Homeroom Yearly Plan 2026-2027
Grade : KG1

August 30, 2026- October 22, 2026	November 1, 2026- January 7, 2027	January 10, 2027- March 4, 2027	March 14, 2027- June 10, 2027
English			
Letterland • Recognize lowercase initial sounds - s, a,t, p, l, n, m, d, g, o • Structure when introducing a new sound 1. Welcome and review 2. Story - Introduce new character 3. Sound 4. Keywords 5. Action chant 6. Sound song 7. Sound activities 8. Shape - air tracing 9. Shape - finger tracing	**Letterland** • Recognize lowercase initial sounds - c. k, e, u, r, h, b, f, l, j, v, w, x, y, z, q • Structure when introducing a new sound 14. Welcome and review 15. Story - Introduce new character 16. Sound 17. Keywords 18. Action chant 19. Sound song 20. Sound activities 21. Shape - air tracing 22. Shape - finger tracing	**Letterland** • Introducing Uppercase sounds • Introducing vowels **Writing** • Emergent writing activities • Tracing • Drawing - copying images, using imagination and creating images, drawing for understanding, drawing experiences • Start writing name, words and sounds **Reading** • Picture reading, describing	**Letterland** • Revising Lowercase and Uppercase sounds • Revising vowels • Diagraphs - ck, gr, br, sh, ee, oo etc **Writing** • Tracing • Drawing - copying images, using imagination and creating images, drawing for understanding, drawing experiences • Writing name, words

10. Shape song 11. Shape - writing activities 12. Talk time 13. Read storybook of the new character • Students are expected to recognise character name and sound • Different activities will done to build knowledge of letter and build on fine motor skills • Students should start forming the sounds in flour or rice before working in Workbook 1 and 2 • Much revision should still be done on previous sounds taught while still teaching new sound • Making picture anchor charts about the sound introduced **Writing**	23. Shape song 24. Shape - writing activities 25. Talk time • Read storybook of the new character • Students are expected to recognise character name and sound • Different activities will done to build knowledge of letter and build on fine motor skills • Students should start forming the sounds in flour or rice before working in Workbook 1 and 2 • Much revision should still be done on previous sounds taught while still teaching new sound • Making picture anchor charts about the sound introduced **Writing**	pictures and building on comprehension skills by asking questions when picture reading • Identifying common objects • Recognizes characters, major events, author and illustrator • Recognizes that words are read from left to right, top to bottom, and page to page • Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name • Recognizes that letters are grouped to form words f. Differentiates letters from numerals • Identifies front cover and back cover	and sounds **Reading** • Picture reading, describing pictures and building on comprehension skills by asking questions when picture reading, checking for understanding and building comprehension skills • Identifying common objects • Recognizes characters, major events, author and illustrator • Recognizes that words are read from left to right, top to bottom, and page to page • Recognizes and names some upper/lowercase letters of the alphabet,

• Emergent writing activities • Tracing • Drawing **Reading** • Picture reading, describing pictures and building on comprehension skills by asking questions when picture reading • Identifying common objects • Recognizes characters, major events, author and illustrator • Recognizes that words are read from left to right, top to bottom, and page to page • Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name • Recognizes that letters are	• Emergent writing activities • Tracing • Drawing **Reading** • Picture reading, describing pictures and building on comprehension skills by asking questions when picture reading • Identifying common objects • Recognizes characters, major events, author and illustrator • Recognizes that words are read from left to right, top to bottom, and page to page • Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name • Recognizes that letters are	• Identifying simple sight words • Identifying syllable and rhyming words • Start to sequence stories • Dramatize what happens in the story **Listening & Speaking** • Storytelling - doing orals, speaking in front of peers • Singing • Finger fun • Initiates and extends conversations • Asks questions related to theme or item • Understands and follows spoken direction • Responds and expresses • Building on vocabulary	especially those in own name • Recognizes that letters are grouped to form words f. Differentiates letters from numerals • Identifies front cover and back cover • Identifying simple sight words • Identifying syllable and rhyming words • Story sequencing • Retell the story using the characters, main idea etc **Listening & Speaking** • Storytelling - doing orals, speaking in front of peers • Singing • Initiates and extends conversations • Asks questions related to

grouped to form words f. Differentiates letters from numerals • Identifies front cover and back cover **Listening & Speaking** • Storytelling • Singing • Finger fun • Initiates and extends conversations • Asks questions related to theme or item • Understands and follows spoken direction • Responds and expresses • Building on vocabulary	grouped to form words f. Differentiates letters from numerals • Identifies front cover and back cover **Listening & Speaking** • Storytelling • Singing • Finger fun • Initiates and extends conversations • Asks questions related to theme or item • Understands and follows spoken direction • Responds and expresses • Building on vocabulary		theme or item • Understands and follows spoken direction • Responds and expresses • Building on vocabulary
Math			

• Count up to 20 • Count objects up to 10 • Students will answer the question "how many __?" after counting. • Students will recognize numbers 0-5 • Students will name numbers 0-5 • Students will trace numbers 0-5 • Understand the relationship between numbers and quantities to 10; connect counting to cardinality • Recognizes whether the number of objects in one group is more than, fewer than, or equal to • Name, describe and trace shapes • Describe their similarities, differences, and other	• Count up to 20 • Count objects up to 10 • Students will answer the question "how many __?" after counting. • Students will recognize numbers 0-10 • Students will name numbers 0-10 • Students will trace numbers 0-10 • Understand the relationship between numbers and quantities to 10; connect counting to cardinality • Recognizes whether the number of objects in one group is more than, fewer than, or equal to • Name, describe and trace shapes • Describe their similarities, differences, and other	• Count up to 20 • Count objects up to 11-20 • Students will answer the question "how many __?" after counting. • Students will recognize numbers 11-20 • Students will name numbers 0-15 • Students will trace numbers 0-15 • Understand the relationship between numbers and quantities to 15; connect counting to cardinality • Recognizes whether the number of objects in one group is more than, fewer • Making AB, AAB,ABB, ABC, or equal toABB, ABC pattern.	• Count up to 20 (extend those who can and want to 25-30) • Count objects up to 11-20 • Students will answer the question "how many __?" after counting. • Students will recognize numbers 15-20 • Students will name numbers 15-20 but also revise all numbers • Students will trace numbers 15-20 but will do revision on other numbers • Understand the relationship between numbers and quantities to 20; connect counting to cardinality • Recognizes whether the number of objects in

attributes • Create and build shapes from components • Name and recognise colors	attributes • Create and build shapes from components • Name and recognise colors • Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)	• Recognizing what comes next in a pattern • Recognize AB, AAB and ABB patterns • Describe prepositions and position objects around	one group is more than, fewer • Making AB, AAB,ABB, ABC, or equal toABB, ABC pattern. • Recognizing what comes next in a pattern • Recognize AB, AAB and ABB patterns • Describe prepositions and position objects around themselves • Name and describe 3D shapes • Describe objects around them that are 3D shapes • Name shapes regardless of size • Compare 2D and 3d shapes

			• Create and build shapes using different components • Introduce and understand Adding and Subtracting • Doing Adding and Subtraction sums using fingers, counters etc

Social Studies

Unit 1 - Welcome to KG • Become familiar with the school environment classroom routines, and daily expectations • Develop a sense of belonging and begin building positive relationships with teachers and classmates	**Unit 3 - My 5 Senses** • Students will identify and describe their 5 senses • They will associate their senses with the body part • They will use their senses to observe, explore, and gather information about the world around them through guided hands-on	**Unit 5 - Plants & Living Things** • Plants are living things - every part of a plant has an important function • Different kinds of plants around us example : succulents, trees etc • Plants grow from seeds and need water, nutrients, and light	**Unit 7 - Transformations** • Many things around us can change • There are many ways objects can change • There are many kinds of changes in nature • Some things about me change, and some

• Demonstrate independence in basic routines such as unpacking, lining up, and cleaning up • Follow simple directions and understand classroom rules that promote safety and respect • Express feelings and needs appropriately using words, gestures, or visuals • Begin to participate in group activities and work cooperatively with others **Unit 2 - All About Us** • Who am I and who are the people in my life • What makes me unique and important • What feelings do I have and why do I have them	experiences and discussions. • Use senses to explore, investigate, and understand the world around us • Do multiple experiments to explore their 5 senses **Unit 4 - Water** • What does water do • Where can we find water • What happens to water when it changes temperature • What happens when we put things in the water and will be learning about sinking and floating • How does water help us as humans • Students will know that water is all around us	• Learning how a seed grows • Observing plants are all around us • Types of plants • Learning that plants are essential for many reasons • Students will plant and grow their own **Unit 0 - National Day** • Students will learn about their country - culture, traditions, economy, food, landscapes, heritage, building, animals, currency, music, sports, language, flag, clothing etc • An National Day Celebration set up will be held in order to celebrate the country and parents also participate in this	things stay the same • Focusing on transformations of season, people, water and animals • Topics include : how will I continue to change and grow? **(people)** What changes around me? **(seasons)** What kinds of changes happen in nature? **(animals)** How can objects change? **(water)** The students will do a project - book or poster with timeline using pictures they bring from home of how they change from a baby **Unit 7 - Transportation**

• What makes my classroom and family so special and unique • Recognize and describe themselves and others in terms of physical features, abilities, likes, and preferences. • Identify ways people are alike and different, and understand that everyone is unique and special. • Develop self-awareness and confidence by sharing personal information such as name, age, family members, and favorite activities. • Demonstrate respect and empathy towards others by listening, sharing, and	• Water changes depending on how warm or cold it is • Some things change when you put them in water • Learning that all living things need water **<u>Unit 0 - International Day</u>** • Each class will choose their own country which they learn about and explore • Students will learn about the chosen countries cultures, traditions, economy, food, landscapes, heritage, building, animals, currency, music, sports, language, flag, clothing etc • An International Day set up will be held in order to celebrate the country and	event **<u>Unit 6 - Babies</u>** • Human babies - What they need, how they grow and how to take care of them • Animal babies - What they need, how they grow and how to take care of them • Some baby animals come from an egg and others come from their mommies stomach • There are similarities and differences in the ways babies are cared for • Explore how they grow from a baby to being a KG students	(This will depend if there is enough time to do this unit. It is an extra unit and is optional) • Different modes of transport • Land, sea and air transportation modes • Knowing the difference between all the transportation modes (cars can't fly so they can't go in the air, they belong on land)

celebrating diversity within the classroom. • Understand the importance of families, friends, and community helpers in their lives.	parents also participate in this event		