrite using correct prepositions.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

CONTRACTIONS

GRADE 2

CONTRACTIONS-
NOT

CONTRACTIONS

- Combine two words and form contractions using apostrophe.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Development Goals

Sentences relating to Cross Curricular, Real life and Sustainable Development Goals will be done in the worksheets.

PHONICS

GRADE 2

Consonant Patterns kn, wr, gn, mb, ph, gh, ck, ng

Vowel Patterns e, ee, ea, y, o, oa, ow, aw, au, au(gh), al

Syllable Patterns CV, CV

Suffixes -ly, -ful, -er, -or, -ish, -ess,-dom, -ment

Prefixes un-, re-, pre-, dis

PHONICS

OBJECTIVES:

- To apply the skills of segmenting words into their constituent phonemes to spell words and read texts

LISTENING

GRADE 3

Listening Comprehension

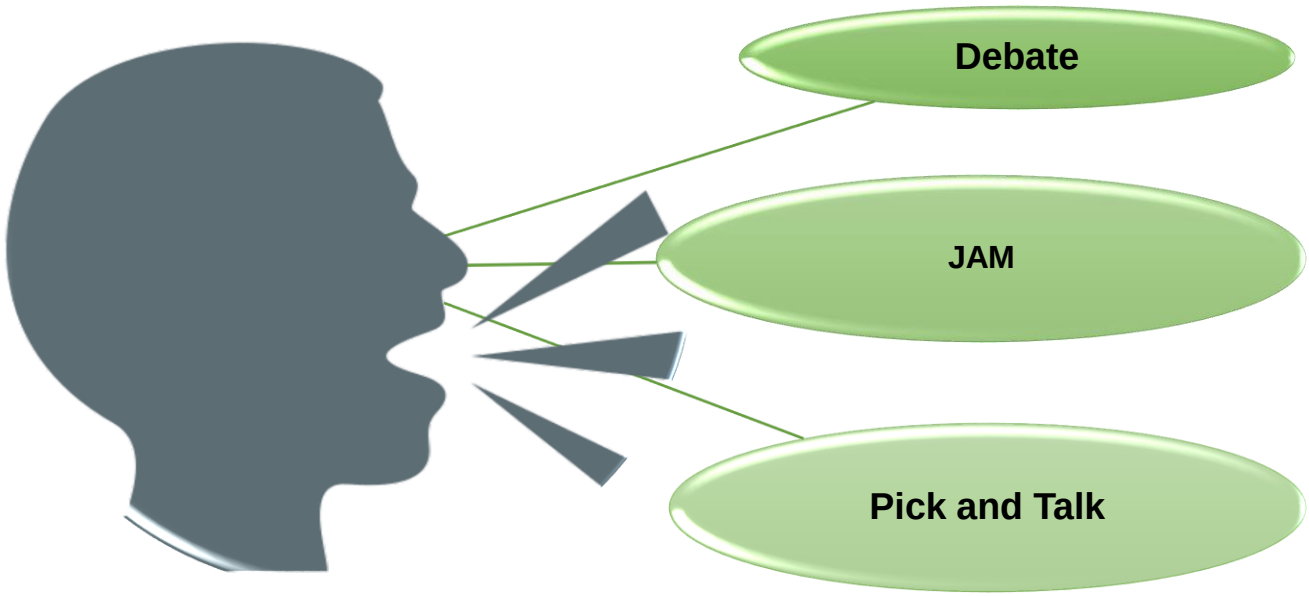
Listening Comprehension
To inculcate listening skills while responding correctly to questions.

Cross Curricular link/Real life/National Agenda/Digital/ Sustainable Goals- Life under water

All the listening comprehension topics are related to the above mentioned objective.

SPEAKING

GRADE 3



Debate: To compose arguments and structure them into a speech. Develop critical thinking skills. To involve peers into an interactive discussion.	**JAM:** To facilitate students **speak** with greater accuracy and fluency by providing them with opportunities to talk about their own personal experiences and about familiar topics.
Pick and Talk: To express themselves clearly, with confidence and power, in a variety of speaking situations.	

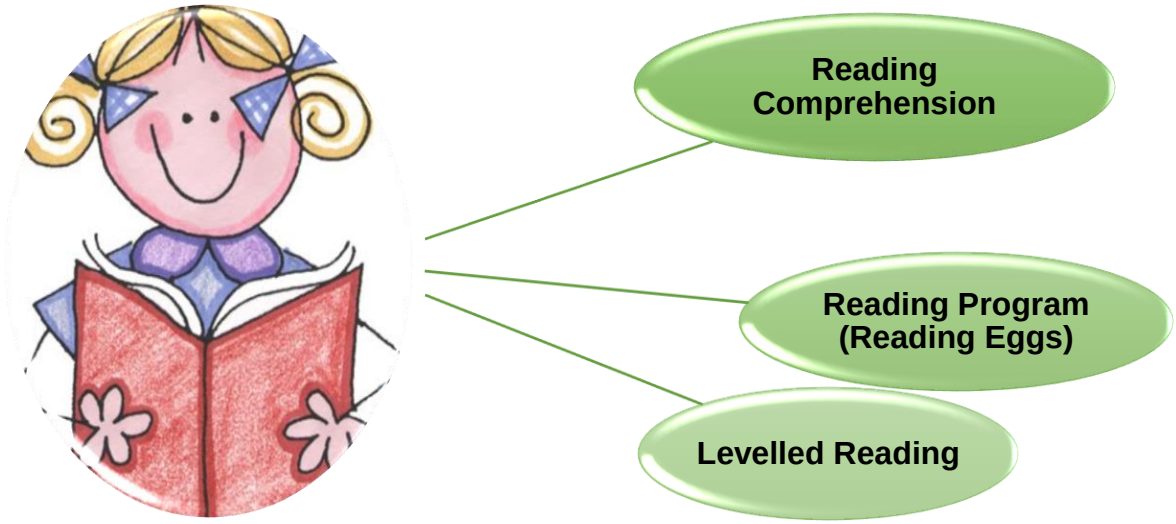
Cross Curricular link/Real life/National Agenda/Digital

All the speaking topics are related to the above-mentioned objective.
To build vocabulary, fluency, pronunciation and modulate voice while speaking.

READING

Reading

GRADE 3



Reading Comprehension: extracting and answering the questions based on the information provided in the text.	**Reading Program: Reading Eggs** Demonstrate ability to read, comprehend and think critically To build vocabulary, fluency, pronunciation and modulate voice while reading the content.
Levelled Reading: Demonstrate ability to read, comprehend and think critically To build vocabulary, fluency, pronunciation and modulate voice while reading the content.	

Cross Curricular link/Real life/National Agenda/Digital/ Sustainable Goals

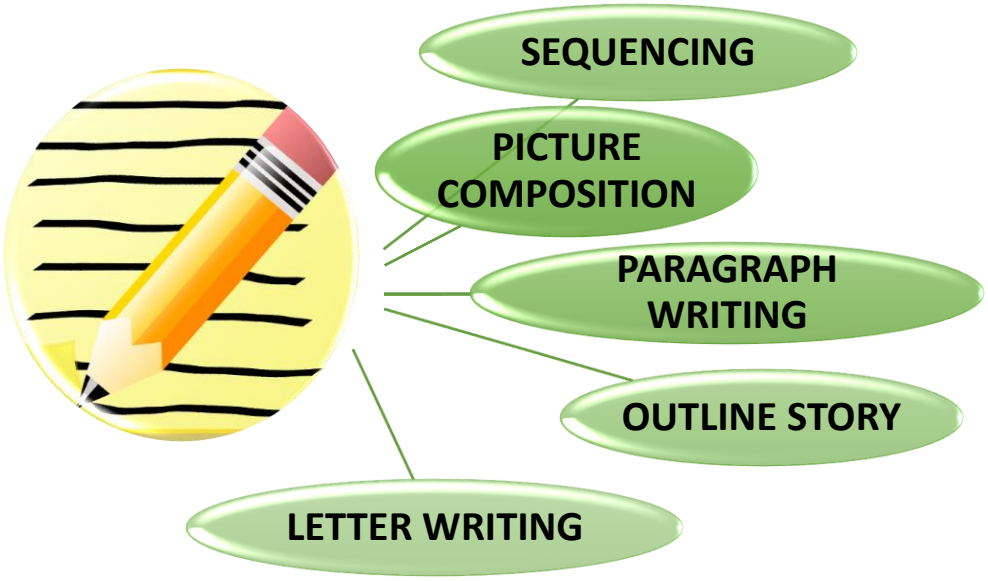
All the reading comprehension exercises are related to the above-mentioned objective.
To build vocabulary, fluency, pronunciation and modulate voice while reading.

- What kind of sports do you think the families can play in the park? (Discussion) –- Daisy's Picnic Plan

WRITING

WRITING

GRADE 3



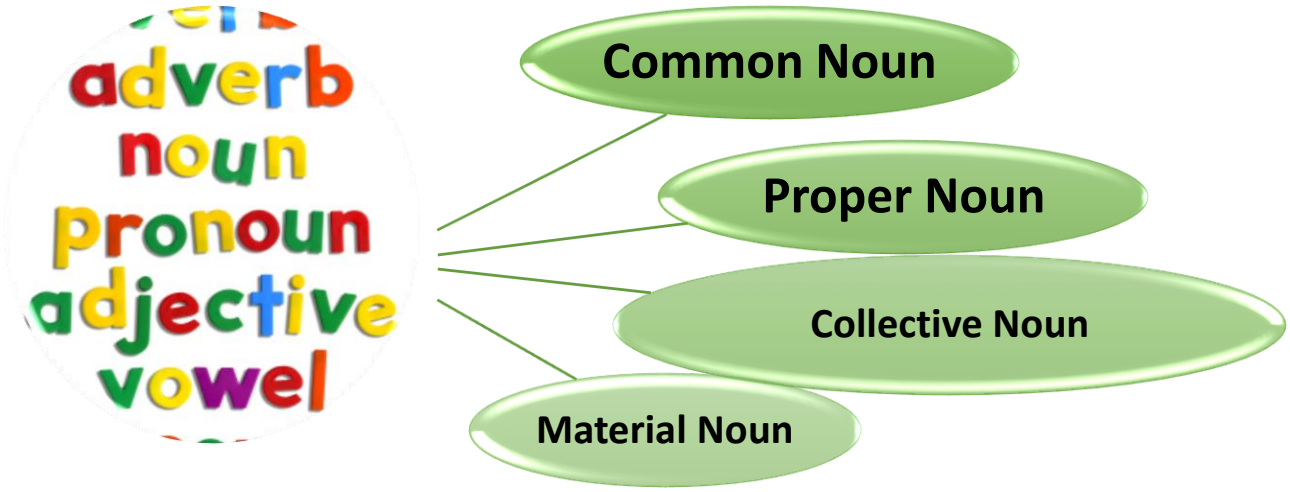
SEQUENCING: Comprehend and rearrange the sequence of events in the story and write them in a paragraph. Write an ending to the story and also give a suitable title.	**PICTURE COMPOSITION** Observe and describe the picture by writing meaningful sentences to develop a paragraph.
PARAGRAPH WRITING: To recall the rules of paragraph writing and write on the topic given.	**OUTLINE STORY** Develop a story with the help of the outline given in the form of phrases. Give the story a suitable title and write a concluding sentence for the story. All the elements of the story to be introduced in detail
LETTER WRITING: To interpret the basic format of the letter. To familiarize when informal letters are used. To complete the informal letter.	

Cross Curricular link/Real life/National Agenda/Digital

All the writing topics are related to the above mentioned objective.

NOUNS

GRADE 3



Nouns

- To apply the knowledge of common noun and proper noun and fr Sentences with them.
- To identify and frame sentence with collective noun and material noun.
- Compose a paragraph using relevant nouns.

Cross Curricular link/Real life/National Agenda/Digital/ Sustainable goals- Life on land

Imagine you went for a field trip to Dubai Safari. Write a few sentences about your trip using all the different types of nouns.

NOUN NUMBER

GRADE 3

Singular Noun

Plural Noun

SINGULAR AND PLURAL NOUN

- To apply the rules appropriately, while changing the noun numbers in sentences from singular to plural and vice versa.
- rewrite the sentences correctly, replacing the noun number from singular to plural and vice versa.

Cross Curricular link/Real life/National Agenda/Digital(Padlet. MS Forms, Nearpod)/ Sustainable goals- Reducing inequality

Interpret the picture and describe it in a few sentences using singular and plural nouns appropriately.

It is Tina's birthday. Her mother suggested instead of having a grand party they should donate a few things to Dubai Cares. Write a few sentences on what gifts can Tina and her mother arrange for the children there.

NOUN GENDER

GRADE 3

- Masculine Gender
- Feminine Gender
- Neuter Gender
- Common Gender

Noun Genders

- Classify and change the Masculine and Feminine gender of the noun.
- Identify the common gender and neuter gender of the noun and use them appropriately.

Cross Curricular link/Real life/National Agenda/Digital/ sustainable goals-

Rewrite the paragraph by changing the noun gender.

PRONOUNS

GRADE 3

PERSONAL PRONOUNS

POSSESSIVE PRONOUNS

PRONOUNS

- Demonstrate the knowledge of personal pronouns
- Rewrite the sentences, replacing the nouns with suitable personal pronouns.
- Use possessive pronouns and rewrite the sentences, replacing the nouns with possessive pronouns appropriately.
- Compose a paragraph using personal and possessive pronouns.

Cross Curricular link/Real life/National Agenda/Digital/ Sustainable goals- Industry, innovation and infrastucture

Write a short paragraph on " My visit to Burj Khalifa" using personal and possessive pronouns appropriately.

PUNCTUATIONS

GRADE 3

capital, comma, fullstop, exclamation,question mark

Apostrphe (contractions & Possession)

Punctuation

- To apply punctuation rules to frame correct sentences.
- To use apostrophe (of contraction and possession) correctly in sentences.

Cross Curricular link/Real life/National Agenda/Digital/ Sustainable goals- Zero Hunger

Write a short conversation between two friends discussing about helping the needy during Ramadan using appropriate punctuation marks on their weekend out.

SENTENCES

GRADE 3

- Positive/Negative Sentences
- Interrogative Sentences
- Exclamatory Sentences

Sentences

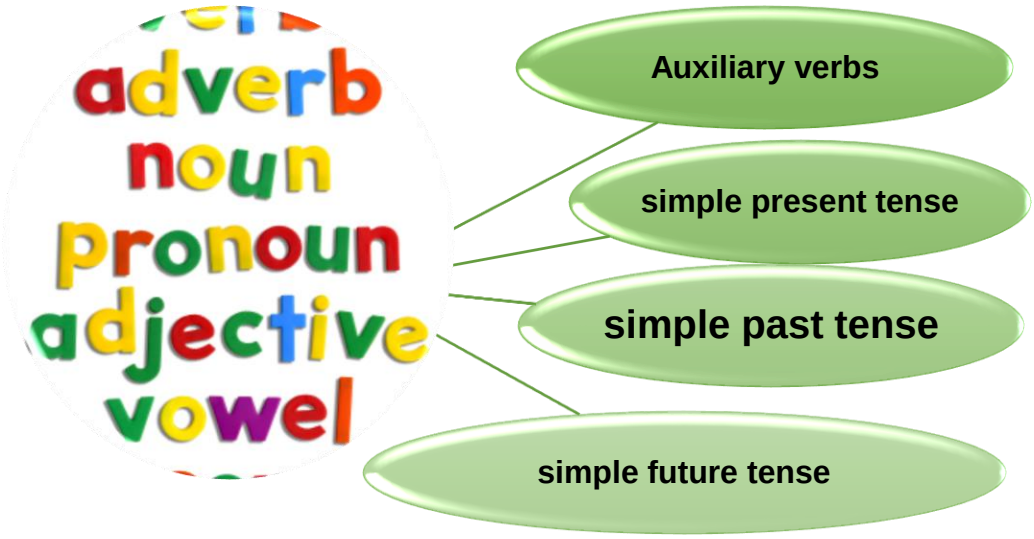
- frame interrogative, negative and positive sentences and rewrite the sentences from negative to positive.
- frame sentences that express a strong feeling or emotion and end them with an exclamation mark .
- Rearrange the jumbled words to form correct sentences.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Goals- Clean water and sanitation

Observe the picture carefully. Describe it using at least one of each kind of sentence.(negative, positive, interrogative, exclamatory)

VERBS and TENSES

GRADE 3



VERBS and TENSES

- Differentiate auxiliary verbs from main verbs.
- Frame sentences with Simple Present Tense, Simple Past Tense and Simple Future Tense appropriately.
- Analyze the sentence and correct the errors.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable goals-Decent work and economic growth& Industry , innovation and infrastructure

Look at the given pictures of old Dubai and New Dubai. Compare the picture and write a few sentences using appropriate verbs tenses and auxiliary verbs.

PREPOSITIONS

GRADE 3

- Preposition of Place
- Preposition of Movement
- Preposition of Time

PREPOSITION OF PLACE, MOVEMENT& TIME

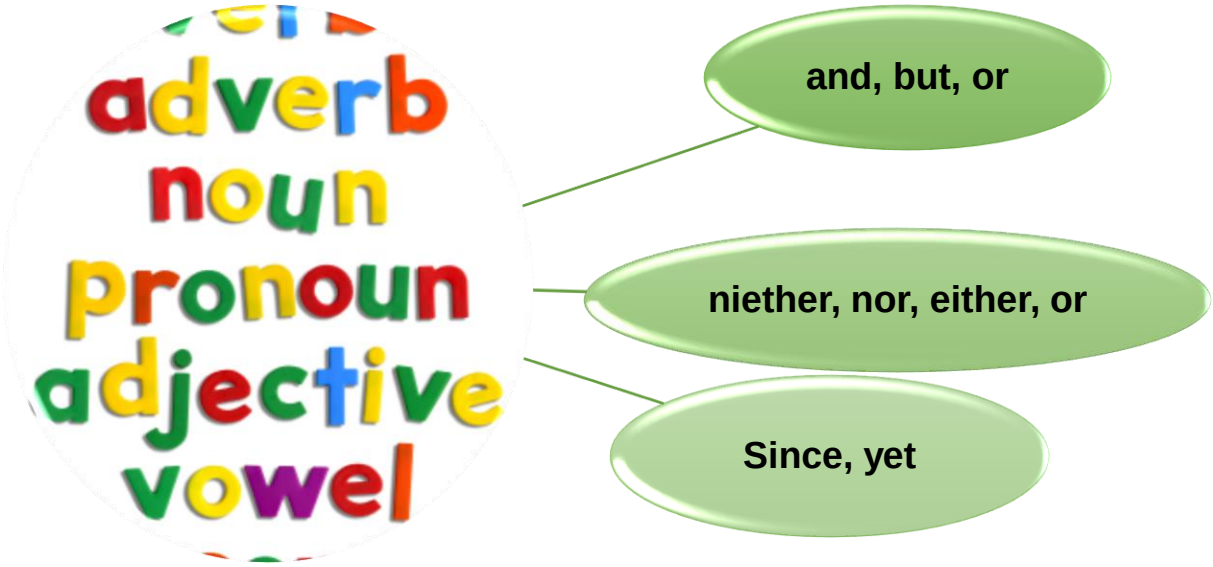
- Distinguish prepositions in sentences.
- Use prepositions of place, movement and time appropriately in the sentences and paragraphs to show position.

Cross Curricular link/Real life/National Agenda/Digital/Sustainable Goals- Good Health and Well Being

Rewrite the sentences correctly, using the prepositional words of Time, Place and Movement

CONJUNCTIONS

GRADE 3



Conjunctions

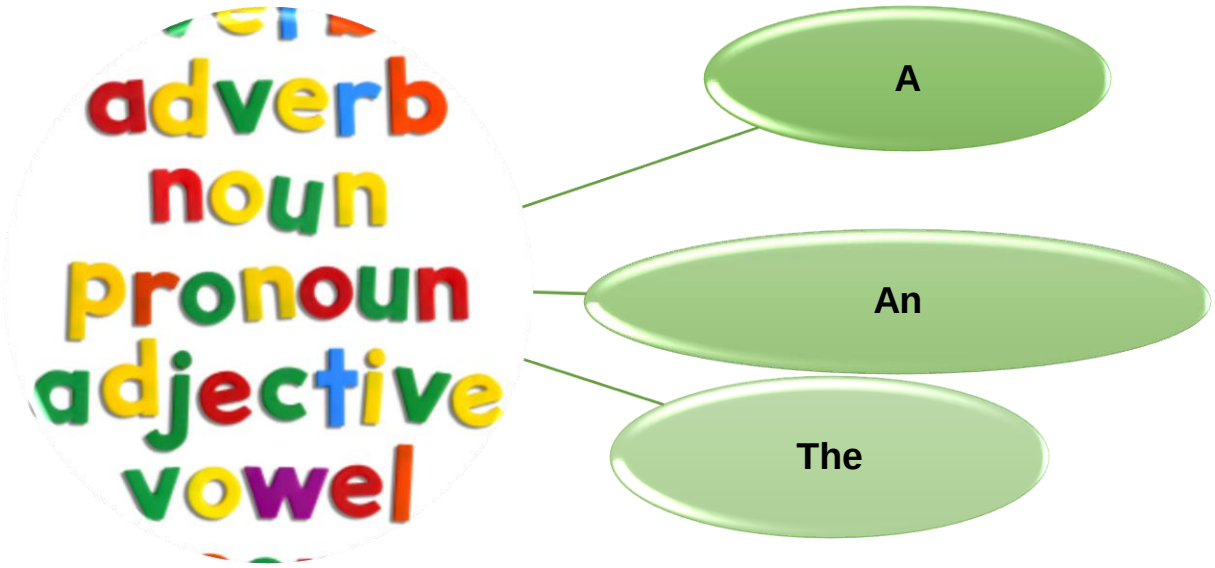
- To apply the rules of conjunctions.
- Use conjunctions appropriately in sentences.

Cross Curricular link/Real life/National Agenda/Digital

Rewrite the sentences correctly, using the Conjunctions.

ARTICLES

GRADE 3



Articles

- To apply the rules of Articles.
- Use articles correctly in sentences.
- Develop a short story using the correct articles

Cross Curricular link/Real life/National Agenda/Digital/ Sustainable Goals- Life on land

The students will develop a short story on 'Planting a vegetable garden' using articles.

ADJECTIVES

GRADE 3

- Adjectives of Quantity
- Adjectives of Quality
- Adjectives of Number

Adjectives

- Categorize adjectives of quantity and quality.
- Use the adjective of quantity and quality appropriately in sentences.
- Identify adjectives of number
- Use the adjective of number appropriately in sentences

Cross Curricular link/Real life/National Agenda/Digital/ Sustainable Goals- Clean water and sanitation

Design an advertisement for a clean-up campaign at Jumeirah beach or any charity work which was done by your school recently (Make a Difference).

PHONICS

GRADE 3

Syllable Patterns CVC

Vowel Patterns ei, eigh, augh, ough

Prefixes im-, in-, li-, ir-, pre-, mid-, over-, out-, bi-, de

Suffixes -er, -or, -ist, -ness, -less, -age, -ative, -th

Compound Words

PHONICS

OBJECTIVES:

- To widen the vocabulary by learning complex words and applying them in context

LISTENING

GRADE 4

Listening Comprehension

Listening Comprehension

- Listen, relate and interpret the story

Cross Curricular link/Real life/National Agenda/Digital (MS forms, Nearpod)

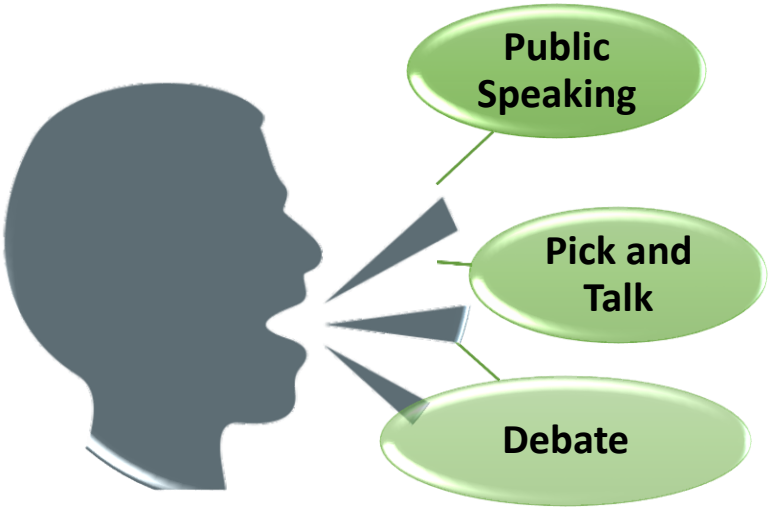
Relate the story to real life experiences.

Sustainable Goals

Relate the story of Sumiti with Sustainable Goal 16(Peace, Justice and Strong Institution)

SPEAKING

GRADE 4



Public Speaking ➢ Narrate personal experiences/ anecdotes/ stories read or heard using effective vocabulary.	Pick And Talk ➢ Analyse the topic/situation and explain their views in an organized manner using relevant descriptive details.
Debate ➢ Analyse the statement and justify their views.	

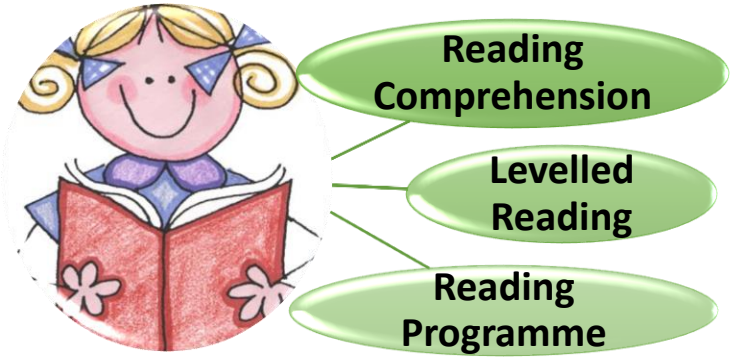
Cross Curricular link/Real life/National Agenda/Digital

The debate topics cater to all the above

Sustainable Goals

Topics related to Sustainable Goals will be given for Public Speaking, Pick and Talk and Debate

GRADE 4



Reading Comprehension ➢ Read unfamiliar text independently. ➢ Make use of contextual clues and infer meanings of unfamiliar words from context. ➢ Make inferences and predictions based on the information in the text.	Levelled Reading ➢ Read the text independently with increasing fluency, pronunciation and expression. ➢ Apply phonic knowledge to read unfamiliar words.
Reading Programme ➢ Set target for themselves to improve their reading. ➢ Enrich vocabulary and use them in daily communication. ➢ Analyse the information in the text and write their views and opinions in the book review template.	

Cross Curricular link/Real life/National Agenda/Digital

The reading material will include all of the above.

Sustainable Goals

Passages related with Sustainable Goals will be given

WRITING

GRADE 4

PARAGRAPH WRITING Write a complete paragraph of 10-12 sentences on the given topic with suitable topic sentence, supporting sentences and a concluding sentence .	STORY WRITING ➢ Write the story using the hints and give a suitable ending and title. ➢ Write a story revolving round the given picture.
DIALOGUE WRITING ➢ Create dialogues between the characters on a given situation/ comic.	LETTER WRITING ➢ Write a letter using the correct format and effective vocabulary.

Cross Curricular link/Real life/National Agenda/Digital

PARAGRAPH WRITING- Write a paragraph on the topic ‘ When I lost my first tooth’.

DIALOGUE WRITING- Complete the dialogues between Mowgli and his friends when they visit UAE.

STORY WRITING - Write a story using the given animals in the given ecosystem.

LETTER WRITING - Write a letter to your friend telling her about your visit to butterfly garden and explain the life cycle of a butterfly.

Expo2021/Sustainable Goals

PARAGRAPH WRITING- Paragraph Writing topic will be related to sustainable goals – Climate Action.

DIALOGUE WRITING- Dialogue Writing topic will be related to sustainable goals – Zero Hunger.

GRAMMAR

SUBJECT AND PREDICATE

GRADE 4

COMPLETE SUBJECT AND PREDICATE

SIMPLE SUBJECT AND PREDICATE
➢ Identify complete subjects and predicates in sentences. ➢ Use subject and predicate appropriately in sentences.

Cross Curricular link/Real life/National Agendal Digital (MS forms, Nearpod)

The sentences will include all of the above.

GRAMMAR

NOUNS

GRADE 4

NOUN

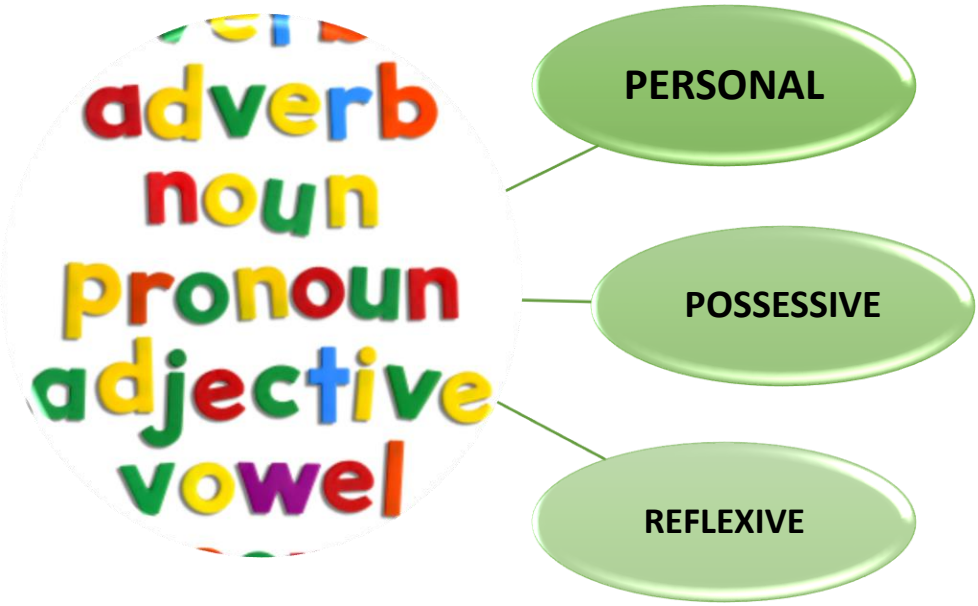
- Identify the nouns in sentences
- Use nouns in appropriately in sentences.

Cross Curricular link/Real life/National Agenda/ Digital (Padlet, MS forms, Nearpod)

The sentences will include all of the above.

PRONOUNS

GRADE 4



PRONOUNS

- Identify the pronouns in sentences
- Use personal, possessive and reflexive pronouns appropriately

Cross Curricular link/Real life/National Agenda/Digital

The sentences will include all of the above.

PUNCTUATIONS

GRADE 4

PUNCTUATIONS

- Identify the punctuations in sentences.
- Use punctuation appropriately in sentences.

Cross Curricular link/Real life/National Agenda/Digital

The sentences will include all of the above.

ADJECTIVES

GRADE 4

DEGREES OF COMPARISON

ADJECTIVES

- Use adjectives appropriately in meaningful sentences
- Apply the degrees of comparison appropriately in sentences

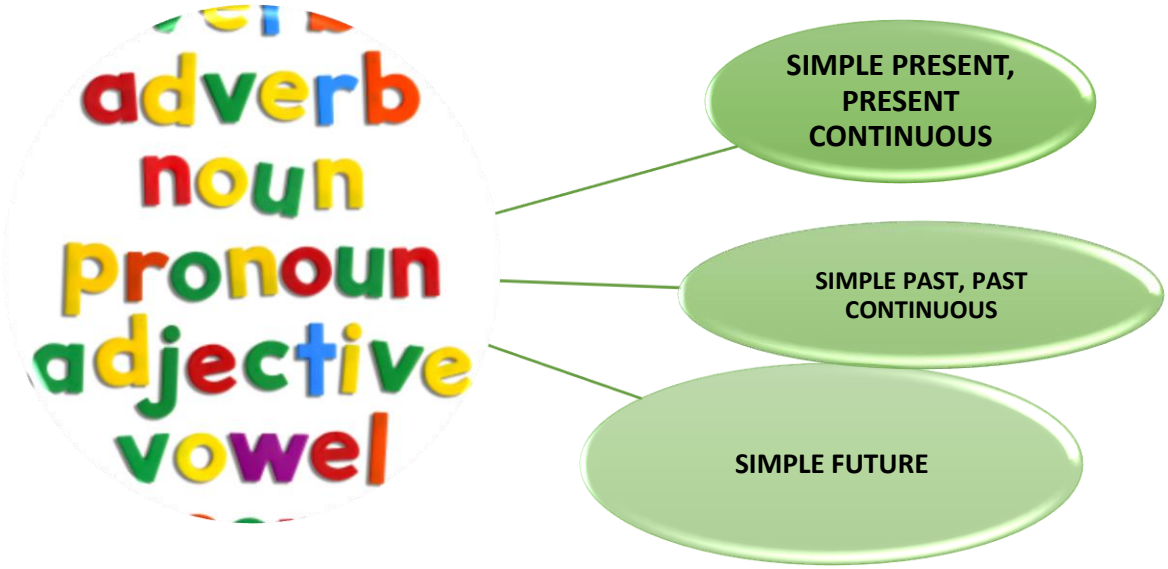
Cross Curricular link/Real life/National Agenda/Digital

The sentences will include all of the above.

Write a paragraph using adjectives on the topic Expo 2021- The Greatest Show

TENSES

GRADE 4



PRESENT TENSE ➢ Differentiate between Simple Present and Present Continuous Tense. ➢ Use Simple Present and Present Continuous Tense in sentences. ➢ Write a paragraph using Simple Present Tense and Present Continuous Tense	**PAST TENSE** ➢ Differentiate between Simple Past and Past Continuous Tense. ➢ Use Simple Past and Past Continuous Tense in sentences. ➢ Write a paragraph using Simple Past Tense ➢ and Past Continuous Tense.
FUTURE TENSE ➢ Use Simple Future Tense appropriately in sentences	

Cross Curricular link/Real life/National Agenda/Digital

The sentences will include all of the above

ADVERBS

GRADE 4

ADVERBS OF MANNER

ADVERBS

- Identify the adverbs in sentences
- Use adverbs appropriately in sentences.
- Write a paragraph using adverbs

Cross Curricular link/Real life/National Agenda/Digital

The sentences will include all of the above

PREPOSITIONS

GRADE 4

PREPOSITIONS OF PLACE, TIME, MOVEMENT

PREPOSITIONS

- Identify the prepositions in sentences
- Use prepositions appropriately in sentences.

Cross Curricular link/Real life/National Agenda/Digital

The sentences will include all of the above

CONJUNCTIONS

GRADE 4

CONJUNCTIONS

CONJUNCTIONS

- Identify the conjunctions in sentences
- Use conjunctions appropriately in sentences.

Cross Curricular link/Real life/National Agenda/Digital

The sentences will include all of the above

PHONICS

GRADE 4

Prefixes com-, pro-, epi, mis-, sub-, uni-

Suffixes -ian, -ous, -ion,-ian , -tion, -sion, -ous, -ure, -ular

Homographs

Homophones

Complex Spelling Patterns - ous, -ious, -eous

PHONICS

OBJECTIVES:

- To decode texts effortlessly so all their resources can be used to comprehend what they read.

LISTENING

GRADE 5

LISTENING COMPREHENSION

Listening Comprehension

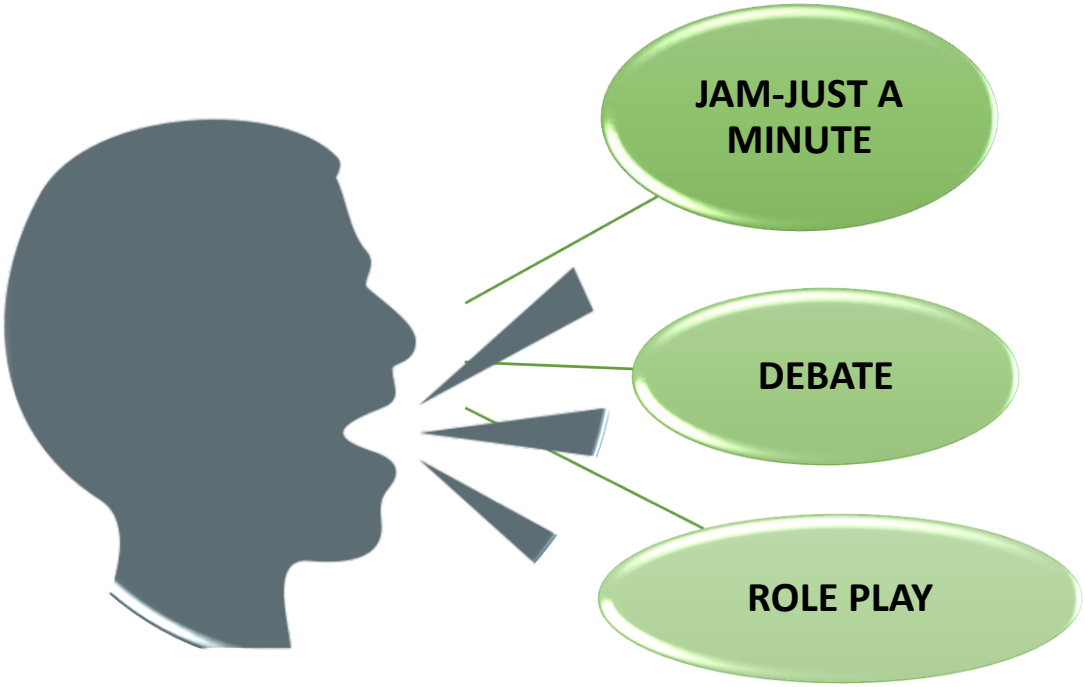
- Interpret the content of the audio and answer the questions.
- Develop the ability to identify difficult sounds, words and phrases to support listening

Cross Curricular link/Real life/National Agenda/Digital

An audio based on a Sustainable Goal(No-15) Life on land will be played and the students answer the questions based on it.

SPEAKING

GRADE 5



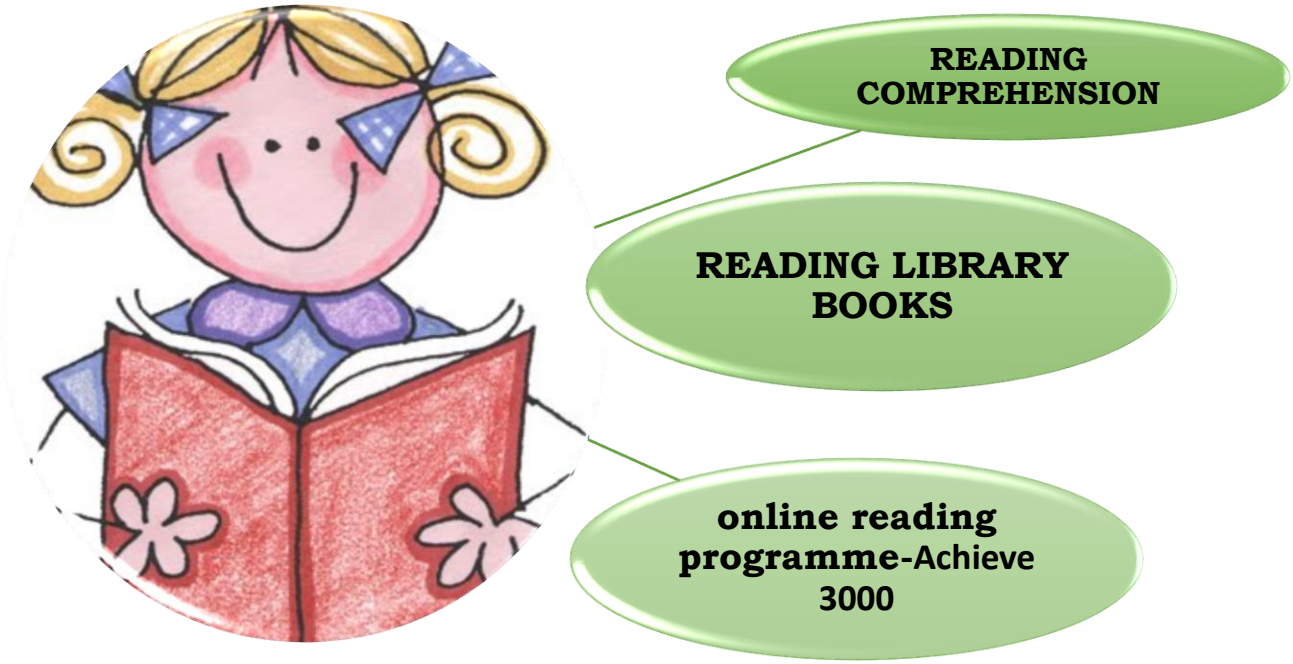
Learning Objectives	
JAM ➢ Express ideas on the topic chosen by the students.	**DEBATE** ➢ Express their opinions and understand the viewpoints of others for the given topic.
ROLE PLAY ➢ Dramatize the story in sequence.	

Cross curricular link/Real life/National Agenda/Digital

Topics related to Sustainable Goal (no-15)- Life on Land

READING

GRADE 5



Reading comprehension ➢ Identify new vocabulary through contextual clues. ➢ Apply skimming skills to	**Reading books** ➢ Enhance interest in reading books and develop their reading ne scrap
Reading newspaper ➢ Develop the interest in reading newspapers.	**Online reading programme-Achieve 3000)** ➢ Read from a variety of genres; increase independently. ➢ Use resources to increase vocabulary and gain deeper understanding by "reading between the lines" ➢ Supplement classroom ➢ assignments with the online reading program to improve fluency and comprehension

Cross Curricular link/Real life/National Agenda/Digital

Reading books and news related to Expo 2020 and sustainable

WRITING

GRADE 5

PARAGRAPH WRITING ➢ Organize the ideas into a paragraph.	**STORY WRITING** ➢ Introduction. ➢ Build -up ➢ Problem/dilemma ➢ Resolution ➢ Ending
DIARY ENTRY ➢ Recognize and explain the format ➢ Write a diary entry	**LETTER WRITING** ➢ Compose a letter using the correct format.
DIALOGUE WRITING ➢ infer the importance of dialogue in daily life. ➢ write effective dialogues based on a given theme.	

Cross Curricular link/Real life/National Agenda/Digital

Digital (MS forms, Nearpod, Padlet)

2.Story Writing - **Sustainable Goal(No-3) Good health and well being**

https://www.youtube.com/watch?v=WPmnMqOD8Ek

The Students can watch the videos and write a story on similar themes

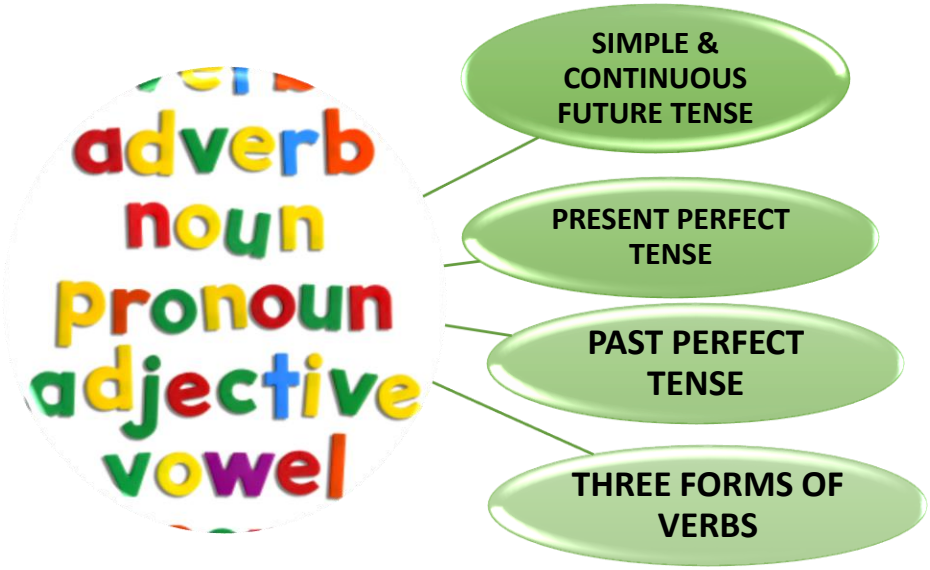
3. Diary Entry- **Sustainable Goal(No-15) Life on Land**

Write a diary entry on your visit to a farm.

GRAMMAR

***VERBS AND* TENSES**

GRADE 5



➢ Recognize present perfect, past perfect and future perfect tenses and use them with increasing accuracy.	
➢ Develop a paragraph with the correct usage of tenses.	

Cross Curricular link/Real life/National Agenda/Digital
Digital (Padlet, MS forms, Nearpod)

Sentences linked to other subjects.

PRONOUNS

GRADE 5

DEMONSTRATIVE PRONOUN

PRONOUNS

- use demonstrative pronouns: “this”, “that”, “these” and “those” in conversations;
- construct questions by using demonstrative pronouns;
- form statements using demonstrative pronouns.

Cross Curricular link/Real life/National Agenda/Digital

Sentences based on real life.

ADVERBS

GRADE 5

ADVERB OF TIME

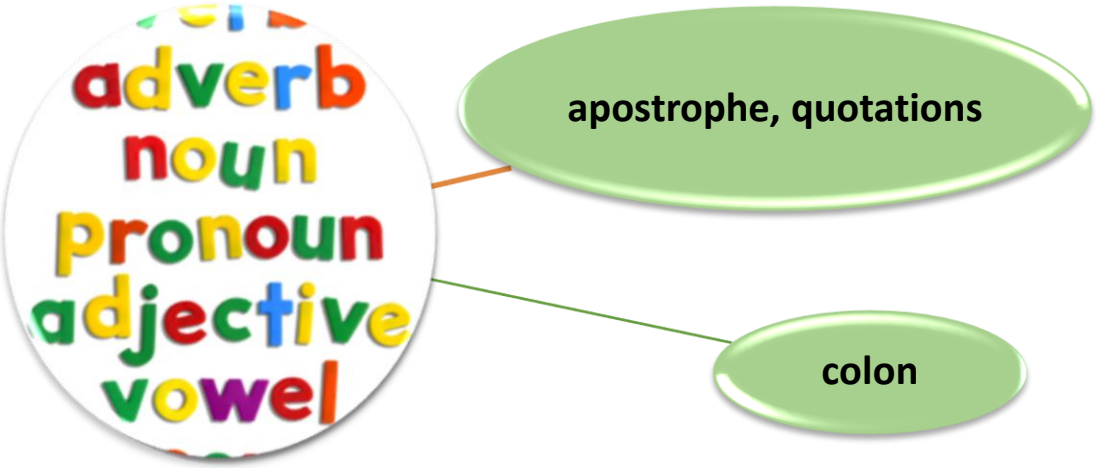
COMPARISON OF ADJECTIVES AND ADVERBS-DIFFERENCES

- State the definition of an adverb and tell which parts of speech they modify.
- Recognize adverbs and distinguish them from other parts of speech.
- Differentiate between adverbs and adjectives and apply the degrees of comparison accurately

Cross curricular link/Real life/National Agenda/Digital Sentences related to Math.

PUNCTUATION

GRADE 5



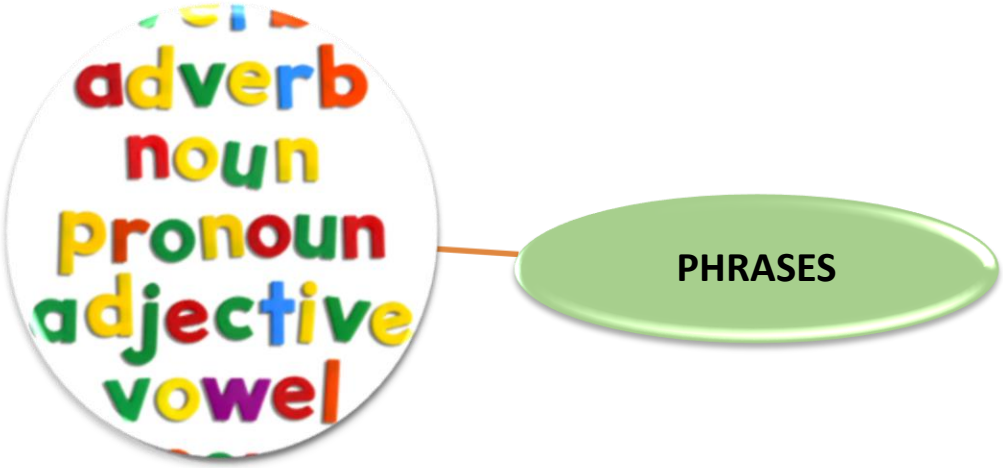
➢ Demonstrate an understanding of ***punctuation*** through correct usage.	➢ Utilize punctuation marks to add meaning, style and voice to their writing

Cross Curricular link/Real life/National Agenda/Digital

Sentences related to different subjects and real life.

PHRASES

GRADE 5



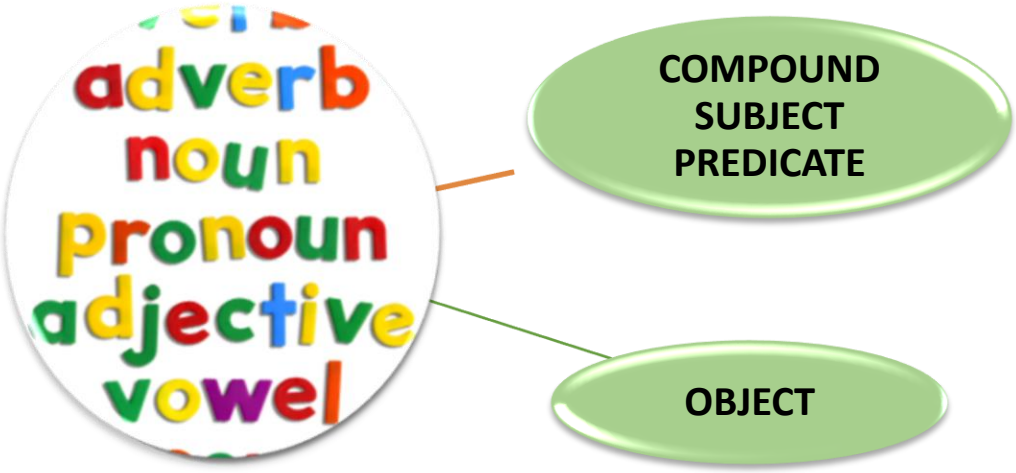
➢ Define phrases and identify them in a piece of writing.	➢ Develop a paragraph using phrases.

Cross Curricular link/Real life/National Agenda/Digital

Sentences based on real life.

SUBJECT PREDICATE

GRADE 5



➢ Identify compound subject and predicate in sentences	➢ Develop a paragraph on any topic and identify the subject and predicate. ➢ Identify an object in a sentence.

Cross Curricular link/Real life/National Agenda/Digital

Sentences based on Social Studies.

PHONICS

GRADE 5

Prefixes:, amphi-, anti-, trans-, tele-

Suffixes -ian, -ist, -ism, - ize, -ist, -ism, -able, -ible, -ence,-ance

Idioms

Complex Spelling Patterns
ci = /sh/, ti = /sh/, ous = /us/

PHONICS

OBJECTIVES:

- To spell effortlessly so that all their resources can be directed towards composing their writing.