English First Additional Language Grade 1 — Lesson 1

Term 3, Week 7: Creative movement, music and rhythm

Lesson 1

KEY VOCABULARY

jump | hop | spin | march | clap

PREVIOUS LEARNING

Builds on learners' existing oral vocabulary and their ability to follow simple classroom instructions in English.

LEARNING OBJECTIVES

- Learners will be able to follow simple movement instructions using target action words.
- Learners will be able to name at least four movement action words in English.
- Learners will be able to participate in a call-and-response action rhyme.

ACTIVITIES

Beginning — 10 minutes

Sing a familiar greeting/warm-up song with actions to settle the class and recap known vocabulary. Do simple stretches to prepare for movement.

Resources: chalkboard

Middle — 30 minutes

Teacher models each action word (jump, hop, spin, march, clap) using gestures, saying the word clearly alongside a home-language equivalent for scaffolding. Learners stand at their desks/in the open space and repeat actions as a whole class. Play an adapted 'Simon Says' game to practise listening and responding to instructions. Invite small groups to demonstrate an action in front of the class while others name it.

Resources: chalkboard, open classroom space

End — 5 minutes

Quick point-and-say recap: teacher points to word cards on the board and learners say and act out the word. Cool-down breathing.

Resources: chalkboard

DIFFERENTIATION

SUPPORT

Pair struggling learners with a peer buddy who can model the action and use home language cues; use exaggerated gestures and repetition.

EXTENSION

Ask stronger learners to combine two actions in sequence and describe them in a full sentence, e.g. 'I am jumping and clapping.'

INFORMAL ASSESSMENT

Observe learners during the Simon Says game to check they can correctly identify and perform the named action word.

English First Additional Language Grade 1 — Lesson 2

Term 3, Week 7: Creative movement, music and rhythm

Lesson 2

KEY VOCABULARY

clap | tap | syllable | rhyme | beat

PREVIOUS LEARNING

Builds on the movement vocabulary introduced in Lesson 1, using body movement to explore sound patterns in words.

LEARNING OBJECTIVES

- Learners will be able to clap out the number of syllables in movement-related words.
- Learners will be able to identify rhyming word pairs such as hop/top and clap/tap.
- Learners will be able to isolate and say the beginning sound of selected words, e.g. /j/ in jump.

ACTIVITIES

Beginning — 10 minutes

Sing a familiar action rhyme from Lesson 1 to recap vocabulary, then clap the rhythm of the class name together as a warm-up.

Resources: chalkboard

Middle — 30 minutes

Teach syllable clapping using movement words (e.g. 'jump' = 1 clap, 'rhythm' = 2 claps). Use flashcards on the board to play a rhyming pairs matching game (hop/top, clap/tap, jump/bump). Do a sound isolation activity where the teacher says a word and learners jump up if they hear the target beginning sound.

Resources: chalkboard, teacher-made word/picture flashcards

End — 5 minutes

Learners clap the syllables in their own first names as a quick consolidation game.

DIFFERENTIATION

SUPPORT

Use fewer, simpler one-syllable words and physically guide clapping hand-over-hand where needed; repeat words slowly.

EXTENSION

Ask stronger learners to think of an additional rhyming word for each pair or create a simple two-line rhyme of their own.

INFORMAL ASSESSMENT

Observe accuracy of syllable clapping and correct rhyme pair matching during the group activity.

English First Additional Language Grade 1 — Lesson 3

Term 3, Week 7: Creative movement, music and rhythm

Lesson 3

KEY VOCABULARY

dance | music | song | rhythm | together

PREVIOUS LEARNING

Builds on the phonics and oral vocabulary from Lessons 1 and 2, now applying these words in the context of a shared text.

LEARNING OBJECTIVES

- Learners will be able to listen to and follow along with a shared reading text about music and dance.
- Learners will be able to answer simple who/what/where questions about the text.
- Learners will be able to point to and read at least two familiar sight words in the text.

ACTIVITIES

Beginning — 10 minutes

Show the textbook page/poem cover, discuss the picture and predict what the text will be about, linking to home language experiences of music and dance.

Resources: textbook

Middle — 30 minutes

Conduct shared reading of the textbook passage/poem about music and movement. Read aloud with expression, pointing to each word. Pause to discuss key vocabulary and ask comprehension questions. Encourage learners to join in on repeated refrain lines.

Resources: textbook, chalkboard

End — 10 minutes

Learners retell one thing they remember from the story orally, in pairs then to the class.

DIFFERENTIATION

SUPPORT

Use picture cues and brief home-language explanations for tricky words; allow pair-talk before answering questions aloud.

EXTENSION

Ask stronger learners to predict what might happen next in the story or retell it with more descriptive detail.

INFORMAL ASSESSMENT

Use informal questioning during shared reading to check comprehension and recognition of familiar sight words.

English First Additional Language Grade 1 — Lesson 4

Term 3, Week 7: Creative movement, music and rhythm

Lesson 4

KEY VOCABULARY

dance | jump | music | trace | letter

PREVIOUS LEARNING

Builds on the shared reading vocabulary from Lesson 3, connecting spoken and read words to correct written letter formation.

LEARNING OBJECTIVES

- Learners will be able to form target letters (d, m, j) correctly using proper pencil grip.
- Learners will be able to copy two to three theme words (dance, jump, music) into their exercise books.
- Learners will be able to say the sound of each letter while writing it.

ACTIVITIES

Beginning — 10 minutes

Finger-tracing in the air to review the shapes of target letters; recap the sounds of these letters using words from the shared text.

Resources: chalkboard

Middle — 30 minutes

Demonstrate correct letter formation for d, m and j on the board, saying the sound aloud. Learners practise guided tracing in their exercise books, then copy the theme words (dance, jump, music) with picture cues alongside. Teacher circulates to check pencil grip and letter formation, offering individual correction.

Resources: exercise books, chalkboard, textbook

End — 5 minutes

A few learners show and read aloud one word they wrote; class celebrates good letter formation examples.

DIFFERENTIATION

SUPPORT

Provide dotted/traceable letters and wider lines; use hand-over-hand guidance where necessary.

EXTENSION

Ask stronger learners to write a simple sentence using a theme word, e.g. 'I like to dance.'

INFORMAL ASSESSMENT

Observe handwriting samples during circulation to check correct letter formation and pencil grip.

English First Additional Language Grade 1 — Lesson 5

Term 3, Week 7: Creative movement, music and rhythm

Lesson 5

KEY VOCABULARY

draw | write | movement | favourite | because

PREVIOUS LEARNING

Builds on vocabulary, phonics, reading and handwriting practice from Lessons 1 to 4 to produce a piece of emergent writing.

LEARNING OBJECTIVES

- Learners will be able to draw a picture of a favourite movement or dance and attempt to label it.
- Learners will be able to share their work orally using a simple sentence.
- Learners will be able to use at least one taught theme word correctly in their writing or labelling.

ACTIVITIES

Beginning — 10 minutes

Quick whole-class recap of the week's vocabulary through an action song; teacher models an example of emergent writing (a simple drawing with a label).

Resources: chalkboard

Middle — 30 minutes

Learners draw a picture of themselves doing a favourite movement (e.g. jumping, dancing) in their exercise books and attempt to write or copy a label or simple sentence with support from word cards on the board. Teacher circulates to scribe for learners who need it and to encourage independent attempts from others.

Resources: exercise books, chalkboard, textbook

End — 10 minutes

Selected learners share their drawing and sentence with the class; class claps a rhythm to celebrate each contribution.

DIFFERENTIATION

SUPPORT

Allow drawing with a single copied word label; teacher scribes a simple sentence for learners who cannot yet write independently.

EXTENSION

Encourage stronger learners to write a full sentence independently, e.g. 'I like to dance because it is fun.'

INFORMAL ASSESSMENT

Review drawings and writing samples for correct use of theme vocabulary and sentence attempts as an informal assessment of the week's learning.