

Lesson Preparation

2024



Connect



School name:

Teacher's name:

Grade:

Class:

School year:

Teacher's Personal Data

Full Name	
Job	
Address	
Date of Birth	
Date of Work	
Date of	
Marital Status	
Qualifications	
Telephone Number	

Teachers' time Table

Day	1st	2nd	3rd	4th	5th	6th	7th	8th
Saturday								
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								

Teacher,

Senior Teacher,

Supervisor,

Headmaster,

Distribution Of The Syllabi (2023 -2024)

توزيع مناهج اللغة الانجليزية للمرحلة الابتدائية ٢٠٢٤/٢٠٢٣

Connect Primary 1 First Term 2023/2024

Months	Student's Book
October	
November	
December	
January 2025	

Connect Primary 1 Second Term 2022/2023

Months	Student's Book
February	
March	
April	
May	

Connect Primary 2 First Term 2023/2024

Months	Student's Book
October	
November	
December	
January 2025	The Reader + general Revision

Connect Primary 2 Second Term 2023/2024

Months	Student's Book
February	
March	
April	
May	

Connect Primary 3 First Term 2023/2024

Months	Student's Book
October	
November	
December	
January 2025	

Connect Primary 3 Second Term 2023/2024

Months	Student's Book
February	
March	
April	
May	

Teacher,

Senior Teacher,

Supervisor,

Headmaster,

Distribution Of The Syllabi (2023 -2024)

توزيع مناهج اللغة الانجليزية للمرحلة الابتدائية ٢٠٢٤/٢٠٢٣

Connect Primary 4 First Term 2023/2024

Months	Student's Book
October	
November	
December	
January 2025	

Connect Primary 4 Second Term 2023/2024

Months	Student's Book
February	
March	
April	
May	

Connect Primary 5 First Term 2023/2024

Months	Student's Book
October	
November	
December	
January 2025	

Connect Primary 5 Second Term 2023/2024

Months	Student's Book
February	
March	
April	
May	

Connect Primary 6 First Term 2023/2024

Months	Student's Book
October	
November	
December	
January 2025	

Connect Primary 6 Second Term 2023/2024

Months	Student's Book
February	
March	
April	
May	

Teacher,

Senior Teacher,

Supervisor,

Headmaster,

The objectives of teaching English as a foreign language in the primary Stage

By the end of the Elementary stage and within the assigned structures and vocabulary for this stage : students should be able to:

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
- 2 Use the basic structures of English Sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communications.
9. To experience language awareness in terms of how English works and differs from Arabic.

1- Listening:

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructors
- class routine.
- Listen to and understand the time on the hours.

2- Speaking:

- Produce Consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age..."

3- Reading:

- Identify sound letter correspondences
- . -Read and written forms of the numbers 1:100.
- Read the names of self and Class members.
- Sight read vocabulary in context.
- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from Core vocabulary

Teacher,

Senior Teacher,

Supervisor,

Headmaster,

Scope and sequence

Primary I

Who am I?

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
1 Hello	Hello, Goodbye, Miss Mona, Amira, Hana, Hany, Yousef	Hello. Goodbye. Shake hands. Play. What's your name? I'm (Hana). Open your book! Close your book!	h: bee, book, bag, bus, blue B: Busy Bee	Communication: Self-expression: I'm ... Respect for diversity: Let's make friends Self-management: I can follow instructions	Love of friends: Let's make friends!	Awareness of rights and duties	
2 This is me	nose, mouth, eyes, ears, hands, hair	This is my (mouth). Touch your (nose). Well done!	h: hand, hair H: Hany, Hana n: nose, neck N: Noha	Communication: Listening and speaking Self-management: Let's be clean! Critical thinking: Observation	Appreciation of science: My body Curiosity: My body	Preventative health: Let's be clean!	Science: Keeping our body clean and healthy
3 My school bag	bag, pen, pencil, pencil case, sharpener, ruler, one, two, three, four, five	What's this? It's a (pen).	p: pen, pencil P: Peter r: ruler, red R: Rasha	Critical thinking: Numbers	Curiosity: Asking questions		Math: Learn numbers with Busy Bee!
4 It's my birthday	six, seven, eight, nine, ten; red, orange, yellow, green, blue, black	How old are you? I'm (six). One (orange) (cake). Two (blue) (balloons).	c: cake, card, candle C: Cairo o: orange, on, olives O: Omnia	Communication and self-management: Show and tell Collaboration and creativity: Making a birthday card or a birthday cake	Sharing, love and compassion: A birthday party	Community participation	Art: Learn colors with Busy Bee! Math: Numbers 6-10
Review 1	Revision from units 1-4			Communication and sharing: Listening and speaking Self-management: Self-assessment			

The world around me

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
5 With my family	father, mother, grandfather, grandmother, brother, sister; please, thank you	Have some (cake). Who is this? This is my (mother).	f: flag, family, father F: Fady t: tea, tree T: TV	Communication: Self-expression: Let's be polite Collaboration and creativity: Making a family tree	Love and respect: With my family	Community participation	
6 Let's play music	drum, flute, triangle, guitar, piano	I can play the (drum). I can (touch).	d: drum, dog D: Dina g: guitar, green G: Gamila	Communication: Self-expression: I can play the (flute).	Curiosity: How we use our senses	Environmental awareness	Science: Our Music: Common musical instruments
7 At home	living room, bedroom, kitchen, bathroom, garden; star, square, triangle, circle, rectangle	Where's the boy/ girl? He's/She's in the (living room).	a: apple, ant A: Amira s: star, square S: Sami	Communication: Listening and speaking Creative thinking: My home	Love of home	Loyalty and belonging: My home	Math: Learn shapes with Busy Bee! Art: My home
8 At the Pyramids	camel, key, pyramids, Sphinx, stones, king, queen; big, small	The (camel) is big. The (ant) is small.	k: key, kite K: King q: quiet Q: Queen Nefertiti	Respect for diversity: I live in Egypt Critical thinking: Creating relationships: Big and small	Tolerance and acceptance of others: I live in Egypt	Loyalty and belonging: I live in Egypt	Math: Big and small Social studies: The pyramids
9 At the beach	kick, throw, skip, dig, swim; in, under, on, behind; box	I can (dig). Where is it? It's (under) the (book).	i: in, insect I: Injy u: under, umbrella U: Uncle Amr	Communication: Self-expression: I can ... Critical thinking: Observation: Where's ...?	Curiosity: positions	Environmental responsibility: Keeping the beach clean	Science: Recognizing body movements
Review 2	Revision from units 1-9			Self-management: Self-assessment			

Scope and Sequence

Primary 2

Theme 1 Who am I?

Unit	Unit 1 Meet my family	Unit 2 My body	Unit 3 Off to school	Review 1
				
Vocabulary	parents, cousin, grandma, grandpa, grandparents, child/ children, friends; Good morning, Good afternoon, Good evening, Good night	arm, face, foot/feet, head, leg, tooth/teeth, beak; boy, girl; smell, touch, see, hear, taste	boots, dress, glasses, hat, clothes, coat, shirt, watch; sit down, stand up, draw, write, listen	Revision of units 1- 3
Language	<i>This is my mother.</i> <i>These are my parents.</i> <i>I (help my family) in the afternoon.</i> <i>I clean the house.</i>	<i>I'm a boy. I'm a girl.</i> <i>Who am I? I'm an engineer.</i> <i>You're a boy.</i> <i>I have a (face).</i> <i>I have two (ears).</i> <i>I can smell with my nose.</i> <i>He can't run.</i>	<i>It's my dress. It's your hat. It's yellow.</i> <i>They're my socks.</i> <i>They're your shoes.</i> <i>How many (boots) are there?</i> <i>There are (twelve).</i> <i>We (sit down).</i>	
Phonics	ch: children, chicken, chips, beach i: children, chicken, chips	th: three, mouth, bathroom, throw, thirteen, tooth ee: three, thirteen, green, teeth, bee	sh: fish, sharpener, shark, trash, shop, sheep, T-shirt, shirt ar: shark, sharpener, car	
Life skills	Self-management: New friends Empathy: I help my family	Critical thinking: Observation: How we grow Creativity: Project: Handprint bird Respect for diversity: My amazing body	Self-management: Follow classroom instructions	Self-management Problem solving
Values	Appreciation of science and scientists: Parts of the day Love of family and friends: New friends I love my family	Respect: Respecting people who are different Curiosity: How we grow	Respect for different jobs	
Issues and challenges	Community participation: New friends!	Non-discrimination issues	Citizenship: Awareness of rights and duties in the classroom	
Integrated cross-curriculum topics	Science: Parts of the day Math: Using bar charts	Science: My amazing body; Life stages Math: Counting body parts	Social Science: Jobs in a school; Clothes for school Math: three- dimensional shapes	

Theme 2 The world around me

Unit	Unit 4 Time to play sports	Unit 5 My day	Unit 6 Healthy lunches	Review 2
				
Vocabulary	karate, basketball, football, swimming, tennis; team; kick, hit, throw; racket, ball; twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred	get up, eat, drink, play, go home; clock; Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune	bread, burger, chicken, fries, fruit, grapes, ice-cream, juice, water; hungry, thirsty; good to eat, not good to eat	Revision of units 4-6
Language	Can you (play football)? Yes, I can. No, I can't. Hala can play tennis. She can't play basketball. It's your turn. Thank you. I'm healthy. I swim.	<i>What time is it?</i> <i>It's (three) o'clock.</i> <i>It's four thirty.</i> <i>I get up at (eight thirty).</i> <i>Hany gets up at seven.</i>	Would you like some (water)? Yes, please. No, thank you. I'd like some (juice). What's your favorite food? It's bread. Does he like (oranges)? Yes, he does No, he doesn't Do you like (grapes)? Yes, I do. No, I don't.	
Phonics	gr: gray, grandma, green bl: black, blue, blouse	pl: play, please, plane, planet cl: clock, classroom, cloudy, clay	fr: fries, fruit, friends, frog dr: drink, draw, dress, drum	
Life skills	Decision-making: Exercise is healthy Collaboration: A team game; A poster about teamwork Communication: Self-expression; non-verbal communication	Self-management: Recognizing the importance of good time keeping; Talking about your day	Critical thinking: Observation: Hard and soft material Collaboration: Making a healthy lunch	Communication Self management
Values	Respect for others	Respect for rules	Curiosity	
Issues and challenges	Preventative health: Exercise is healthy	Citizenship: Awareness of rights and duties	Preventative health: Healthy and unhealthy food	
Integrated cross-curriculum topics	Math: Making a survey; Learn to count with Busy Bee! Science: Exercise is healthy	Science: The planets in the solar system	Geography: Places in town Science: Hard and soft materials	






Scope and Sequence:


Primary 3

Theme 1

Theme 1 Who am I?

Unit	Unit 1 I feel happy!	Unit 2 What's the matter?	Unit 3 On the weekend	Review 1
Vocabulary	 <i>angry, excited, happy, hungry, sad, thirsty, tired</i>	 <i>cold, cough, fever, headache, sick, well; stomach, bone, heart, skin</i>	 <i>collect magnets, draw pictures, listen to music, play sports, sing a song, take photos</i>	Revision of units 1- 3
Language	<i>How do you feel? I feel happy. He feels happy. She is excited.</i>	<i>What's the matter? I have a fever. I'm sick because I have a headache.</i>	<i>I am playing sports. I like (playing sports), but I don't like (singing). I draw pictures on Saturdays. I play tennis at ten thirty-five.</i>	
Phonics	ee: feel, bee, sleep ea: leaf, clean, eat, meat	ck: sick, black sk: skin, skirt, sky	ng: sing, fishing sp: sports, space, spider	
Life skills	Communication skills: Self-expression: Talking about feelings	Self-management: Realizing the importance of keeping safe while using medicines; keeping healthy Empathy Resilience	Creativity Empathy	Self-management Self-assessment
Values	Perseverance Compassion	Independence Compassion	Participation Compassion	
Issues and challenges	Social participation Preventative health	Therapeutic health Preventative health	Non-discrimination for people with special needs	
Integrated cross-curriculum topics	Preventative health: A healthy lifestyle Math: Measuring lengths using millimeters and centimeters	Science: Parts of the body; Personal hygiene; Medicines and safety	Math: Telling the exact time Science: Magnets	




Theme 2 The world around me

Unit	Unit 4 I love my home	Unit 5 At the zoo	Unit 6 Let's go to the circus!	Review 2
Vocabulary	 <p>armchair, bookcase, chair, clock, cupboard, lamp, couch, table, television</p>	 <p>elephant, giraffe, hippo, lion, panda, penguin; plant, pollute, recycle, reuse, glass, paper, plastic</p>	 <p>clown, ringmaster, dog trainer, trapeze artist, quadrilaterals, square, rectangle, rhombus, angle, side, corner, circus people, tally chart, bar chart</p>	Revision of units 4-6
Language	<p>What's in the living room? There's a clock. It's next to the bookcase. There are chairs across from the TV.</p>	<p>Where are the hippos? Go straight. Turn left/right. How about going to the elephants? Good idea!</p>	<p>What does the clown look like? He is tall and thin. What's that? It's my pencil case. It's my rectangle.</p>	
Phonics	<p>air: hair, chair, pair ear: ear, beard</p>	<p>ph: photo, elephant wh: white, whale, when, where</p>	<p>ou: cloud, mouse, mouth, pound ow: clown, cow, flower</p>	
Life skills	Collaboration	<p>Communication Critical thinking</p>	<p>Respect for diversity Creativity: Appreciation of art and skill Problem-solving</p>	Communication Participation
Values	<p>Cooperation Respect</p>	<p>Independence Curiosity</p>	<p>Curiosity Appreciation of science</p>	
Issues and challenges	Loyalty and belonging	<p>Awareness of duties and rights Environmental responsibility</p>	Community participation	
Integrated cross-curriculum topics	<p>Social Studies: Helping at home Math: Multiplication and division Science: Natural resources in Egypt</p>	<p>Social Studies: Using a map Science: Animal habitats Math: Understanding fractions</p>	<p>Art: Performing art Math: Quadrilaterals; Finding information on a graph Science: Using simple experiments to answer a question</p>	




SCOPE AND SEQUENCE

Theme 1 | discover myself

PRIMARY 4

	Unit 1 I feel good 	Unit 2 Desert animals 	Unit 3 Why do we grow plants? 
Vocabulary	food: <i>bananas, chicken, grapes, mangoes, milk, onions, potatoes, rice, sugarcane, watermelon, million, raise, produce</i> ; fishermen emperor, palace, competition, gardener	Egyptian animals: <i>camel, crocodile, fennec fox, pelican, snake, spider</i> ; <i>beak, bear, fur, wing</i> comparative adjectives: <i>bigger, faster, heavier, more beautiful, nicer, noisier, shorter, taller, thinner</i>	plants: <i>flower, germinate, leaf, root, seed, shoot, soil</i> ; <i>acacia, bean plant, daisy, lotus flower, orange tree, reed, rose, sunflower, tamarisk</i> , <i>special, dry, polluted air, rainwater, billion, proud, balcony, habitat</i> superlative adjectives: <i>biggest, heaviest, most beautiful, nicest, tallest</i>
Language	I eat vegetables and I exercise. I want to play football, but I hurt my leg. Prefix <i>re-</i> : <i>repaint, replant, remake, redo</i> <i>He repainted his house.</i>	<i>Crocodiles are more dangerous than fish.</i> <i>A fennec fox is smaller than a camel.</i> <i>A snake is more dangerous than a fox.</i>	<i>The sunflower is the biggest flower.</i> <i>What is the most beautiful flower?</i> Suffix <i>-ful</i> : <i>beautiful, careful, colorful, helpful, useful</i>
Reading	A dialog about food; a chinese folktale	A dialog about animals; fact files about animals; a fiction story about animals	A dialog about growing a tomato plant; a fiction story about a farm
Writing	researching, planning and writing a presentation	A fact file about an animal; a poster about a fennec fox	Explaining a process: the life cycle of a plant; a report about a plant
Speaking	A presentation about a place in Egypt	Discussion of animal facts; giving opinions; presentation of a poster	Giving opinions; presentation of a report
Listening	Interviews with children talking about their healthy routines	A dialog about animals; a fiction story about animals	A fiction story about a farm; the life cycle of a sunflower
Phonics	long and short vowels: <i>bag, cake, mom, nose, mix, rice</i>	sound discrimination /p/, /b/: <i>pear, bear, bee, pea, pin, beak, pelican, bird,</i>	/sl/, /sw/: <i>sleep, slice, slippers, swan, sweep, sweet, swim, switch</i>
Life skills	Self-management : eating healthily, living a healthy life	Respect of diversity : recognizing differences and similarities across species	Critical thinking : gathering and interpreting information; Self-management : managing resources Respect of diversity : appreciation of plant diversity
Values	Appreciation of science Respect Tolerance	Respect Tolerance	Appreciation of science : understanding the importance of plants
Issues and challenges	Preventative and therapeutic health Non-discrimination issues	Environmental responsibility : protecting our world	Environmental responsibility : protecting our world
Integrated cross-curriculum topics	Math : comparing large digits (ascending order)	Science : animals in different parts of Egypt Math : fractions (descending order)	Social studies : Egyptian habitats for plants Math : numbers up to a billion

Theme 2 Myself and others



	Unit 4 Where do you live? 	Unit 5 Where do you work? 	Unit 6 What do you do? 
Vocabulary	buildings: <i>house, apartment, tent, boat, school, hospital, office, shopping mall, supermarket, post office</i> prepositions of place: <i>above, behind, between, in, in front of, next to, on, under</i>	jobs: <i>bus driver, electrician, garbage collector, mail carrier, mechanic, plumber; blocks, faucet, pipe, screwdriver, tape measure</i> electricity: <i>lighting, plug, socket, turn off, unplug</i>	industry: <i>farming, fishing, tourism, education; farmer, librarian</i> verbs: <i>drive, fish, fix, help, teach, pick, guide, cut down</i> patient, encourage
Language	<i>Where's the hospital? The hospital is next to the school. Turn right. Go straight ahead. It's on the corner.</i>	<i>This is the socket the electrician is fixing. These are the plumber's tools. That's the water dripping from the faucet. Those are the mail carrier's parcels. An interview with an electrician.</i>	<i>What do you do? I work in the fishing industry. I buy and sell fish. Fishermen fish. Prefix dis-: disappointed, disappear, dislike, disagree She dislikes ice cream.</i>
Reading	A dialog about a home; a story about living on a boat	A text about workers in our community; a paragraph about being a mail carrier	Interviews about different jobs
Writing	Writing about a village or city; a poster about a person who helps us	A paragraph about the pros and cons of a job; a report about people who help you	A paragraph about a job; a poster about respect
Speaking	Describing home; discussion about the importance of helping others	Discussion about different jobs; giving opinions	Discussion about renewable and non-renewable resources; re-tell a story
Listening	Directions around a town	A story about 3 cousins	A text about jobs people do
Phonics	sound discrimination /f/, /v/: <i>fan, van</i>	word stress	sound discrimination: /i/, /e/: <i>tin, ten</i> ; /æ/, /ʌ/: <i>ran, run</i>
Life skills	Critical thinking: understanding the importance of helping others	Decision making: jobs I want to do and why	Accountability: job responsibilities Collaboration: group work
Values	Independence Participation	Respect	Respect
Issues and challenges	Loyalty and belonging	Community participation	Environmental responsibility
Integrated cross-curriculum topics	Social studies: places in town; giving directions	Social studies: different roles in society; how science can improve people's lives Math: dividing numbers Science: electricity	Math: prime numbers

SCOPE AND SEQUENCE

Theme 1 | discover myself




	Unit 1 We plant our food 	Unit 2 I want to be healthy! 	Unit 3 How do I look? 
Vocabulary	bananas, beans, cakes, candy, carrots, chocolate, coconuts, eggs, grapes, lemons, limes, mangoes, milk, onions, pineapples, rice, castle, giant, grabbed, chopped, cage	Activities: football, handball, karate, kung fu, sailing, swimming, squash, tennis, tennis ball Places and equipment: football, football boots, football pitch, karate suit, tennis court, swimming pool, squash rackets, swimming goggles	T-shirt, sunglasses, swimming shorts, scarf, sweater, sneakers, necklace, pajamas, spotted, stripes, robe, pockets, sleeves, pearl, man-made
Language	Hello, what would you like? I'd like some carrots, please. Are there any beans? Yes, there are/No, there aren't. Making suggestions: How about buying some coconuts? Countable and uncountable foods with a, an, some, and any	What are you good/great/bad at? I'm good at playing football, but I'm bad at sailing. What about you? I'm good at playing football because I can run fast. Review of comparatives (i.e., worse than, better than) superlatives	Infinitive of purpose i.e., I wore a galabeya to stay cool. She went to town to buy a sweater. Past simple i.e., I went to my bedroom to go to sleep. Tarek went to the market to buy some oranges.
Skills	Reading: Food diaries A fairy tale: <i>Jack and the Beanstalk</i> Reading a recipe for <i>basbousa</i> Listening: dialog between two friends about healthy and unhealthy food, and food preferences Dialog at the market Speaking: Roleplaying a dialog between customers and market sellers, discussion about food production, discussion about personal diet and how to make sensible food choices Writing: Write a recipe for a healthy meal giving ingredients and instructions Project: Making a poster about the production and use of a locally-produced fruit or vegetable	Reading: Text about environmental issues A sports biography about Hedaya Malak Listening: about sports results/sports equipment/sports news Speaking: Discussing sports and leisure preferences, saying what I'm good or bad at, discussion about what we can do to protect the air, sea, and trees Writing: Solutions for the protection of the air, seas, and trees. A sports biography of a famous Egyptian sportsperson Project: Research and give a presentation about how to help my local environment by offering solutions to current issues	Reading: Text about traditional clothes and those for special festivals. A fairy tale: <i>The Elves and the Shoemaker</i> Text about different school uniforms Text about traditional clothes worn in Mexico Listening: Packing for a holiday to AL Fayoum Listening and identifying clothes from a description Speaking: Discussing traditional clothes, talking about favorite clothes, and those for special festivals Writing: A description of your favorite clothes using a range of adjectives about opinion, size, age, color, and material Project: Research traditional clothes from a chosen country and write a leaflet
Phonics	Identify and pronounce initial, medial, and final phonemes in spoken single-syllable words e.g., cake, lime, bean, grape, egg, milk, rice, candy. Identify spelling correspondences for additional common vowels, e.g., cake, rain, gray.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Distinguish between short and long vowel sounds. Identify the number of syllables in two-syllable words.	Distinguish rules for simple past tense (i.e. /d/, /t/, and /ɪd/.)
Life skills	Self-expression/independence Choose a recipe to write about Decision making: Deciding which meals are healthy and living a healthy life	Critical thinking: Possible solutions about how to make local environments less polluted and more pleasant	Respect for diversity: Understanding how other people dress and their unique identity
Values	Showing respect for others: Respecting differences and respecting people who help us by asking for things politely Giving constructive feedback to peers		Mercy Talking about why people help others Appreciating differences
Issues and challenges	Making sensible food choices How to live a healthier life	Environmental responsibility What can we do to make our environment a better place to live?	Non-discrimination Traditional clothing from around the world
Integrated cross-cultural topics	Science: Review of where our food comes from Math: Decimal fractions Project: Making a poster about the production and use of a locally produced fruit or vegetable	Social studies: Solutions to improve the local environment Math: Add and subtract decimals to thousandths; solve problems Project: Ideas to make local cities and communities less polluted and more pleasant	Math: Multiply multi-digit numbers Culture: Traditional clothes from Mexico Project: Research traditional clothes from a chosen country and write a leaflet

Theme 2 Myself and others




	Unit 4 Looking after our world	Unit 5 Jobs we do	Unit 6 What's the weather like?
			
Vocabulary	forest, island, lake, mountain, coral reefs, river, waterfall, rare, reign, sunsets, tombs, hiking, eco-lodges, dive, environment, hotels, wildlife, pollution	crab, fish, insect, rocks, sand, seaweed, sunlight, tree, water, dentist, teacher, vet, biologist, journalist, receptionist, pianist, scientist, scribe, craftsman, grains, doctor, trader, ecosystem, living, non-living, rockpool, skillful, hieroglyphs, buzzing, relaxing, fence, carry on	cloud, ice, rain, rainbow, snow, sun, wind, cloudy, sunny, windy, rainy, heat wave, sandstorm, strong winds/storm, tidal wave, shade, cry, knocked, nearby
Language	Past Continuous i.e., <i>We were walking in one of the Nubian villages this morning. What were you doing at (8am) yesterday? I was going to school.</i>	Present Simple third person singular endings i.e., <i>She catches a bus. He flies a plane. It eats fruit.</i> <i>Must</i> for things that we have to do, and <i>mustn't</i> for things we are not allowed to do i.e., <i>I must do my homework, I mustn't walk on the grass.</i>	Frequency adverbs i.e., <i>always, sometimes, usually, often, never.</i> <i>How often do you...?</i> <i>I often sit out on our balcony on hot nights.</i> <i>I'm always in bed by 11pm.</i>
Skills	Reading: Text about an eco-resort in Taba Listening: My visit to Elephantine Island The positive and negative things about tourism Speaking: Discussing and identifying villages, cities, and towns in Egypt, and personal preferences Talking about what you were doing at specific times in the past Talking about the positive and negative aspects of eco-tourism Writing: Research and write a flyer about eco-tourism Project: Researching and creating a flyer about an eco-destination Working collaboratively	Reading: A fable: <i>The Ant and the Grasshopper</i> Text about working in a team Listening: Jobs in Ancient Egypt Speaking: Discussing different jobs Completing a survey about favorite jobs Writing: Write short description of three jobs Pros and cons of certain jobs – a job you like and a job you don't like Project: A poster about teamwork	Reading: Text about the weather in Egypt Text about a heat wave Texts about extreme weather events Listening: Weather in different Egyptian cities Speaking: Discussion about favorite weather and season Discussion about what to do in a heat wave Writing: Writing an account of an extreme weather event Writing tips about keeping safe in extreme weather Project: Make a leaflet about keeping safe in extreme weather
Phonics	Recognize and pronounce three consonant clusters in initial position i.e., <i>scr-</i> , <i>str-</i> , and <i>thr-</i> Recognize and read grade-appropriate regularly spelled words	Read and correctly pronounce diphthongs /aʊ/, /aɪ/, and /ɔɪ/ The suffix <i>-ist</i> for jobs i.e., dentist, biologist	Differentiating between /p/ and /b/ i.e., <i>bull</i> and <i>pull</i> , <i>bear</i> and <i>pear</i> Identifying silent letters i.e., <i>climb</i> , <i>two</i> , <i>hour</i> , <i>island</i> , <i>knife</i> , <i>write</i>
Life skills		Problem solving: What we need to survive Collaboration: Make a poster about teamwork and how to work effectively in a team How to work out a solution when you disagree with someone	Accountability Behaving responsibly in emergencies
Values	Tolerance	Independence What you can do now to help you in the future	Independence Looking after our world How can we save water?
Issues and challenges	Citizenship	Globalization	Sustainable development
Integrated cross-cultural topics	Project: Researching and creating a flyer about an eco-destination Working collaboratively	Science: Different kinds of ecosystems, living and non-living things Math: Pie charts Project: A poster about teamwork	Project: A leaflet about keeping safe in extreme weather

Primary 6 SCOPE AND SEQUENCE

Theme 1 | discover myself

	Unit 1 Green cities 	Unit 2 We are all different 	Unit 3 Vacation plans 
Vocabulary	Community gardening: apartment block, chemicals, community garden, harvest, natural fertilizer, organic, plant, roof, volunteers	Personality adjectives: friendly, clever, kind, messy, nervous, organized, polite, shy Animals: lizard, bird, cat, fish, hare	Things to do in a city: climb (the Bob Zuweila minaret), go quad biking, explore (the souks), ride on a rollercoaster, take photos, visit a museum
Language	Adverbs of frequency: never, rarely, sometimes, often, usually, always Using How often ...? to ask about the frequency of an action Using the present simple tense with time expressions to talk about the frequency of habits and routines: <i>I visit my cousins every week.</i>	Relative pronouns: who, which, where Using adjectives ending in -ed to describe how a person feels Using adjectives ending in -ing to describe people or things that give us feelings	Using clauses with if or when and present tense verbs to talk about facts or things that are usually true Prepositions of time: at (midnight), on (Friday), in (the afternoon)
Skills	Reading: A text about Mini Forest, a city reforestation organization An email from an Egyptian boy living in New York Story: <i>The Selfish Giant</i> Listening: Talking about weekend and holiday habits Speaking Talking about what you usually do on weekends and in the holidays Writing: A paragraph about how often you do a sport or visit a family member An informal email about things you miss when you're away from home Project: Make an infographic about your neighborhood	Reading: A text about places in a school and what they are used for Folk tale: Hare's House Listening: A boy's first day at a school Speaking: Describing a friend Writing: A paragraph about the positive and negative things about a pet Project: Make a leaflet with a map of your school	Reading: Discussing plans for a vacation Story: Fatima faces her fear Folk tale: Little Deer in the Forest A blog about the Carnival Listening: Planning a quad bike tour A discussion about when people do things Speaking: Planning a trip for a week Discussing study tips Asking and answering about when you do things Writing: A blog about a visit to a place you like Project: A tourist brochure about a place you visited or like visiting
Phonics	/e/ and /s/	/ʌ/ and /z/	/v/ and /w/
Life skills	Self-management: understanding why people miss their homes	Self-management: staying calm in new or frightening situations	Self-management: planning for the future
Values	Independence: looking after our world	Respect for others: respecting the fact we are all different	Cooperation: learning to share with others
Issues and challenges	Resilience: being away from family	Making sensible choices: situations requiring calm and quick-thinking	Resilience: facing your fears

Theme 2 Myself and others

	Unit 4 Celebrate good times!	Unit 5 Amazing journeys	Unit 6 Taking care
			
Vocabulary	Birthday parties: <i>blow up balloons, decorate the birthday cake, hang up streamers, let off the fireworks, make a playlist, send the invitations</i>	Expressions about traveling: <i>go on a journey, ride camel, take a trip, go on a voyage, sail by ship, travel by train</i> Ancient cultures: <i>advanced, archaeologist, clay, inspiration, sculptures, tools, mystery</i>	Making candles: <i>drops, heat, popsicle sticks, press, squeeze, stir, wax, wick</i> Food in ancient Egypt: <i>barley, herb, preserve (v)</i> Personal care: <i>hairbrush, shampoo, soap, toothbrush, toothpaste, perfume</i>
Language	Using the present continuous tense and time expressions to talk about actions in progress around or near the moment of speaking Using the present continuous tense to describe things that are happening in a picture	Using the past simple tense and time phrases to talk about finished actions or situations in the past Past simple negative and question forms	Using How many...? and How much...? to ask about quantities of countable and uncountable things Quantifiers: <i>a few, a little, a lot of, some</i>
Skills	Reading: A dialog about birthday party preparations A text about birthday traditions around the world Listening: Describing what people are doing at a party Speaking: Talking about birthday traditions Writing: A formal invitation to a celebration Project: Making a poster for a celebration at school/in the community	Reading: A text about the discovery of Nok clay sculptures in Nigeria Factual text: Marco Polo Crosses the Desert Listening: A diary entry A discussion about a book Speaking: Talking about a vacation Describing places and things Writing: A diary entry about a trip Project: Making a poster about a famous traveler	Reading: A text about food in Ancient Egypt Story: The Missing King Listening: A conversation about making candles Speaking: Asking and answering about quantities of things Describing a scene from a story Writing: Instructions for making something at home Project: Making a poster about different spices and the things we can make with them
Phonics	/ci/ and /e/	/dʒ/ and /ʒ/	
Life skills	Respect for diversity: different traditions around the world	Critical thinking: learning from the past	Productivity: being able to produce and modify something <i>work appreciate</i> appreciating crafts and doing things by own self
Values	Curiosity: learning about other cultures	Tolerance: respecting different cultures	
Issues and challenges	Citizenship: helping my community	Non-discrimination: learning from different cultures	Therapeutic health: caring for one's body and eating good food
Integrated cross-cultural topics	CLIL Math: Estimating volume		CLIL Social studies: Ancient Egyptian Traditions

Lesson Plan

Unit		Day				
Lesson		Date				
Title		Period				
Page		Class				

Learning Objectives: By the end of this lesson students would be able to:

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.....
.....

Teaching Aids:

- Board Drawing Data Show Cards Cassette Visual Aids

Resource Needed:

- Student Book Workbook Teacher's Guide Library The Internet

Issues:

Values:

Skills:

Teaching Strategies:

- Brain Storming Pair work Group work Problems Solving
 Role play Co-operative Learning Discussion Songs

Review:

Warm up:

Presentation

New Vocabulary:

New Structures:

Activities:

Consolidation:

Closing:

Lesson Plan

Unit		Day				
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Closing: