

JCSRS Primary Learning Programme Long Term Plan

Year 1

Class	Myself (12 weeks)	My environment	The community and international world
C	Food & drinks	Sensory weather	Let's get moving
D	Exploring my senses	Seasons and weather	My journey
B	Knowing and growing	Whatever the weather	where in the world
A	Circle of life	Weather watchers	Rules of the road

Year 2

Class	Myself (12 weeks)	My environment	The community and international world
C	Feasts for the senses	Technology and communication	Who's who
D	Fit for life	Forces and motions	Jobs in the community
B	Time of our lives	Energy exploration	Taking part
A	What's inside?	Light and sound energy	Different roles in the community

Year 3

C	My family	animals and plants in the local environment	Let's celebrate
D	Home is where the heart is	animals and plants in their habitat	Taste around the world
B	Straight from the heart	Caring for animals and plants	Culture and custom around the world
A	Ourselves and expressing ourselves	From farm to table	Festivals around the world

JCSRS Primary Learning Programme Year 1 Term 1 Medium Term Plan

<p>Theme: Myself</p> <p>Unit: Food and drinks</p> <p>Subject: PSHE</p>	<p>Class: C</p> <p>Term: Autumn 2011</p> <p>Weeks in scheme: 12</p>
<p>Cross Curricular links: English, Math, Science, ICT, Creative Arts, PE</p>	<p>Vocabulary: sweet, sour, bitter, milk, hot, cold, bread, eggs, butter, water, cup, plate, fork, spoon, table, breakfast, lunch, dinner, morning, afternoon, night, full, hungry, thirsty, juice, vegetables, rice, pasta, McDonald's, Pizza Hut, menu</p>
<p>Learning Objectives</p>	<p>Learning Outcomes</p>
<p>Week 1-3</p> <p>To develop an awareness of food textures and tastes.</p>	<p>Some students will be able to:</p> <p>explore /distinguish different tastes of food and drinks.</p> <p>be aware of /sort some drinks-hot and cold food and drinks.</p> <p>match/identify some common food and drinks.</p> <p>sign "Hungry" ,"Full" , "Eat" "Drink" "Hot" and "Cold".</p> <p>describe some tastes.</p>
<p>Week 4-5</p> <p>To use utensils properly.</p>	<p>Some students will be able to:</p> <p>explore /match/recognize some utensils.</p> <p>get utensils for lunch.</p> <p>sign "Bowl" , "Spoon" and "More".</p>

Week 6-7 To cook some food and to make drinks.	Some students will be able to: buy some ingredients from supermarket. match /Identify/name some food /drinks photos. match/sort food in groups.
Week 8-9 To communicate likes and dislikes.	Some students will be able to: look at the picture menu. sign “Yummy” ,“Bad” , “Yes” and “No”.
Week 10-12 To develop an awareness of healthy food and food hygiene.	Some students will be able to: find the refrigerator. put food in the refrigerator. wash hands before cooking. sort healthy and unhealthy food and drinks. wash ingredients. put food in a box. put box in the refrigerator.

<p>Theme: Myself</p> <p>Unit: Exploring the senses</p> <p>Subject: Science</p>	<p>Class: D</p> <p>Term: Autumn 2011</p> <p>Weeks in scheme: 12</p>
<p>Cross Curricular links: English, Math, Science, PSHE, ICT, Social Studies, Creative Arts</p>	<p>Vocabulary: Touch, feel, hot, cold, warm, straw, brick, twigs</p> <p>Numbers 1-10, smell, taste, see, look, tongue, nose, ear, eye, listen, cold, warm, soft, hard, bumpy, rough, smooth, jagged, sweet, sour, bitter, salty, tongue</p>
Learning Objectives	Learning Outcomes
<p>Week 1- 3</p> <p>To develop the sense of touch.</p>	<p>Some students will be able to:</p> <p>explore a variety of textures.</p> <p>distinguish between hot and cold.</p> <p>communicate their likes/dislikes in a variety of ways.</p>
<p>Week 4-5</p> <p>To begin to develop the sense of smell.</p>	<p>Some students will be able to:</p> <p>to discriminate between some colours and smells.</p> <p>to communicate likes/dislikes in a variety of ways.</p> <p>know that the nose is associated with smell.</p>
<p>Week 6-7</p> <p>To begin to develop the sense of taste.</p>	<p>Some students will be able to:</p> <p>explore the sense of taste.</p> <p>know that the tongue is associated with taste.</p> <p>communicate likes/dislikes in a variety of ways.</p>

<p>Week 8-9</p> <p>To develop the sense of hearing.</p>	<p>Some students will be able to:</p> <p>know that ears are associated with hearing.</p> <p>identify a variety of sounds.</p> <p>communicate likes/dislikes in a variety of ways.</p>
<p>Week 10-11</p> <p>To develop the sense of sight.</p>	<p>Some students will be able to:</p> <p>know that eyes are associated with sight.</p> <p>match pictures and objects.</p> <p>describe what they see verbally or by using PECS.</p>
<p>Week 12</p> <p>To know the importance of senses in survival</p>	<p>Some students will be able to:</p> <p>use their senses to explore different environments and situations.</p>

<p>Theme: Myself</p> <p>Unit: Knowing and Growing (My body)</p> <p>Subject: Science</p>	<p>Class: B</p> <p>Term: Autumn 2011</p> <p>Weeks in scheme: 12</p>
<p>Cross Curricular links: English, Math, PSHE, ICT, Social Studies, Creative Arts, PE</p>	<p>Vocabulary: complex body parts, baby, child, teenager, old, young, hygiene, clean, dirty, body, safe, unsafe, healthy diet, exercise, happy, sad, feelings</p>
<p>Learning Objectives</p>	<p>Learning Outcomes</p>
<p>Week 1-2</p> <p>To develop an awareness of the make-up of a human</p>	<p>Some students will be able to:</p> <p>explore/match/recognize/name parts of human body.</p>

body.	<p>match and pair the different parts of the body.</p> <p>locate, touch and move different body parts by imitation/upon naming.</p>
<p>Week 3-4</p> <p>To develop an awareness of in what ways bodies change over a lifetime.</p>	<p>Some students will be able to:</p> <p>explore/sequence/talk about the body change over a lifetime.</p> <p>identify and sequence own photos over a lifetime.</p> <p>produce a collage of pictures of him/her with support.</p> <p>identify the young and old people.</p>
<p>Week 5-6</p> <p>To explore how it is to keep clean.</p>	<p>Some students will be able to:</p> <p>match the liquids to the body parts.</p> <p>explore / recognize/tell the ways to keep the body clean.</p> <p>show preference for a clean/dirty person.</p> <p>identify clean/dirty people.</p>
<p>Week 7-8</p> <p>To become aware of the products we use to keep our bodies clean.</p>	<p>Some students will be able to:</p> <p>explore/match/recognize/ name the products we use to keep our bodies clean.</p> <p>match and sort products into groups.</p> <p>look at/locate the products in the supermarket.</p>
<p>Week 9-10</p> <p>To investigate ways of keeping themselves safe.</p>	<p>Some students will be able to:</p> <p>recognize the safe/unsafe places.</p> <p>recognize the safe/unsafe activities.</p>

	explore/identify/tell the ways of keeping themselves safe.
Week 11-12 To develop the ability to make choices that promotes physical and emotional well-being.	Some students will be able to: discriminate a healthy and unhealthy body. explore/identify/tell the ways to keep physically healthy. imitate different facial expression. identify different facial expression. explore/identify/tell the ways to keep emotionally healthy.

Theme: Myself Unit: Circle of Life Subject: Science	Class: A Term: Autumn 2011 Weeks in scheme: 12
Cross Curricular links: Math, English, Creative Arts, PSHE	Vocabulary: Baby, child, adult, egg, caterpillar, chrysalis, adult (butterfly), egg, tadpole, frog, grow, change, teenager, toddler, life cycle, pregnant
Learning Objectives	Learning Outcomes
Week 1-2 To know the main stages in human development from baby to adult.	Some students will be able to: recognize and name the different stages of human development. sequence the different stages.

<p>Week 3-6</p> <p>To know the main stages in animal development from 'baby' to adult (frog and butterfly).</p>	<p>Some students will be able to:</p> <p>recognize and name the different stages of animal development (frog/butterfly).</p> <p>sequence the different stages.</p> <p>develop the skill of observing.</p> <p>identify difference between baby and adult.</p> <p>match baby to its adult counterpart.</p>
<p>Week 7-8</p> <p>To know that females give birth to babies and that babies/children need people to take care of them (animals and humans).</p>	<p>Some students will be able to:</p> <p>name/match/recognize the different ways babies/children (humans and animals) need people to take care of them.</p> <p>demonstrate how to care for baby/animal through role play/educational visit.</p>
<p>Week 9-10</p> <p>To know that humans/animals change as they develop.</p>	<p>Some students will be able to:</p> <p>Match/name the different stages of development to the correct picture.</p>
<p>Week 11-12</p> <p>To consider the changes that happen with each stage.</p>	<p>Some students will be able to:</p> <p>Match age to stage pictures with appropriate name to each stage.</p>

JCSRS Primary Learning Programme Year 1 Term 2 Medium Term Plan

<p>Theme: My Environment</p> <p>Unit: Sensory Weather</p> <p>Subject: Social studies</p>	<p>Class: C</p> <p>Term: Spring 2012</p> <p>Weeks in scheme: 12</p>
<p>Cross Curricular links: English, Math, Science, PSHE, ICT, Creative Arts</p>	<p>Vocabulary: hot/sun/wind/rain/snow/,wet/dry, sunshine ,suntan lotion ,sun glasses, shorts, hat, scarf, coat, waterproof, cloud, rainbow, ice, windy, weather report</p>
<p>Learning Objectives</p>	<p>Learning Outcomes</p>
<p>Week 1-2</p> <p>To develop the concepts of “hot”, “cold”, “wet”, “dry” and “windy”.</p>	<p>Some students will be able to:</p> <p>touch different cold and hot objects.</p> <p>sign cold & hot.</p> <p>touch and then tell whether the object is cold/hot correctly.</p> <p>touch wet and dry objects.</p> <p>sign wet & dry.</p> <p>touch and tell whether the object is wet/dry correctly.</p> <p>feel the wind blowing.</p> <p>sign windy.</p> <p>pick out the fan.</p>
<p>Week 3-5</p>	<p>Some students will be able to:</p>

<p>To investigate different weather types.</p>	<p>walk out on a sunny day.</p> <p>sign sunny.</p> <p>pick out sunny picture from 2 pictures.</p> <p>walk out on a rainy day.</p> <p>sign rainy.</p> <p>pick out rainy picture from 2 pictures.</p> <p>go out on a cloudy day</p> <p>Sign cloudy.</p> <p>pick out cloudy picture from 2 pictures.</p> <p>watch some videos on rainstorms and typhoons.</p> <p>pick out black rainstorm signal from 2 signals.</p> <p>pick out typhoon signals of 8-10 and sign No school.</p>
<p>Week 6-7</p> <p>To learn about the effects of different weather on people: hot and cold.</p>	<p>Some students will be able to:</p> <p>put on some thin clothes.</p> <p>put on some thick clothes.</p> <p>look at a picture of hot places, pick out clothes for putting on.</p> <p>look at a picture of cold places, pick out clothes for putting on.</p>
<p>Week 8-9</p> <p>To find out the effects of different weather on people:</p>	<p>Some students will be able to:</p> <p>put on raincoats and use umbrellas on rainy day.</p>

wet and dry.	put on sunglasses and sunhats on sunny days. look at the weather, decide to bring items needed correctly.
Week 10-12 To put data on and read the weather chart.	Some students will be able to: choose the correct weather sign and put it on the chart.

Theme: My Environment Unit: Seasons and Weather Subject: Social Studies	Class: D Term: Spring 2012 Weeks in scheme: 12
Cross Curricular links: English, Math, Science, PSHE, ICT, Social Studies, Creative Arts	Vocabulary: hot, cold, wet, dry, summer, winter, Autumn, Spring, months of the year, rain, warm, fans, streamers, bubbles, chimes, windmills, kites, bubbles
Learning Objectives	Learning Outcomes
Week 1-3 To begin to investigate different weather types.	Some students will be able to: discriminate between hot/cold. explore/try hot/cold objects/food/drink.
Week 4-5 To begin to be aware of and observe changes in physical environment.	Some students will be able to: observe changes in the environment. sort/match/identify clothes suitable for wet/dry weather. explore waterproof/non waterproof materials.
Week 6-7	Some students will be able to:

To use senses to explore wind.	blow bubbles. use their senses to explore wind.
Week 8-10 To explore differences between day and night.	Some students will be able to: explore shadows. explore objects related to light. explore in the dark. accept a blindfold.
Week 11-12 To identify/sort/match different weather types.	Some students will be able to: sort/match/identify different types of weather. sort/match/identify different clothes for certain types of weather.

Theme: My Environment Unit: Whatever the weather Subject: Social Studies	Class: B Term: Spring 2011 Weeks in scheme: 12
Cross Curricular links: English, Math, PSHE, ICT, Science, Creative Arts, PE	Vocabulary: hot, sun, wind, rain, snow, wet, dry, suntan lotion, sun, typhoon, flooding, glasses, beach, hiking, skiing, swimming, surfing, sun bathing, weather forecast, farming, light, warmth, thick, thin, waterproof
Learning Objectives	Learning Outcomes
Week 1-3	Some students will be able to:

<p>To investigate the different weather that affects the people.</p>	<p>demonstrate the awareness of weather changes.</p> <p>match/ recognize/ name some weather types.</p> <p>use symbols/words to tell the weather for the day.</p> <p>explore/ imitate/ recognize/ name some environmental sounds from different weather type.</p> <p>perform actions/ hum/ sing along some weather songs.</p>
<p>Week 4-5</p> <p>To look at different clothing In accordance with the changing weather.</p>	<p>Some students will be able to:</p> <p>explore/ investigate different clothing materials.</p> <p>match the appropriate clothing to the weather.</p> <p>dress up according to the weather of the day.</p> <p>associate accessories for different weather e.g., umbrella for a rainy day, sunhat and sunglasses for a sunny day, a jacket for a windy day.</p>
<p>Week 6-7</p> <p>To explore the activities for different kinds of weather.</p>	<p>Some students will be able to:</p> <p>experience different kinds of indoor and outdoor activities.</p> <p>match the activities to the weather.</p> <p>recognize/ name the activities.</p> <p>share how they feel on a rainy/sunny/windy day using symbols/words.</p>
<p>Week 8-10</p> <p>To explore the effects of the weather on people in relation to the provision of natural resources.</p>	<p>Some students will be able to:</p> <p>explore/ experience the effects of the weather on people related to provision of natural resources.</p>

	<p>show awareness/ tell the effects of weather on plant growth.</p> <p>show awareness/ tell the usefulness of sunlight and rainfall to our lives.</p>
<p>Week 11-12</p> <p>To develop the awareness of different weather around the world.</p>	<p>Some students will be able to:</p> <p>recognize/ talk about the weather in some countries using pictures.</p> <p>explore/ identify peoples clothing of other countries having a particular type of weather e.g., thin clothing for people in Thailand and Philippines.</p> <p>experience/ listen to/ read weather forecast with support.</p>

<p>Theme: My Environment</p> <p>Unit: Weather Watchers</p> <p>Subject: Science</p>	<p>Class: A</p> <p>Term: Spring 2012</p> <p>Weeks in scheme: 12</p>
<p>Cross Curricular links: English, Math, Science, PSHE, ICT, Social Studies, Creative Arts, PE</p>	<p>Vocabulary: sun, hot, cloudy, rain (amber, red, black), cold, typhoon, windy, autumn (fall), winter, spring, summer, humid, fog</p>
<p>Learning Objectives</p>	<p>Learning Outcomes</p>
<p>Week 1-3</p> <p>To develop an understanding of what weather means.</p>	<p>Some students will be able to:</p> <p>recognize and identify the different types of weather.</p> <p>match the characteristics/symbol to the correct type of weather.</p>
<p>Week 4-5</p> <p>To develop an understanding that the weather is different in other parts of the world (compared to Hong Kong).</p>	<p>Some students will be able to:</p> <p>recognize and identify the different types of weather.</p>

	<p>match the characteristics/symbol to the correct type of weather.</p> <p>recognize/identify/name specific locations discussed on the map.</p>
<p>Week 6-7</p> <p>To investigate the seasons and their changes during the year (appropriate to Hong Kong weather patterns).</p>	<p>Some students will be able to:</p> <p>classify the weather symbols/words into the seasons.</p>
<p>Week 8-9</p> <p>To develop an understanding of how weather affects clothing choice.</p>	<p>Some students will be able to:</p> <p>match/identify the causes and effects of weather and clothing choice.</p>
<p>Week 10-12</p> <p>To develop an understanding of how weather affects activities.</p>	<p>Some students will be able to:</p> <p>match/identify the causes and effects of weather and activities.</p>

JCSRS Primary Learning Programme Year 1 Term 3 Medium Term Plan

<p>Theme: The community</p> <p>Unit: Let's get moving (transportation)</p> <p>Subject: Social Studies</p>	<p>Class: C</p> <p>Term: Summer 2012</p> <p>Weeks in scheme: 10</p>
<p>Cross Curricular links: English, Math, Science, PSHE, ICT, Creative Arts, PE</p>	<p>Vocabulary: car, train, MTR, ship, ferry, airplane, ticket, sea, land, bus stop, mini bus, tram, helicopter, MTR map, airport, harbour</p>
Learning Objectives	Learning Outcomes
<p>Week 1-2</p> <p>To explore different ways of moving around.</p>	<p>Some students will be able to:</p> <p>roll.</p> <p>crawl.</p> <p>walk.</p> <p>swing around.</p> <p>bounce.</p> <p>go fast and go slowly.</p> <p>decide whether he/she needs to take the lift or not.</p>
<p>Week 3-6</p> <p>To investigate different transport on land.</p>	<p>Some students will be able to:</p> <p>get on MTR train.</p> <p>sign train.</p> <p>match /identify toy trains.</p>

	<p>match/identify some colours.</p> <p>count 1-5 cars with/without help.</p> <p>sign car.</p> <p>match /identify toy cars.</p> <p>make a pictogram with support.</p> <p>get into a car.</p> <p>sign bus.</p> <p>match /identify toy bus.</p>
<p>Week 7-8</p> <p>To learn about marine transport.</p>	<p>Some students will be able to:</p> <p>sign boat.</p> <p>match/sort big and small cars.</p> <p>match /identify toy boats.</p> <p>take a ferry ride.</p> <p>put toy cars on land and toy boats in water.</p>
<p>Week 9</p> <p>To identify different transport in the air.</p>	<p>Some students will be able to:</p> <p>sign aeroplane.</p> <p>match /identify toy aeroplanes.</p> <p>match /identify toy helicopters.</p>
<p>Week 10</p>	<p>Some students will be able to:</p>

To be aware of safety of traveling on transport.	follow some rules on transport: <ul style="list-style-type: none"> - Sit - Wait - Queue up - Be nice
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Theme: The community and international world Unit: My Journey Subject: Social Studies	Class: D Term: Summer 2012 Weeks in scheme: 10
Cross Curricular links: English, Math, Science, PSHE, ICT, Social Studies, Creative Arts, PE	Vocabulary: walk, run, jump, train, car, lorry, airplane, in, out, on, under, journey, travel, bike, scooter, scooter board, toys, people, transport, push, pull
Learning Objectives	Learning Outcomes
Week 1-2 To begin to be aware of journeys and different forms of transport.	Some students will be able to: explore traveling in a variety of ways. travel. describe movements.
Week 3-4 To use senses to explore and identify different types of local transport.	Some students will be able to: identify/sort/match different types of local transport.
Week 5-6	Some students will be able to:

To explore and identify forces push/pull	participate in push/pull activities. understand push/pull. explore making marks with wheels/tyres.
Week 6-7 To explore journeys to and from school.	Some students will be able to: demonstrate an understanding of positional language.
Week 8-10 To identify / explore types of international transport.	Some students will be able to: identify different types of international transport.

Theme: The community and international world Unit: Where in the world Subject: Social Studies	Class: B Term: Summer 2012 Weeks in scheme: 10
Cross Curricular links: English, Math, PSHE, ICT, Creative Arts	Vocabulary: map, Hong Kong, Kowloon, New Territories, Central, TST, MTR, train, airplane, ferry, helicopter, light transit, tram, road safety, bus stop, train station, airport, rules, ticket, Octopus card, money, quiet, no drinking, no eating
Learning Objectives	Learning Outcomes
Week 1-2 To know where I live in the world.	Some students will be able to: explore the use of Google earth/map. locate own city on the map. identify/ name some countries they visited.

	<p>aware of/ tell the life style in own city with support.</p> <p>aware of different life style.</p>
<p>Week 3-4</p> <p>To learn about what my own city is like.</p>	<p>Some students will be able to:</p> <p>experience visiting different places in the city.</p> <p>match/ recognize/ name some buildings and landmarks in the city.</p> <p>explore the use of a camera.</p> <p>record information using photographs.</p> <p>explore different materials for making model.</p> <p>build a model using different materials.</p>
<p>Week 5-6</p> <p>To learn about different kinds of transport in own city.</p>	<p>Some students will be able to:</p> <p>match/ recognize/ name different transport in own city.</p> <p>recognize/ tell the kind of transport used to travel to school.</p> <p>Perform actions of/ hum/ sing some songs about transport.</p> <p>experience/ participate in travelling on a short trip using different transport.</p>
<p>Week 7-8</p> <p>To identify the ways of travelling to other places.</p>	<p>Some students will be able to:</p> <p>experience/ identify/ name the methods of transport to other places.</p> <p>match/ identify tickets for different transport.</p>
<p>Week 9-10</p> <p>To learn about the appropriate social behavior when</p>	<p>Some students will be able to:</p> <p>carry out the process of riding on transport with support e.g., buy ticket, go to the</p>

travelling.	<p>platform, go inside the train.</p> <p>sequence pictures of going on a short trip.</p> <p>sort pictures of appropriate/ inappropriate behaviors of travelling on transport.</p> <p>demonstrate appropriate behaviors on public transport.</p>
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<p>Theme: The Community and International World</p> <p>Unit: Rules of the Road</p> <p>Subject: Social Studies</p>	<p>Class: B</p> <p>Term: Summer 2012</p> <p>Weeks in scheme: 10</p>
<p>Cross Curricular links: English, Math, PSHE, ICT, Social Studies, Creative Arts,</p>	<p>Vocabulary: ferry, MTR, tram, bus, airplane, taxi, passport, plane ticket, Octopus card, school bag, suitcase, station, exit, left, right, straight</p>
<p>Learning Objectives</p>	<p>Learning Outcomes</p>
<p>Week 1-3</p> <p>To consolidate understanding of the different types of transport relevant to Hong Kong</p>	<p>Some students will be able to:</p> <p>recognize/identify the different types of Hong Kong transport.</p>
<p>Week 4-6</p> <p>To develop an understanding of appropriate behavior and expectations on the different methods of transport.</p>	<p>Some students will be able to:</p> <p>demonstrate the expected behaviors for each type of transport.</p>
<p>Week 7-9</p> <p>To develop an understanding of how to prepare for the different journeys (things needed).</p>	<p>Some students will be able to:</p> <p>demonstrate understanding of how to prepare for different journeys:</p> <ul style="list-style-type: none"> • Correctly sorting items • Verbalize what is needed

<p>Week 9-10</p> <p>To develop an understanding of mapping and directions for a journey/trip (basic map reading-MTR, bus, etc).</p>	<p>Some students will be able to:</p> <p>demonstrate understanding of basic directionality.</p> <p>demonstrate understanding of a journey and the different essential elements: preparing for a journey (what is needed), transport taken, and the appropriate behavior on the mode of transport.</p>