



Integrated English Language

and

Computer Literacy Syllabus

For Grades 1 and 2

Version 2.0
January 2004

A pilot
program
for village
schools in
the North East
of Sri Lanka



This program has been designed on the basis that the principle resources are people, in particular students and teacher. It is highly dependent on teacher creativity and active learning. The requirement of material resources is kept to a minimum. While it could be said that ideally there would be at least one computer per every four students, research also suggests that at the early age of Grades 1 and 2, children should have limited access to computers for reasons of health and physical development. Hence, with flexible school policy, the encouragement of independent learning skills, and teacher imagination, this program can still work with a much larger student-computer ratio.

It is a pilot program and therefore should be reviewed for themes and content after three years, when the impact of the program in Grades 1 and 2 can be assessed by the performance of the students in, and their readiness for, the Grade 3 syllabus of Sri Lanka.

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Integrated English Language and Computer Literacy Syllabus For Grades 1 and 2

Introduction

The teaching of a second language to young children is commonplace throughout the world.

Throughout Europe, English is commonly taught from kindergarten. In America, the large number of Hispanic-speaking children has necessitated the development of programs to teach English as a second language from a child's first years at school. Similarly, in remote parts of Australia, where indigenous children begin their schooling without English, the same situation has had to be addressed. Two consequences have been:

- a) The seeming success of students learning to speak English at such a young age, coupled with the advantages of being bilingual, has prompted the development of immersion programs in languages other than English. These programs have been developed for very young children. For example, in Sydney there is a pre-school that teaches French to the children and the parents desire that the children continue to be taught French when their children commence their formal school education in Kindergarten. In California at Claire Lilienthal Elementary School, the school's language immersion program means that instruction is mostly in Korean.¹ And in Tasmania, Australia, at Lindesfarne Primary School, children are taught Japanese from their earliest years in primary school.² In Sri Lanka, pre-schools operate in English medium. In our global society and age of rapid information development and exchange, parents appreciate the necessity for their children to be fluent in more than one language.
- b) The seeming success has not only generated research into immersion programs in languages other than English (LOTE) and bilingual education, but has also led to a popular belief that the earlier a child learns a second language, the better.

However, the research has highlighted some important aspects of language acquisition in childhood development. Most significantly a second language needs to be built on the first language. Secondly, there is a right of people to their first language. This was highlighted when the Northern Territory in Australia attempted to phase out completely, at all levels, bilingual education for indigenous children. The United Nations' "Draft Declaration on the Rights of Indigenous People" states that indigenous people have the right "to establish and control their educational systems and institutions providing education in their own languages".³ And thirdly, more recent research is suggesting that the primary advantage of studying a second language at a young age is an aural and oral advantage. Children will develop pronunciation more easily if they learn at a younger age.⁴

¹ *San Francisco Chronicle* Friday, June 6, 2003, E4

² <http://www.discover.tased.edu.au/lote/teaching/bestprac.htm>

³ www.ntu.edu.au

⁴ Paul Shoebottom "Are young children the best language learners?" at Frankfurt International School <http://www.fis.edu/eslweb/esl/parents/advice/myth.htm>. Shoebottom cites for further reading Marinova-Todd, S; Marshall, D and Snow, C *Three Misconceptions about Age and L2 Learning* **TESOL Quarterly** Vol 34/1 2001.



Rationale

Why is English important?

Many university courses are in English. English is also a common medium of business and information exchange. Therefore proficiency in English is a significant advantage in global economic issues and international business development.

Why computer literacy?

Computer literacy is integral to research, business and economic development in the modern world. Children in Grades 1 and 2 will need computer literacy skills to function in the modern world in their adult life and indeed to take full advantage of the educational resources available to them.

In both these situations, it is oral and aural skills that are critical, as well as reading and written skills.

Why Grades 1 and 2?

The critical issue for children acquiring a second language is how to be orally and aurally functional in the second language. For example, it is common for children to learn a second language from 3rd grade to 12th grade but still need a six-month intensive English course in order to undertake University studies in English. Why do school courses not sufficiently equip students for University studies in English? Why are students not confident to speak and listen in English at the end of their 10 years of English lessons?

Where the medium of education is not in English, but rather in that of the first language, two critical factors can be identified. The first is the lack of English in the general environment.

The second is insufficient practice speaking and listening in English. This lack of practice is related to the lack of a general English environment. However, it is also related to an individual's confidence and self-consciousness in speaking and listening to a second language.

Children in their first years of school are generally free of inhibitions that can be an obstacle to practice. Thus, not only will students have better pronunciation the earlier they commence their language study, but also the confidence they gain in listening and speaking at this young age will give them a readiness to practice using English throughout the years they study the language, thus ensuring a greater proficiency.

Finally, in childhood development, the acquisition of a child's first language proceeds by first learning to speak and listen. Only once a child can communicate orally and aurally in their first language, are they introduced to reading and writing skills.⁵ The relationship of the spoken and written word is itself a stage in a child's development. Formal English syllabi traditionally have a high emphasis on reading and writing skills as these are highly important for academic purposes and formal business communication. It is important therefore that these reading and writing skills should rest on a solid foundation of oral and aural skills.

For these reasons the primary goal of the English program for Grades 1 and 2 will be for the student to acquire confidence to practice the use of spoken English. This will of course necessitate the acquisition of some vocabulary and the emphasis in skills will be primarily on speaking and listening.

Why computer literacy at this stage?

Computers can be a very useful and enjoyable activity for young children. Further, students will not be able to complete their education or proceed far into employment without some computer skills, and this means keyboard skills as well. It is also at this young age that children develop dexterity skills and hence it is a valuable time to begin to develop and practice the finger dexterity required for keyboard use. The more proficient they are at keyboard use, the more readily they will be able to use the computer as a word processor. The attractiveness of using computers is often an encouragement in itself for students to learn.

⁵ This process could describe the highly successful Yamaha method of keyboard instruction for teaching. Children first learn to play by hearing and imitating the teacher, and only at a later stage do they relate what they play and hear to the written music on a page

Because of the attractiveness of using computers for students, it is also important that they learn good ergonomic practice and habits. These, combined with teacher-controlled access to computers, will help to ensure safe and healthy lifelong use of this technology. Good practices and habits are best learnt early in life.

Where the general environment of children is not English, and the medium of education is not English, computer programs can be used to create a learning environment in English.

Computer literacy will involve the use of application programs to provide tuition in other subjects via the English medium. In this way numeracy, literacy and graphic skills will be developed and hence this curriculum addresses competencies in communication. This will help to create a greater environment of English. Where possible, the use of video and TV programs in English would also be encouraged to enhance the English learning environment. Thus technology is integral to fostering some English environment.

Finally, computers can very effectively be used to assist the development of reading and writing in the child's first language. The development of a child's first language is essential for the acquisition of a second language. It is in their first language that concepts of the connection between the written and the spoken word are established. For this reason, the keyboard used in First Grade should initially be a Tamil keyboard. An English overlay can be used at a later stage to facilitate learning the English alphabet.



National Goals and Basic Competencies

In designing this syllabus, consideration has been given to the National Goals and Basic Competencies set out by the National Education Commission of Sri Lanka.⁶ The aims and objectives in this syllabus are in accordance with these National Goals and Basic Competencies set out in the Sessional Paper V 1992 of the National Education Commission :

- The achievement of National Cohesion, National Integrity and National Unity.
- The establishment of a pervasive pattern of social service.
- The evolution of a Sustainable Pattern of Living, a Sustainable Life Style which is vital for the year 2000 and beyond when, for the first time in history of mankind even air and water cannot be taken for granted.
- The generation of Work Opportunities, that are, at one and the same time, dignified, satisfying and self-fulfilling.
- In the above framework, the institution of a variety of possibilities for All to participate in Human Resources Development leading to cumulative structures of growth for the nation.
- The active partnership in Nation Building Activities should ensure the nurturing of a continuous sense of Deep and Abiding Concern for One Another.
- In a rapidly changing world, such as we live in today, it is imperative to cultivate and evolve elements of adaptability to change-learn to adapt to Changing Situations. This must be coupled with the competencies to guide change for the betterment of oneself and of others.
- The cultivation of a Capacity to cope with the Complex and the unforeseen, achieving a sense of security and stability.
- The development of those competencies linked to Securing an Honourable Place in the international community.

⁶ These have been sourced from the English Language Syllabi for Grades 6, 7&8, 9&10, 11&12, 1999 from the National Institute of Education, Maharagama, Sri Lanka.

Basic Competencies

Competencies in Communication

This first set of competencies is made up of three subjects - Literacy, Numeracy and Graphics.

- Literacy includes: Listen attentively, Speak clearly, Read for meaning and Write accurately and lucidly.
- Numeracy includes: Use of numbers for Things, Space and Time, Count, Calculate and Measure systematically.
- Graphics includes: Make sense of line and form, express and record details, Instructions and ideas with line form and colour.

Competencies relating to the Environment

This set of competencies relates to the Environments - Social, Biological and Physical Environments.

- Social Environment: Awareness, sensitivity and skills linked to being a member of society, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations
- Biological Environment: Awareness, sensitivity and skills linked to the Living World, Humankind and the Ecosystem, the Trees, Forests, Seas, Water, Air and Life, Plant, Animal and Human Life.
- Physical Environment: Awareness, sensitivity and skills relating to Space, Energy, Fuels, Matter, Materials and their links with Human Living, Food, Clothing, Shelter, Health, Comfort, Respiration, Sleep, Relaxation, Rest, Waste and Excretion. Included here are the skills in using tools to shape and form materials for living and learning.

Competencies relating to ethics and religion

This third set of competencies is laden with values and attitudes. It is essential for individuals to assimilate values, so that they may function in a manner consistent with the ethical, moral and religious modes of conduct, rituals, practices in everyday living, selecting that which is most appropriate.

Competencies in play and use of leisure

This fourth set of competencies links up with pleasure, joy and such human motivations. These find expressions in play, sports, athletics and leisure pursuits of many types. These are essential for realising mental and physical well being. These also link up with such values as cooperation, team work, healthy competition in life and work. Here are included such activities as are involved in aesthetics, arts, drama, literature, exploratory research and other creative modes in human living.

Competencies relating to learn to learn

This fifth set of competencies flows directly from the nature of a rapidly changing, complex and crowded world. Whatever one learns, that learning will need updating and review. This requires that one should be aware of, sensitive and skilful in sustained attention and be willing to persevere and attend to details that matter in a given situation. These are the basics in the competence "Learn to Learn" throughout life. Further, the information revolution makes this an imperative.

Aims and General Objectives

Aims

The student ...

- gains oral and aural skills in the English language;
- develops confidence in communicating orally in a second language;

- develops confidence in using a computer;
- develops good habits in relation to computer use;
- is able to access computer programs for additional tuition, via English medium, in other subjects;
- develops an interest in the pattern, sounds, rhymes, rhythms of the English language;
- enjoys using another language to communicate orally;
- enjoys the tuition support of computer programs; and
- develops a love of learning something new.

General Objectives

The student ...

- acquires the vocabulary used in the themes discussed in each unit;
- distinguishes between sounds of the language and produces them clearly and without loss of meaning;
- acquires listening skills and responds appropriately;
- acquires a knowledge of the English alphabet;
- develops keyboard skills on the computer;
- is able to effectively use a computer “mouse”; and
- is able to start up a computer, run a program for tuitional purposes, exit and shut down the computer.



Teaching Strategies

Since children are concrete learners, their learning of English will be activity based. In 1st Grade especially, emphasis will be on body-response techniques, simple phrases and single word use. Simple grammatical structures only will be used.

Much use will be made of songs, recitation, games and computer applications. As much as possible, content will be contextualised in topics relevant to students’ lives and schooling.

Some suggested activities:

<i>English</i>	<i>Computer</i>
Games: <ul style="list-style-type: none"> • Bingo (for vocabulary learning of animals and numbers) • Hopscotch (for numbers) • Charades (for animals, sports) • Dominoes (numbers) • Flash Cards with pictures • Simon “says” • Cricket and/or other sports 	Programmes/Websites Grades 1 & 2: <i>Jump Start</i> Typing Programs (Tamil Script)

<p>Pen & paper activities (but limited use of these)</p> <p>Role plays involving predominantly mime but inclusive of a simple script composed of some words and simple phrases.</p> <p>Computer activities:</p> <ul style="list-style-type: none"> ● Microsoft Paint (colours) ● Computer games that encourage vocabulary learning (from Internet) ● ESL software — <i>Phonics Alive, Boardmaker.</i> ● Story telling — Story World I & II <p>Songs</p>	<p>KidPix</p> <p>Microsoft Paint and Draw (MS Word)</p>
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In each grade, it is suggested that a minimum of 20 minutes per day be given to the combined English and Computer Literacy program. Students should also be able to access the computers outside this time frame. However, no student at this age should use a computer for more than 10-15 minutes per day.

Resources

The program is activity and pictorial based. Hence no textbooks are required. However, classroom stimulus resources would include:

- Pictures: charts or single picture cards of animals, colours, numbers, foods, body parts, plants, toys, etc.
- Games :
 - Bingo can be readily produced to reflect the students' own environment. This game proceeds with each student having a sheet of paper divided into squares and each square has a number/colour/animal/whatever in it. Each student's sheet is different. The leader calls out random numbers/colours/animals/whatever. If a student has the particular item called out on their sheet, they circle it. The first student to circle every square, wins the game.
 - "Simon (or whoever) says" is a game whereby the leader of the game issues instructions to the group such as "Simon says put your hands on your head", "Simon says stand on one foot", "Simon says touch your toes", etc. the players are to carry out all instructions prefaced by "Simon says" and to ignore instructions that are not prefaced by "Simon says". The game progresses quickly, demanding attention and listening. The students who carry out an instruction not prefaced by "Simon says" withdraw from the game. Those who fail to carry out an instruction prefaced by "Simon says" also withdraw from the game. The last student in the game is the winner. This is a game that helps students to learn the names of parts of the body.
 - Hopscotch is a game that develops physical co-ordination and number knowledge. A pattern with 10 spaces is drawn on the ground with chalk or marked out with a stick and a number from 0 to 9 is written in each space. Students throw an object (stone or whatever) on a space. They then must jump on every other space, saying the number of the space they occupy with each foot, only one foot in each space. Each space is only occupied once. They must be able to complete the pattern bypassing the number marked with the stone. This helps the learning of numbers.
- Computer(s) with Windows applications, covering multiple subject areas:
 - Suggestion: *Jump Start* for cross-curriculum, *Phonics Alive* and *Boardmaker* for ESL, KidPix &

Microsoft Paint & Draw for computers in general, and Story World I & II for fun!

- Internet access will provide further resources, such as free games and puzzles
- Software for teaching keyboard skills.



Assessment Procedures

Evaluation of student performance, in both English and Computer Literacy, will be focused on:

First grade:

- responding physically to simple commands ;
- participation in activities;
- the use of simple greetings;
- the effort to practice good ergonomics;
- physical response to an increasing number of commands and phrases;
- participation in activities, including readiness to try and to practice English words and phrases; and
- the development of keyboard skills;

Second Grade:

- knowledge of the English alphabet;
- use of the computer to type simple stories in Tamil; and
- positive use of application programs to support tuition in other subjects.



Syllabus for Grade 1

The emphasis is entirely on speaking and listening. While the teacher may write English words on displays and students' work, the purpose of any written English is only for students to begin to become familiar with the appearance of the English script.

A theme approach has been used. The vocabulary generated by these themes should directly relate to the students needs and environment – classroom, school, home, and local environments. There are no pre-scribed resources.

Each theme could be explored for up to two weeks. It is the role of the teacher to extend or compress the themes according to the capacity of the students.

With regard to grammar, students should be able to complete spoken sentences with a single word (noun, verb or adjective) or phrase. They should also be able to construct simple sentences of up to five words.

Specific objectives for computer literacy in **Grade 1** are:

- left-right hand concept development;
- sitting straight, centering keyboard and distance from the keyboard should be the distance from the thumb to the outstretched little finger;
- setting monitor and keyboard for height and distance;
- learning where arrow keys are and number keys;
- learning to use the mouse to select and use icons on a screen;

- learning how to switch a computer on and off;
- learning the proper position of hands on the keyboard; and
- learning the Tamil script on the keyboard and extending the left-right hand concept to understand that some keys use the left hand and other keys use the right hand.

Unit	Theme	Notes and suggestions
1	<p>Getting Started</p> <ul style="list-style-type: none"> ● Greetings eg. Good morning teacher... ● Introductions eg. What is your name? My name is ... This is ... ● Instructions eg. Sit, stand, look, draw... Please, thank you ● My classroom/school eg. This is a desk, chair, ... ● Computer eg. This is a computer, mouse, keyboard, and screen. The equivalent Tamil words should also be learnt. ● Computer Instructions eg. Turn on/off Click Right/Left Move 	<ul style="list-style-type: none"> ● Repetition and practice ● Song ● Body response to instructions
2	<p>Where is ...? eg. up, down, front, back, on, under, in, here, there, my yours, ours, ...</p>	<ul style="list-style-type: none"> ● Identifying by pointing ● One exercise should include finding the arrow or cursor on a computer screen ● Repetition, song, rhyme
3	<p>A. My Family eg. mother, father, brother, sister, ...</p> <p>B. Me at the computer</p>	<ul style="list-style-type: none"> ● At this point students need to be taught how to sit correctly at the computer: proper distance (the distance from the keyboard should be about the distance from the thumb to the outstretched little finger), sitting straight, centering the keyboard and setting monitor and keyboard for height and distance.
4	<p>Colours</p> <ul style="list-style-type: none"> ● What colour is ... ● Is it ... ● It is ... 	<ul style="list-style-type: none"> ● Paper and pencil exercises, using colours designated by teacher or naming the colours the student chooses. ● If Internet access is available, students, working together in small groups, should each be given the opportunity to complete one game on colours. This gives them practice in use of the mouse as well as requiring them to respond to voice prompts from the computer such as "click on the ... box". ● Also at this point students could be introduced to Microsoft Paint on the computer and take turns (maximum 5 minutes for each small group) on the computer. <p>ESL specific software such as <i>Phonics Alive</i> may also be introduced at this stage to consolidate Units 1-4.</p>

5	<p><i>I like ...</i></p> <p><i>I don't like ...</i></p>	<ul style="list-style-type: none"> ● Students could draw pictures of what they like. The teacher writes on their drawing the names of whatever is drawn and teaches each individual child how to pronounce their own personal set of words. ● Drawings can be paper and pencil using Microsoft Paint on the computer, KidPix or Boardmaker software. ● Good classroom management and organisation is important here to manage different activities by the students (paper/computer) and to maintain equal opportunity for access to the computer - all this while giving individual attention to each student, naming their drawings. ● Continued use of <i>Phonics Alive</i>
6	<p>Animals</p>	<ul style="list-style-type: none"> ● Pre-prepared teaching aids of posters/pictures of various animals known to the children; animal bingo, Internet games. ● Listening to and understanding a simple story with picture aids. ● Continued use of <i>Phonics Alive</i> and <i>Boardmaker</i>
7	<p>Numbers</p> <ul style="list-style-type: none"> ● Students also learn where the arrow and number keys are on the computer. 	<ul style="list-style-type: none"> ● Hop Scotch ● Students can begin to use <i>Jump Start</i> or similar software. ● Listening to stories ● Bingo ● Continued use of <i>Phonics Alive</i> and <i>Boardmaker</i>
8	<p>Myself</p> <ul style="list-style-type: none"> ● Body parts (especially hands and different fingers) ● Actions 	<ul style="list-style-type: none"> ● Simon Says ● Continued use of <i>Jump Start</i>, <i>Phonics Alive</i>, and <i>Boardmaker</i> ● Listening to stories
9	<p>What is this?</p> <ul style="list-style-type: none"> ● This is 	<ul style="list-style-type: none"> ● Students both ask and answer questions about objects, generated by both teacher and student. ● Listening to stories ● Continued use of <i>Jump Start</i>, <i>Phonics Alive</i> and <i>Boardmaker</i> (for Q & A exercises).

10	<i>I feel/need/</i> <ul style="list-style-type: none"> eg. sad, scared, happy, tired, angry, cry, smile, I'm sorry ... 	<ul style="list-style-type: none"> Simple vocabulary for students to express their feelings and needs. Mime, drawing facial expressions Continued use of paintbrush and <i>Jump Start, Phonics Alive</i> and <i>Boardmaker</i>
11	<i>Food</i>	<ul style="list-style-type: none"> Simple vocabulary
12	<i>Actions</i> <ul style="list-style-type: none"> eg. jump, skip, read, write, run, I can 	<ul style="list-style-type: none"> Simon Says Telling a story by sequencing pictures. Teacher to verbalise stories and students to repeat after teacher. Continued use of paintbrush and <i>Jump Start, Phonics Alive</i> and <i>Boardmaker</i> Introduce Story World I & II
13	<i>Questions</i> <ul style="list-style-type: none"> eg. what is ...? where is ...? who is ...? May I ...? 	<ul style="list-style-type: none"> Continued use of <i>Jump Start, Phonics Alive</i> and <i>Boardmaker</i>
14	<i>Keyboard Skills</i> <ul style="list-style-type: none"> Home keys for index fingers Left hand/right hand 1st row keys 	<ul style="list-style-type: none"> Using appropriate software for Tamil keyboard Students begin practicing correct position of hands, use of correct fingers.
15	<i>More Keyboard Skills</i> <ul style="list-style-type: none"> Upper Row 	<ul style="list-style-type: none"> Continue to develop keyboard skills with exercises from appropriate software.
16	<i>More Keyboard Skills</i> <ul style="list-style-type: none"> Lower Row Upper and Lower Case 	<ul style="list-style-type: none"> At this stage the computer should be used in other parts of the curriculum. Students can type simple sentences that they make up onto the computer. With Microsoft Paint and KidPix, they can make greeting cards.
17	<i>Descriptive Words</i> <ul style="list-style-type: none"> eg. good, bad, funny, ... 	<ul style="list-style-type: none"> Students should be able to make up simple sentences. With the help of the teacher they can together compose a simple class story. The teacher can write the story in English and the students can illustrate it. From their drawings, the students should also then be able to tell their story.
18	<i>Sport</i> <ul style="list-style-type: none"> Different sports / games 	<ul style="list-style-type: none"> Students could learn the rules of their favourite sport in English and play using only English.
19	<i>Celebrations</i>	<ul style="list-style-type: none"> Songs
20	<i>Revision and consolidation</i>	



Syllabus for Grade 2

The emphasis continues to be entirely on speaking and listening. However, the student should also be moving towards a readiness to acquire the English script. The English alphabet can be taught here as a preparation for reading and writing skills that form part of the English Grade 3 syllabus. Computer Applications can be utilised as for Grade 1 but with greater exploitation of reading and bi-lingual capabilities where they exist.

A theme approach has been used. The vocabulary generated by these themes should directly relate to the students needs and environment – classroom, school, home, and local environments. There are no prescribed resources.

Each theme could be explored for up to two weeks. It is the role of the teacher to extend or compress the themes according to the capacity of the students.

With regard to grammar, students should be able to complete spoken sentences with a single word (noun, verb or adjective) or phrase. They should also be able to construct simple sentences of up to five words. As a group, with each student contributing a word/phrase/simple sentence, they should be able to move towards composing simple stories in English.

- Specific objectives for computer literacy in **Grade 2** are:
- learning F and J are home keys for index fingers;
- learning the home row keys;
- learn the rest of the keyboard;
- practice the use of space bar;
- practice the use of shift key;
- aim for accuracy rather than speed.

<i>Unit</i>	<i>Theme</i>	<i>Notes and Suggestions</i>
1	Holidays	<ul style="list-style-type: none"> • Children tell, draw, mime their holidays, in the process learning new vocabulary to describe their holiday time. This will also be a time of revision and reclaiming essential vocabulary for classroom operation in the English medium.
2	Numbers – review and extend	<ul style="list-style-type: none"> • This will allow the re-introduction of <i>Jump Start</i> at its appropriate level for Grade 2. • Bingo, songs, rhymes, mental arithmetic in English
3	Time <ul style="list-style-type: none"> • Concepts of past, present and future eg. yesterday, today and tomorrow morning, afternoon, night. Clock 	<ul style="list-style-type: none"> • Students attention should also be drawn to date and time display on the computer. • Song, drawing • Continued use of computer programs to support tuition in mathematics

4	Days of the Week Months of the Year Songs & Rhymes	<ul style="list-style-type: none"> ● Drawing, indentifying
5	Insects & Plants	<ul style="list-style-type: none"> ● Continued keyboard practice and use of computer applications ● Drawing, insect Bingo
6	The English Alphabet <ul style="list-style-type: none"> ● Orally: a to z ● Computer: home row only 	<ul style="list-style-type: none"> ● Introduction to the English keyboard ● Practice of keyboard skills on home row only – a,s,d,f,g,h,i,j,k,l ● Song, pictures ● Pen and paper exercises tracing over these letters
7	What is that? <ul style="list-style-type: none"> ● This and that ● More vocabulary as it arises from the students environment and everyday life. ● Computer: top row keys 	<ul style="list-style-type: none"> ● Keyboard practice of top row keys ● Pen and paper exercises tracing over these keys ● Listening to stories ● Role plays
8	Careers <ul style="list-style-type: none"> ● Teacher, doctor, farmer, builder, tour guide ... ● When I grow up, I want to be a ... 	<ul style="list-style-type: none"> ● Continued use of computer application programs ● Listening to stories ● Mime / role plays
9	More Colours <ul style="list-style-type: none"> ● Computer: bottom row keys 	<ul style="list-style-type: none"> ● Keyboard practice of bottom row keys ● Drawing and colouring ● Pen and paper exercises tracing over these letters ● Stories - listening & telling
10	Mathematics <ul style="list-style-type: none"> ● Shapes ● Add, subtract, multiply, divide 	<ul style="list-style-type: none"> ● Further use of <i>Jump Start</i> to support mathematics tuition ● Mental arithmetic
11	Where is? <ul style="list-style-type: none"> ● eg. inside/outside, here/there, ... 	<ul style="list-style-type: none"> ● Students can be given a simple song/story/poem in English to type on the computer. Each student may only key in a sentence or part of a sentence.
12	Why? <ul style="list-style-type: none"> ● eg. because ... 	<ul style="list-style-type: none"> ● Continued use of computer application programs and exercises

13	Myself <ul style="list-style-type: none"> ● eg. more body parts, activities 	<ul style="list-style-type: none"> ● Students compose sentences about themselves and illustrate, while the teacher writes the sentence for the student ● Simon Says ...
14	Music – rhythm and rhyme <ul style="list-style-type: none"> ● Rhyming words ● Essential music vocabulary according to students' environment and learning needs. 	<ul style="list-style-type: none"> ● Computer application programs continue to be used supporting keyboard skills in Tamil, keyboard skills in English, tuition in maths, drawing, vocabulary learning
15	a-h words	<ul style="list-style-type: none"> ● Drawing, songs, rhyme, "I spy ..."
16	i-p words	<ul style="list-style-type: none"> ● Drawing, songs, rhyme, "I spy ..."
17	q-z words	<ul style="list-style-type: none"> ● Finding objects in a picture
18	Religion <ul style="list-style-type: none"> ● eg. the vocabulary of temple, church, Buddha, Dagoba, Hindu, Christian, Buddhist, ... 	<ul style="list-style-type: none"> ● Drawing ● Listening to stories
19	Banners and Cards	<ul style="list-style-type: none"> ● Students create banners, cards, songs, poems and stories for celebrations. ● Students might also design and create their own certificate to be awarded at the end of Grade 2 on completion of their introductory course to English and computer literacy.
20	Revision and consolidation	<ul style="list-style-type: none"> ● Concert for parents in English – short plays with simple lines for students to learn, songs, poems