TERM 1 SYLLABUS DISTRIBUTION

KG3 • ACADEMIC YEAR 2026/2027

English Language Arts | Mathematics | Science | French | Arabic | Islamic Studies | ICT | Art & Craft

ENGLISH LANGUAGE ARTS

Unit 1A: Welcome

- **Focus:** Helping children adjust to KG2 routines and expectations.
- **Content:** Greetings, classroom rules, self-introductions, sharing likes/dislikes.
- **Skills:** Listening, speaking in full sentences, turn-taking.
- **Learning Outcomes:** Children feel secure, follow routines, introduce themselves confidently.
- **Activities:** “All About Me” booklet, circle-time sharing, role-play greetings, drawing family.

Unit 1B: Elmer

- **Focus:** Celebrating uniqueness and diversity.
- **Content:** Colors, patterns, adjectives (bright, colorful, different).
- **Skills:** Vocabulary building, describing characters, sequencing story events.
- **Learning Outcomes:** Children respect differences, describe characters using color words.
- **Activities:** Elmer collage with tissue paper, retelling the story with puppets, “I am special” art.

Unit 1C: The Rainbow Fish

- **Focus:** Sharing, kindness, and friendship.
- **Content**: Story vocabulary (scales, ocean, shiny), sequencing beginning–middle–end.
- **Skills**: Comprehension, moral understanding, storytelling.

- **Learning Outcomes**: Children retell the story and express why sharing is important.
- **Activities**: Craft a rainbow fish with foil/paper scales, puppet role play, “kindness jar” activity.

Unit 1D: Jolly Phonics Step 1 (Groups 1–4)

- **Focus**: Synthetic phonics for reading and writing.
- **Content:**
  - Group 1: s, a, t, i, p, n
  - Group 2: c/k, e, h, r, m, d
  - Group 3: g, o, u, l, f, b
  - Group 4: ai, j, ie, oa, ee, or
- **Skills:**
  - Recognizing sounds and actions.
  - Blending CVC words (sat, pin, map, dog).
  - Segmenting words for spelling (cat → c-a-t).
  - Correct letter formation.
- **Learning Outcomes:**
  - Children blend and read CVC words.
  - Children write beginning and ending sounds in words.
  - Children build phonemic awareness for early reading.
- **Activities:** Phonics songs/actions, sound hunts, blending wheels, air-writing, sand-tray writing.

MATHEMATICS

Numbers to 20 (writing and counting)

- **Focus:** Extending number knowledge beyond 10.
- **Content:** Counting, number recognition, writing numerals, number names.
- **Skills:** One-to-one correspondence, ordering numbers, counting forward/backward.
- **Learning Outcomes:** Children count, read, and write numbers to 20.
- **Activities:** Number line jump, counting beads, number hunt, dot-to-dot worksheets.

Compare Numbers

- **Focus:** Understanding greater/less than/equal.
- **Content:** Comparing groups of objects and written numbers.
- **Skills:** Using vocabulary (more, less, equal), introduction to symbols (> < =).
- **Learning Outcomes:** Children compare two numbers confidently.
- **Activities:** Comparing groups of toys, “Which jar has more?”, crocodile mouth activity for > <.

Addition to 10

- **Focus:** Understanding addition as “putting together.”
- **Content:** Simple sums within 10 using objects and pictures.
- **Skills:** Counting on, number bonds (e.g., 5+3=8).
- **Learning Outcomes:** Children solve addition problems with objects and start using symbols (+, =).
- **Activities:** Counting with counters, finger addition, story sums (“I have 3 balloons, add 2 more”), number bond games.

2D Shapes

- **Focus:** Identifying and describing shapes.
- **Content:** Circle, square, triangle, rectangle, oval.
- **Skills:** Recognizing shapes, describing sides/corners, combining shapes to make pictures.
- **Learning Outcomes:** Children name and describe 2D shapes in environment.
- **Activities:** Shape hunt, tracing and cutting shapes, shape collages, building pictures with shapes.

Patterns

- **Focus:** Creating and extending patterns.
- **Content:** AB, ABB, ABC patterns with colors, objects, and shapes.
- **Skills:** Recognizing, copying, extending patterns.
- **Learning Outcomes:** Children complete patterns and create their own.
- **Activities:** Bead threading, block patterns, drawing repeating patterns, musical clapping patterns.

SCIENCE

Unit 1: Plants and Animals

- **Lesson 1: Living and Nonliving**

  - **Focus:** Identifying living and nonliving things in the environment.
  - **Content:** Living things need food, water and air; nonliving things do not grow or need food and water.
  - **Skills:** Observing, sorting, comparing and classifying.
  - **Learning Outcomes:** Children will distinguish between common living and nonliving things.
  - **Activities:** Sort classroom or picture objects into living and nonliving groups; observe gummy worms and earthworms; explore the world around us.

- **Lesson 2: Plant and Animal Survival**

  - **Focus:** Understanding the basic needs of plants and animals.
  - **Content:** Plants need sunlight, water, air and space; animals need food, water, air and shelter.
  - **Skills:** Observing needs, matching, comparing and making simple predictions.
  - **Learning Outcomes:** Children will identify what plants and animals need to live and grow.
  - **Activities:** Observe plant needs; discuss rabbit health; build a simple bird home or shelter model.

- **Lesson 3: Places Plants Live**

  - **Focus:** Exploring different places where plants can live and grow.
  - **Content:** Plants can grow in different environments, including soil and water, when their needs are met.
  - **Skills:** Observing, comparing habitats, questioning and recording simple findings.
  - **Learning Outcomes:** Children will recognize that plants live in different places and have basic needs.
  - **Activities:** Observe cactus plants in water; investigate where plants grow; use a simple plant-survival simulation.

- **Lesson 4: Places Animals Live**

  - **Focus:** Exploring animal habitats and what animals need from them.
  - **Content:** Animals live in places that provide food, water, shelter and space.
  - **Skills:** Matching animals to habitats, observing, comparing and discussing.
  - **Learning Outcomes:** Children will match familiar animals with suitable habitats and explain one thing the habitat provides.
  - **Activities:** Take an animal walk; explore where animals live; discuss things humans and animals need.

- **STEM Module Project: Make a Habitat**

  - **Focus:** Using knowledge of living things to design a simple habitat.
  - **Content:** A habitat should provide the basic needs of a chosen plant or animal.
  - **Skills:** Planning, building, selecting materials and explaining ideas.
  - **Learning Outcomes:** Children will create a simple habitat model that includes basic survival needs.
  - **Activities:** Build a small habitat model using safe classroom craft materials.

Unit 2: Changes to the Environment

- **Lesson 1: Plants Change Their Environment**
  - **Focus:** Discovering simple ways plants can change the places where they grow.
  - **Content:** Plant roots, leaves and growth can affect soil and the surrounding environment.
  - **Skills:** Observing changes, comparing and describing cause and effect.
  - **Learning Outcomes:** Children will give a simple example of how plants can change their environment.
  - **Activities:** Observe how plants make changes; explore how roots and plants can help hold soil.
- **Lesson 2: Animals Change Their Environment**
  - **Focus:** Exploring how animals can change the places where they live.
  - **Content:** Animals may dig, build nests, make holes or move materials in their habitats.
  - **Skills:** Observing, describing, comparing and connecting animals with environmental changes.
  - **Learning Outcomes:** Children will identify simple ways animals change their environment.
  - **Activities:** Create a simple ant-habitat model; explore how moles or other digging animals change the ground.
- **Lesson 3: People Change Their Environment**
  - **Focus:** Recognizing ways people change land and surroundings.

- **Content:** People build, plant, dig, clean and move materials to meet their needs.
- **Skills:** Observing, discussing, identifying changes and considering simple effects.
- **Learning Outcomes:** Children will identify common ways people change their environment.
- **Activities:** Compare before-and-after land pictures; make a small model showing how people change land.

- **STEM Module Project: Design a Beaver Dam**
  - **Focus:** Using simple materials to explore how a dam changes water movement.
  - **Content:** Beavers build dams that change their habitat and the movement of water.
  - **Skills:** Designing, building, testing and improving.
  - **Learning Outcomes:** Children will build a simple dam model and describe how it changes the flow of water.
  - **Activities:** Design and test a small beaver-dam model using safe classroom materials.

FRENCH

Unit 1: Je parle français

1: Bonjour ! – Greetings

- **Focus:** Learning simple French greetings.
- **Content:** Bonjour, Salut, Au revoir, Merci.
- **Skills:** Listening, repeating and responding.
- **Learning Outcomes:** Children will use simple greetings in French.
- **Activities:** Greeting song, puppet conversation and greeting circle.

2: Les nombres 1–5 – Numbers

- **Focus:** Learning numbers 1 to 5 in French.
- **Content:** Un, deux, trois, quatre, cinq.
- **Skills:** Listening, counting and number recognition.
- **Learning Outcomes:** Children will count from 1 to 5 in French.
- **Activities:** Counting song, number cards and counting classroom objects.

3: Mon corps – My Body

- **Focus:** Learning simple body-part vocabulary.
- **Content:** Tête, main, pied, yeux, nez.
- **Skills:** Listening, pointing, recognising and repeating.
- **Learning Outcomes:** Children will identify basic body parts in French.
- **Activities:** Action song, “Touch your…” game and body-part matching.

ARABIC

كتاب التهيئة والاستعداد
حرف الميم
حرف الباء
حرف اللام
حرف النون
حرف الدال
حرف الذال
حرف الراء
حرف الزاي
حرف التاء
حرف الثاء
حرف السين
حرف الشين
مراجعة واختبار

ISLAMIC STUDIES

موضوعات الدروس:

تحية الإسلام
آداب الاستماع الى القران الكريم
سورة الإخلاص
الله الخالق
آداب الطعام
النظافة (١)
النظافة (٢)
دعاء قضاء الحاجة
سورة الفلق
الاذان
أركان الاسلام
الشهادتان
الوضوء
الزكاة
الصيام
الحج
سورة الناس
طاعة الوالدين
أمي وأبي
معاملة الجار
معاملة الأصدقاء
آداب الزيارة
الرفق بالحيوان
آداب النوم
دعاء الاستيقاظ من النوم
محمد صلى الله عليه وسلم
قصة أصحاب الفيل
سورة الفيل
التعاون

ICT

Unit 1. Computer Parts

- **Focus:** Identifying monitor, CPU, keyboard, mouse.
- **Activities:** Flashcards, labeling parts, matching games.
- **Outcome:** Children name main parts of a computer.

Unit 2. Using Keyboard

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

Digital Literacy

- **Focus:** Knowing computers are tools for learning.
- **Activities:** Discussion on safe use, classroom rules for devices.
- **Outcome:** Children understand computers must be used carefully.

Computer Parts

- **Focus:** Identifying monitor, CPU, keyboard, mouse.
- **Activities:** Flashcards, labeling parts, matching games.
- **Outcome:** Children name main parts of a computer.

Login/Using Mouse

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

Login/Using Keyboard

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

MS Word (letters & sentences)

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

Scratch Jr

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

ARTS

1. Introduction to Colors

- **Focus:** Learning basic colors.
- **Content:** Red, blue, yellow, green, orange, purple.
- **Skills:** Naming and using colors.
- **Learning Outcome:** Children will say and use colors in their work.
- **Activities:** Color hunt, rainbow painting, mixing two colors to make a new one.

2. Exploring Shapes

- **Focus:** Making art with shapes.
- **Content:** Circle, square, triangle, rectangle.
- **Skills:** Recognizing and using shapes.
- **Learning Outcome:** Children will use shapes to make simple pictures.
- **Activities:** Shape collage, building a house or sun with shapes, tracing shapes.

3. Textures and Patterns

- **Focus:** Feeling and making simple patterns.
- **Content:** Smooth, rough, soft; stripes, dots, zigzag.
- **Skills:** Noticing and creating patterns.
- **Learning Outcome:** Children will touch and describe textures and make simple designs.
- **Activities:** Crayon rubbings, stamping dots, using leaves or fabric for patterns.

4. Simple Crafting

- **Focus:** Making things with paper and materials.
- **Content:** Folding, cutting, sticking.
- **Skills:** Using scissors and glue.
- **Learning Outcome:** Children will finish a small craft with help.
- **Activities:** Paper boats, masks, collages with colored paper.

5. Fun with Paints

- **Focus:** Enjoying painting.
- **Content:** Finger painting, brush painting.
- **Skills:** Using hands and tools to paint.
- **Learning Outcome:** Children will paint freely and enjoy mixing colors.
- **Activities:** Finger paint animals, sponge painting, free painting to music.

6. Art Inspired by Nature

- **Focus:** Using things from nature in art.
- **Content:** Leaves, flowers, sky, trees, animals.
- **Skills:** Observing nature and using natural things for art.
- **Learning Outcome:** Children will make art about what they see in nature.
- **Activities:** Leaf printing, nature collage, drawing a butterfly or tree.