



# Curriculum and Curriculum Standards for Primary Education

(Grade 2)

**Annual Planning**  
**Based on the new Curriculum**  
*New fun with English*  
2016-2017

**Curriculum and Curriculum Standards for Primary Education**  
**Annual Planning for Grade two**  
*New fun with English*

## First Semester (Time): 12 weeks

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

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

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

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

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



Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p style="text-align: center;">Unit 7 At school</p>	<p><b>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings.</b></p> <p><b>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers.</b></p> <p><b>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</b></p> <p><b>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</b></p> <p><b>4.1. Building correct simple sentence structure.</b></p> <p><b>4.3 Writing from left to right neatly.</b></p>	<ul style="list-style-type: none"> <li>• Asking and answering questions related to school</li> <li>• Places at school</li> <li>• Identifying/reading compound sounds in simple words /sentences.</li> <li>• Talking about classroom rules</li> <li>• Reading a viewing books, picture books, fairy tales, and nursery rhymes.</li> <li>• Counting numbers by tens</li> <li>• present tense / possessive pronouns</li> <li>• Likes/dislikes</li> <li>• Descriptions / colours</li> <li>• Value of cleanliness</li> </ul>	8periods	2 weeks



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

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

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

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks