

## Course syllabus

Subject : English

Year : 1

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 8	My house	* Vocabulary: Rooms in a house or flat * Ask and answer questions: Is she/he ___? Yes, she/he is. No she/he isn't. Are they ___? Yes, they are. No they aren't. Where's ___? Where are ___?	F1.1-2 Grade 1	F1.1 -2. Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading	* Students should be able to identify different places at home. * Students should be able to read and demonstrate understanding of a short story. * Students should be able to pronounce the sound /sh/ on its own and in a word. * Students should be able to differentiate between the sounds /h/,/s/,/sh/. * Students should be able to read and understand a description of a flat; find specific information in a text. * Students should be able to identify vowels within words; write about your home.
			F1.1-1 Grade 1	F1.1 -1. Act in compliance with simple orders heard.	
			F4.1-1 Grade 1	F4.1 -1. Listen/speak in simple situations in the classroom.	

Unit 9	My lunch box	<p>* Vocabulary: food in a lunch box.</p> <p>* Making sentences: I've got ____. I haven't got ____.</p> <p>* Using a or an: an + a, e, i, o, u</p>	<p>F1.1 Grade 1</p> <p>F1.2 Grade 1</p> <p>F4.2 Grade 1</p>	<p>F1.1-3. Choose the pictures corresponding to the meanings of words and groups of words heard.</p> <p>F1.2-3. Use simple orders by following the models heard.</p> <p>F4.2 -1. Use foreign languages to collect relevant terms around them.</p>	<p>* Students should be able to identify different foods found in a lunch box.</p> <p>* Students should be able to read and demonstrate understanding of a short story.</p> <p>* Students should be able to read descriptions of different lunch boxes and show understanding by matching lunch boxes with their descriptions.</p> <p>* Students should be able to pronounce and differentiate between the sounds /ch/,/k/,/ch/.</p>
Unit 10	My friends	<p>* Vocabulary: adjectives describing hair and eyes.</p> <p>* Review: Shapes vocabulary</p> <p>* Making sentences: He's/She's/It's got ____. He/She/It hasn't got ____.</p>	<p>F1.1 Grade 1</p> <p>F4.1 Grade 1</p>	<p>F1.1 -1. Act in compliance with simple orders heard.</p> <p>F4.1 -1. Listen/speak in simple situations in the classroom.</p>	<p>Students should be able to read a descriptive letter and demonstrate understanding by matching the children with their descriptions.</p>

					<p>Students should be able to ask and answer questions about appearance.</p> <p>Students should be able to pronounce the sound /th/ on its own and in a word.</p> <p>Students can match full and abbreviated forms with the contractions 've and 's.</p>
Unit 11	The zoo	<p>* Vocabulary: zoo animals.</p> <p>* Making sentences: I like ____. I don't like ____. I'm _____. They're _____. Describing animals.</p>	<p>F4.2 Grade 1</p> <p>F1.1 Grade 1</p>	<p>F4.2-1. Use foreign languages to collect relevant terms around them.</p> <p>F1.1-2 Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.</p>	<p>* Students should be able to read a poem for specific information.</p> <p>* Students should be able to identify preferences.</p> <p>* Students are able to describe animals as well as match an animal to its description.</p> <p>* Students should be able to pronounce the sound /a/ on its own and in words.</p> <p>* Students should be</p>

					able to blend the vowel <i>a</i> with consonants to form simple CVC words.
Midterm Semester 2					
Unit 12	Dinnertime	<p>* Vocabulary: food we eat at dinner.</p> <p>* Ask and answer sentences: Do you like ___? Yes, I do. No, I don't. What do you like? I like ___.</p>	<p>F4.2-1 Grade 1</p> <p>F4.1 Grade 1</p>	<p>F4.2-1. Use foreign languages to collect relevant terms around them.</p> <p>F4.1 -1. Listen/speak in simple situations in the classroom.</p>	<p>* Students are able to identify food preferences.</p> <p>* Students are able to read and understand a menu.</p> <p>* Students are able to read an information text and find specific details.</p> <p>* Students are able to pronounce the sound /e/ on its own and in words.</p> <p>* Students are able to blend the vowel <i>e</i> with consonants to form simple CVC words.</p> <p>* Students are able to differentiate between the sounds /a/ and /e/.</p>

Unit 13	My bedroom	<p>* Vocabulary: Things in my bedroom</p> <p>* Using <i>there's</i> and <i>there are</i>.</p> <p>* To ask and answer questions about where things are. Using question marks and full stops.</p>	<p>F1.1 Grade 1</p> <p>F4.1 Grade 1</p>	<p>F1.1 -1. Act in compliance with simple orders heard.</p> <p>F4.1 -1. Listen/speak in simple situations in the classroom.</p>	<p>* Students are able to read for specific details and identify rooms from their descriptions.</p> <p>* Students are able to differentiate between one and more than one.</p> <p>* Students are able to pronounce the sound /i/ on its own and in a word.</p> <p>* Students are able to identify the letter I in the middle of words and associate it with the sound /i/.</p> <p>* Students are able to differentiate between the sounds /e/ and /i/.</p>
Unit 14	Verbs	<p>* Vocabulary: action words.</p> <p>* Ask and answer questions: He can/can't ____. Can he ____? Yes, he can. No, he can't.</p>	<p>F1.1 Grade 1</p> <p>F4.1 Grade 1</p>	<p>F1.1 -1. Act in compliance with simple orders heard.</p> <p>F4.1 -1. Listen/speak in simple situations in the classroom.</p>	<p>* Students are able to read and understand descriptive texts.</p> <p>* Students are able to write about what they can and can't do.</p> <p>* Students are able to pronounce the sound /o/ on its own</p>

					<p>and in a word.</p> <p>* Students are able to identify the letter o in the middle of words and associate it with the sound /o/.</p> <p>* Students are able to blend the vowel o with consonants to form simple CVC words.</p>
Unit 15	The beach	<p>* Vocabulary: things at the beach</p> <p>* Making sentences with: Let's making and responding to suggestions.</p>	<p>F1.1 Grade 1</p> <p>F1.2 Grade 1</p> <p>F4.2 Grade 1</p>	<p>F1.1-3. Choose the pictures corresponding to the meanings of words and groups of words heard.</p> <p>F1.2-3. Use simple orders by following the models heard.</p> <p>F4.2 -1. Use foreign languages to collect relevant terms around them.</p>	<p>* Students are able to read and understand a postcard.</p> <p>* Students are able to identify pictures from their descriptions.</p> <p>* Students are able to pronounce the sound /u/ on it's own and in a word.</p> <p>* Students are able to blend the vowel u with consonants to form simple CVC words.</p> <p>Students are able to differentiate between the sound /i/,/o/,/u/.</p>
<b>Final Exam Semester 2</b>					

## Course syllabus

Subject : Mathematics

Year : 1

Semester: 2

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
10 & 17	Numbers to 100	<ul style="list-style-type: none"> <li>-Counting numbers to 100.</li> <li>- Comparing by subtracting.</li> <li>- Comparing, Ordering and Number patterns.</li> </ul>	M1.1 Grade 1	<p><b>M1.1-1.</b> Write and Read Hindu-Arabic Thai numerals Showing the quantity of objects or cardinal numbers not exceeding 100 and 0.</p> <p><b>M1.1-2.</b> Compare and arrange sequence of cardinal numbers not exceeding 100, and 0.</p>	<ul style="list-style-type: none"> <li>- Students should be able to recognise numbers to 10.</li> <li>- Students should be able to count, spell and write numbers on their own.</li> <li>- Students should be able to count in ascending and descending order.</li> <li>- Students should be able to count in different patterns, 2s, 5s and 10s.</li> <li>-Students should be able to compare different numbers to determine which is bigger, smaller or same.</li> </ul>
11 & 18	Addition & Subtraction within 100	<ul style="list-style-type: none"> <li>- Learning different ways to add.</li> <li>- Addition without regrouping.</li> </ul>	M1.2 Grade 1	<p><b>M1.2-1.</b> Add, subtract and mixed addition and subtraction of cardinal numbers not exceeding 100, and 0, as well as be</p>	<ul style="list-style-type: none"> <li>- Students should be able to add in different ways.</li> <li>- Students should be able to write number</li> </ul>

		<ul style="list-style-type: none"> <li>- Addition with regrouping.</li> <li>- Adding three numbers.</li> <li>- Ways to subtract.</li> <li>- Subtracting without regrouping.</li> <li>- Subtracting with regrouping.</li> </ul>		<p>aware of validity of the answers.</p> <p><b>M1.2- 2.</b> Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 100, and 0.</p>	<p>sentences using vocab.</p> <ul style="list-style-type: none"> <li>- Students should be able to give examples of the different ways to say plus.</li> <li>- Students should be able to demonstrate the different ways we can subtract.</li> <li>- Students should be able to write number sentences using vocab.</li> <li>- Students should be able to give examples of the different ways to say minus.</li> </ul>
7	Time	<ul style="list-style-type: none"> <li>- Telling time to the hour.</li> <li>- Telling time to the half hour.</li> </ul>			<ul style="list-style-type: none"> <li>- Students should be able to tell time using the digital and analogue clocks.</li> <li>- Students should be able to use <b>a.m, pm</b> when telling time.</li> </ul>

					<ul style="list-style-type: none"> <li>- Students should be able to use morning, afternoon, evening and night when talking about different time periods.</li> </ul>
14 & 15	Multiplication & Division	<ul style="list-style-type: none"> <li>- Ways to multiply.</li> <li>- Adding the same number.</li> <li>- Making multiplication stories.</li> <li>- Solving multiplication word problems</li> <li>- Sharing equally.</li> <li>- Finding the number of equal groups.</li> </ul>	M6.1 Grade 1	<p>M6.1-1. Apply diverse methods for problem - solving.</p> <p>M6.1-2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p>	<ul style="list-style-type: none"> <li>- Students should be able to answer verbal or written multiplication problems.</li> <li>- Students should be able to solve basic word problems.</li> <li>- Students should be able to give examples of the different ways we can multiply.</li> <li>- Students should be able to equally divide items given.</li> <li>- Students should be able to solve division problems.</li> <li>- Students should be able to use the learnt vocab to make sentences linked with multiplication and division.</li> </ul>

4	Money	<ul style="list-style-type: none"> <li>- Introduction to money.</li> <li>- Tell the amount of money.</li> <li>- Adding and Subtracting money.</li> </ul>			<ul style="list-style-type: none"> <li>- Students should be able to state that money comes in different forms and state their denomination.</li> <li>- Students should be able to add and subtract money.</li> <li>- Students should be able to identify different values of money.</li> </ul>
Final Exam Semester 2					

## Course syllabus

Subject : **Science**

Year : **1**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 8	Its all around	Where can we find wind, air and water? Where does water come from? How do we use water?			<ul style="list-style-type: none"> <li>* Students should be able to state that air is all around</li> <li>* Students should be able to state that wind is moving air and it can move things.</li> <li>* Students should be able to give examples of different sources of water.</li> <li>* Students should be able to give examples of how we can use water.</li> </ul>
Unit 9	Day and Night	<ul style="list-style-type: none"> <li>* Things to see in the sky during daytime.</li> <li>* Things to see in the sky at night</li> </ul>	Sc7.1 Grade 1	Sc7.1. Specify that in the sky there are the sun, the moon and stars.	<ul style="list-style-type: none"> <li>* Students should be able to identify what we can see in the sky during the day.</li> </ul> <p style="text-align: center;">Students should be able to identify what we can see in the sky during night.</p>
Unit 10	How is the weather today?	<ul style="list-style-type: none"> <li>* Types of weather</li> <li>* How weather affects us</li> </ul>	Sc7.1 Grade 1	Sc7.1. Specify that in the sky there are the sun, the moon and stars.	<ul style="list-style-type: none"> <li>* Students should be able to identify different types of weather.</li> <li>* Students should be able to state that weather changes.</li> </ul> <p style="text-align: center;">Students should be able to give examples of how weather affects us.</p>

Unit 11	Light	* Different sources of light	Sc7.1 Grade 1	Sc7.1. Specify that in the sky there are the sun, the moon and stars.	Students should be able to state that it is bright during the day because the sun gives out light.  Students should be able to state that light helps us see and give some examples of other sources of light.
Unit 12	Heat	* Sources of heat * Uses of heat	Sc7.1 Grade 1	Sc7.1. Specify that in the sky there are the sun, the moon and stars.	* Students should be able to state that the sun gives out heat. * Students should be able to give examples of other sources of heat. Students should be able to give examples of the uses of heat.
Unit 13	Sound	* Different types of sound around us. * Different things make different sounds. Uses of some sounds.	Grade 1		* Students should be able to identify different sounds in the environment. * Students should be able to differentiate between loud and soft sounds. * Students should be able to give examples of the different uses of sounds. * Students should be able to demonstrate some different ways to create sounds.
Unit 14	Push and pull	* Different things move differently. * Different types of pulling actions	Sc4.1 Grade 1	Sc4.1: Understanding of the nature of electromagnetic, gravitational and nuclear forces; investigative process of seeking	* Students should be able to state that an object moves when you push or pull.

		* Different types of pushing actions.		knowledge and applying acquired knowledge for useful and ethical purposes.	* Students should be able to distinguish between objects that are easy to move and objects that are difficult to move. * Students should be able to state why some objects are easy to move while some objects are difficult.
Unit 15	Turn it on, turn it off	* What makes things work? * Sources of electricity.	Sc4.1 Grade 1	Sc4.1: Understanding of the nature of electromagnetic, gravitational and nuclear forces; investigative process of seeking knowledge and applying acquired knowledge for useful and ethical purposes.	* Students should be able to give examples of things that need electricity. * Students should be able to give examples of how to use electricity safely. * Students should be able to give examples of how to save electricity.
<b>Final Exam Semester 2</b>					

## Course syllabus

Subject : **Social Studies**

Year : **1**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 1	Buddhism	<ul style="list-style-type: none"> <li>* The three gems of Buddhism</li> <li>* The Buddha</li> <li>* Dharma</li> <li>* Important Buddhist days</li> </ul>	<p style="text-align: center;">F1.1 Grade 1</p> <p style="text-align: center;">F2.2 Grade 1</p> <p style="text-align: center;">F4.1 Grade 1</p>	<p>F1.1. Recount in brief the life of the Buddha or the lives of the Masters of students' own religions.</p> <p>F1.2. Delight in and tell the models of living and the insights from the lives of the disciples, stories of the Buddha's previous lives, tales and exemplary believers as prescribed.</p> <p>F1.3. Tell the meaning and importance of and respect the Triple Gem, observe the principles of the Three Admonitions of the Buddha in Buddhism, or the moral principles of students' own religions as prescribed.</p>	<ul style="list-style-type: none"> <li>* Students should be able to state what the three gems of Buddhism are.</li> <li>* Students should be able to differentiate between good and bad things.</li> </ul> <p>Students should be able to identify and describe important Buddhist days.</p>
Unit 2	World Religions	<ul style="list-style-type: none"> <li>* Buddhism</li> <li>* Islam</li> <li>Christianity</li> </ul>	<p style="text-align: center;">F2.1 Grade 1</p> <p style="text-align: center;">F2.2 Grade 1</p> <p style="text-align: center;">F4.1 Grade 1</p>	<p>F2.1. Tell the benefits and conduct themselves as desirable members of their families and schools.</p> <p>F2.2. Tell the structure, roles and duties of family members in school.</p> <p>F4.1 -1. Use language for communication in various situations in the classroom and in school.</p>	<ul style="list-style-type: none"> <li>* Students should be able to name and identify different religions learnt during the unit.</li> </ul> <p>Students should be able to state and identify the different places of worship and the symbol linked with each religion.</p>
Unit 7	Calendar	<ul style="list-style-type: none"> <li>* The days of the week</li> <li>* The months of the year</li> <li>* Writing the date</li> <li>* The Thai calendar</li> </ul>	<p style="text-align: center;">F4.1 Grade 1</p> <p style="text-align: center;">F2.1 Grade 1</p>	<p>F.4.1 Tell the days, months, year and the counting of time period, based on the calendar used in daily life.</p> <p>F.4.2 Make a sequence of events in daily life, based on the day and time of the events.</p> <p>F.4.3 Tell their own origins and biographical development as well as those of their families by asking those concerned</p>	<ul style="list-style-type: none"> <li>* Students should be able to say/write the different days of the week.</li> </ul> <p>Students should be able to say/write the months of the year in order.</p>

Unit 8	Past and Present	* Present * Past	F4.2 Grade 1  F3.1 Grade 1	F4.2-1. Tell the changes in environmental conditions, objects, utensils and lifestyles between their own time and the times of their parents and grandparents.  F4.2-2. Tell events of the past affecting themselves at present. F3.1-3. Cite examples of economical use of resources in daily life.	* Students should be able to differentiate between the things used in the past and the things we use now (present). * Students should be able to label (verbally or in written form) things as used in the past or present..
Unit 10	The Environment	* Types of environment The compass directions	F5.1 Grade 1  F4.3 Grade 1  F4.3 Grade 1	F5.1-1. Differentiate various things in the surroundings, both natural and man-made. F5.2. Specify relationships of position, distance and direction of various things in the surroundings. F5.3. Specify the main directions and positions of various things. F5.4. Use simple diagrams to show positions of various things in the classroom. F5.5. Observe and tell weather changes in a day.	* Students should be able to identify between a natural and a man-made environment. Students should be able to identify the four compass directions.
Unit 11	The Natural Environment	* Changes in the natural environment * People and the natural environment * Taking care of the natural environment	F5.2 Grade 1  F3.1 Grade 1	F5.2-1. Tell various things of natural origin affecting the lives of human beings. F5.2-2. Observe and compare environmental changes in the surroundings. F5.2-3. Participate in organising environmental order at home and in the classroom.	* Students should be able to give examples of things found in a natural environment. * Students are able to give examples of changes that occur in the natural environment. * Students should be able to identify which changes are good and which changes are bad (harmful) to the natural environment.

# Course syllabus

Subject : **Health**

Year : **1**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
Unit 6	Food	<ul style="list-style-type: none"> <li>* Our three main meals</li> <li>* Eating habits</li> <li>* What food should we eat?</li> </ul>	H4.1 Grade 1	<ol style="list-style-type: none"> <li>1. Observe the principles of the National Health Regulations as advised.</li> <li>2. Tell symptoms of their own illness.</li> <li>3. Follow advice when they have symptoms of an illness.</li> </ol>	<ul style="list-style-type: none"> <li>* Students should be able to state what our three main meals are.</li> <li>* Students should be able to identify some good and bad eating habits.</li> </ul> <p>Students should be able to name different food that we eat for each meal.</p>
Unit 7	Healthy Teeth	<ul style="list-style-type: none"> <li>* Things we can do with our mouth and teeth</li> <li>* Brushing our teeth</li> </ul> <p style="text-align: center;">Advantages of healthy teeth</p>	H1.1 Grade 1	<ol style="list-style-type: none"> <li>1. Explain characteristics and functions of external organs.</li> <li>2. Explain methods of taking care of external organs.</li> </ol>	<ul style="list-style-type: none"> <li>* Students should be able to identify different things that we do with our mouth and teeth.</li> <li>* Students should be able to state how often we should brush our teeth.</li> </ul> <p>Students should be able to state why it is important to keep our teeth clean and healthy.</p>
Unit 8	Exercise and Rest	<ul style="list-style-type: none"> <li>* Exercises we can do</li> <li>* Ways we can take a rest</li> <li>* Exercises we do at school</li> <li>* Advantages of enough sleep</li> </ul>	H4.1 Grade 1		<ul style="list-style-type: none"> <li>* Students should be able to name different activities we can do to exercise.</li> <li>* Students should be able to name different activities we can do to take a rest.</li> </ul> <p>Students should be able to give reasons as to why it's important to get enough sleep.</p>

# Course syllabus

Subject : **Phonics**

Year : **1**

Semester: **2**

Unit	Topic	Content	B.E. 2551 Standard	B.E. 2551 Grade Level indicator	Objectives
	Page 3 in the book	Revision of Phonic alphabet and chants. What are vowels and consonants?	F1.2 Yr 1	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should be able to accurately pronounce and spell simple words
6	Lesson 6 in the book	Short vowel sounds - a, e, i, o, u	F1.2 Yr 1	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should learn to pronounce 's' on the ends of words (and be able to spell a variety of focus words that contain all the short vowels they have been learning) "hops dogs cats bats pigs wigs runs bugs gets lets"
		Assessment 1. All short vowels sounds 1 + ending 's'	F1.2 Yr 1		
10	lesson 10 in the book	Long 'a' vowel sound with magic 'e'	F1.2 Yr 1	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the magic "e" rule and the sound of long 'a' and be able to correctly spell the focus words "ape ate came name same game gave take rake lake"
		Assessment 2. long 'a' with magic 'e'			

11	Lesson 11 in the book	Long 'e' vowel sound with 'e' and 'ee'	F1.2 Yr 1	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of long 'e' and be able to sound out focus words containing it and correctly spell the focus words "he me we be see she feel feet keep deep".
		Assessment 3. long 'e' with 'e', 'ee'			
12	lesson 12 in the book	Long 'i' vowel sound with magic 'e'	F1.2 Yr 1	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of long "i"; be able to sound out focus words containing it and magic 'e', and correctly spell the focus words "time life line mine bike size like kite ride side".
		Assessment 4. long 'i' with magic 'e'			
13	lesson 13 in the book	Long 'o' vowel sound with 'o' and 'o' with magic 'e'	F1.2 Yr 1	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of long "o"; be able to sound out focus words containing it (and magic 'e'), and correctly spell the focus words "no go rose so bone home hope hole vote joke".

		Assessment 5. long 'o' with 'o' and magic 'e'			
	Lesson 14 in the book	Long 'u' vowel sound with 'u', 'o', 'oo', 'ou' and 'u' with magic 'e'			Students should know the sound of long "u"; be able to sound out focus words containing it (and magic 'e'), and correctly spell the focus words "use June emu menu to too do you moon room".
		Assessment 6. long 'u' with 'u', 'o', 'oo', 'ou', 'u' with magic 'e'			
		Consolidation and catch-up lesson	F1.2 Yr 1	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
		Revision week for Phonics exam	F1.2 Yr 1	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
		Phonics Exams (revision week for other subjects)			
Final Exam Semester 2					