



TERM .

WEEK .

Grade 3

English

MY DAILY ROUTINE. WEEKLY PLAN

.SCOPE AND SEQUENCE.

TERM .

WEEK .

Overview	Vocabulary	Grammar Focus	Functional Language
Learners describe daily routines, explaining what they do and when using time expressions and prepositions of time.	wake up get dressed eat/have breakfast/lunch/dinner go to school go home do homework go to sleep	Wh-questions [What time do you _____?] Prepositions of Time [at] Adverbs of Time [in the morning, in the afternoon, in the evening, at night, at the weekend] Examples: What time do you wake up in the morning? I have breakfast at 7 o'clock in the morning. We eat supper at night. We go to the beach at the weekend.	FL.9 Describing habits, routines, tasks, and jobs

Specific Student Learning Outcomes (SSLOs)

- Literacy Readiness**
 - 3.LR.SP.2: Recognise and apply basic spelling rules.
 - 3.LR.HP.1: Demonstrate fluid handwriting movements that balance speed and legibility.
 - 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.
- Speaking Listening and Oral Communication**
 - 3.SLOC.LC.3: Ask and answer questions to demonstrate understanding.
 - 3.SLOC.OLD.3: Connect ideas using appropriate transition words and conjunctions.
 - 3.SLOC.LC.4: Use transition words to recall the sequence of spoken information.
- Reading**
 - 3.R.RF.1 Read texts at an appropriate pace, adjusting speed for text difficulty and purpose.
 - 3.R.RF.2 Use phrasing, pausing, and expression to reflect meaning and tone in the text.
 - 3.R.RF.3 Self-correct when reading miscues that affect meaning.
 - 3.R.RF.4 Apply punctuation cues (e.g., commas, quotation marks) to guide expressive reading.
 - 3.R.VD.4: Use new vocabulary words in speaking and writing tasks.
- Writing**
 - 3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays.
 - 3.W.WC.5: Maintain consistent form and structure throughout the writing process.

MY DAILY ROUTINE. WEEKLY PLAN

.TEACHER GUIDANCE.



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Teaching Tips

- Begin with a quick review of **telling the time** to reactivate prior knowledge before introducing daily routines.
- Introduce daily routine vocabulary using pictures and elicit the actions from learners before revealing the answers.
- Model the question form '**What time do you...?**' and practise it chorally before pair work.
- Highlight the structure **verb + at + time** when talking about routines (e.g., *I wake up at seven o'clock*).
- Use interactive activities where letters appear gradually to encourage learners to predict and guess vocabulary.
- Reinforce sequencing language **first, then, finally** when describing daily routines.
- Introduce time expressions visually using contextual images to clarify **in the morning, in the afternoon, in the evening, at night, and at the weekend**.
- Maintain a clear progression from vocabulary activation → language modelling → guided practice → pair speaking activities.

Stretch

- Encourage confident learners to describe their full daily routine using sequence words and time expressions.
- Ask learners to extend their answers with more details (e.g., *I wake up at seven o'clock in the morning and I have breakfast at seven thirty*).
- Invite learners to ask follow-up questions such as '**What do you do at the weekend?**'
- Challenge learners to report a partner's routine to the class using complete sentences.

Support

- Model questions and answers clearly and repeat chorally before individual responses.
- Provide sentence frames such as:
What time do you ____?
I ____ at ____.
- Use gestures and pictures to reinforce the meaning of routine verbs.
- Accept short answers initially and reformulate them into full sentences.
- Pair learners strategically so confident students support developing speakers during speaking tasks.

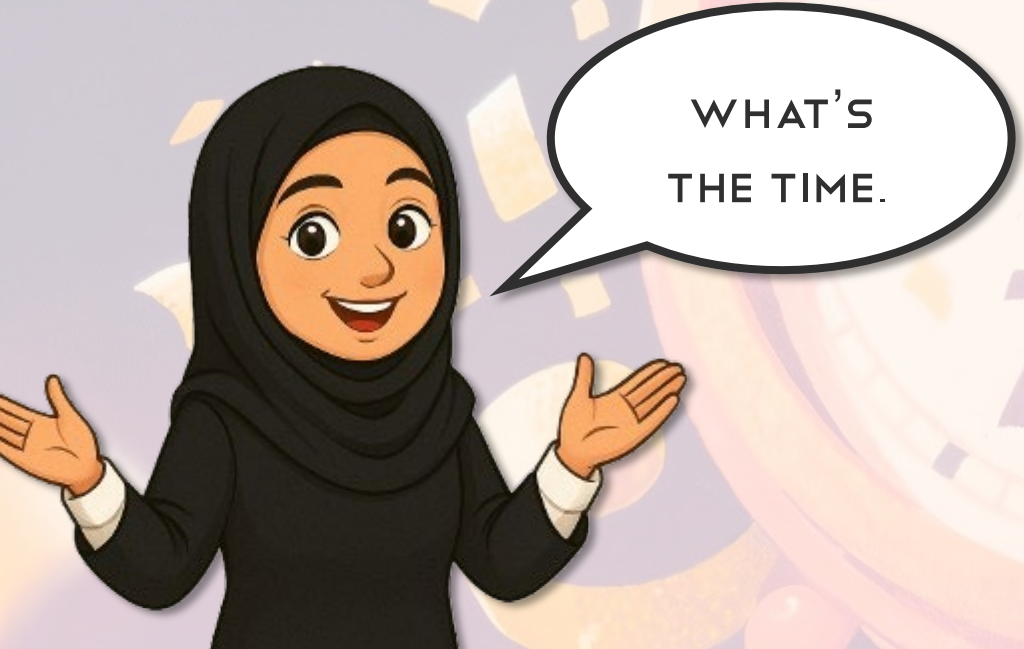
Additional Notes

- Emphasise communication and meaning rather than perfect accuracy when introducing new structures.
- Reinforce the difference between **specific time (at 7 o'clock)** and general time expressions (**in the morning / at night**).
- Encourage learners to use complete spoken sentences during pair activities.
- Use interactive slides (guessing activities, sequencing, and interviews) to maintain engagement and participation.
- Connect the lesson to learners' real lives by **discussing typical school-day routines in the UAE**.

ACTIVITY: WHAT'S THE TIME.

Let's practice telling the time

1. Choose a number.
2. Look carefully at the clock.
3. The clock will disappear after 2 seconds.
4. Say the time.



1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

ACTIVITY. DAILY ROUTINES



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What activities do you do every day? What activities do you do every weekend?

Click on a
picture to
find out
about the
activity.

Can you think of
some activities that
you do every day?
Name as many as
you can.

Can you think of
some activities that
you do every
weekend? Name as
many as you can.



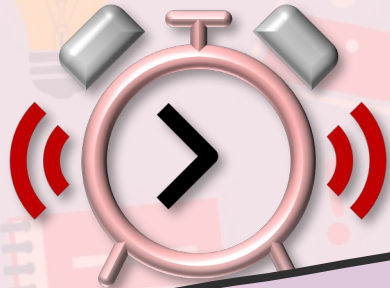
ACTIVITY. LANGUAGE FOCUS



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*Learn how to use 'at' with
time.*

at + **time**



7.00 a.m.



9.00 p.m.

I wake up **at** 7.00 a.m.

I go to sleep **at** 9.00 p.m.

ACTIVITY. SPEAKING



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Describe your daily routines.

1. Put the routines into the correct order.

2. Then describe your daily routine.

3. Use **first**, **then** and **finally**.

4. Remember to use **'at'** before the time.

2



5



4



First, _____

Then, _____

Then, _____

1



3



4

Then, _____

Finally, _____

ACTIVITY: LANGUAGE FOCUS – MORE TIME EXPRESSIONS



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Learn some more time expressions

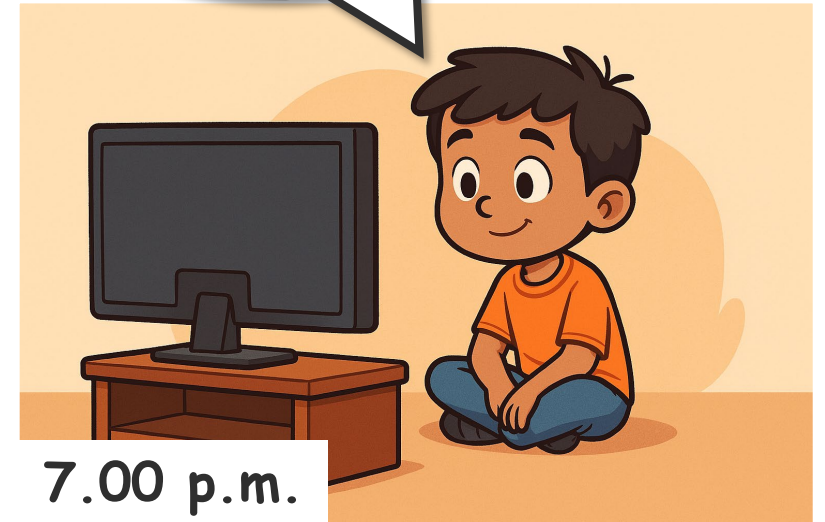
I eat
breakfast **in**
the morning.



I do my
homework **in**
the afternoon.



I watch TV
in the
evening.



in



the morning

the afternoon

the evening

ACTIVITY: LANGUAGE FOCUS – MORE TIME EXPRESSIONS



Learn some more time expressions.



at



night

the weekend

ACTIVITY: FIND SOMEONE WHO...



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Ask and answer questions about daily routines.

1. Ask your partner questions.

2. Use 'What time do you...?'

3. Listen carefully to the answer and write their answers in the table on the next slide.

4. Change partners.

What time do you wake up in the morning?

I wake up at 7.00 a.m.

What time do you do your homework?

I do my homework at 4.00 in the afternoon.

What do you do at the weekend?

I play football at the weekend.

ACTIVITY: FIND SOMEONE WHO...



Record your answers.

Student	Wake up	Have/Eat breakfast	Go to school	Do homework	Have/Eat dinner	Go to sleep	At the weekend
Ali	7.00	7.30	8.30	5.00	6.15.	10.00	Meet with friends
Sara	7.15	7.45	8.15	6.00	7.00	10.30	Go shopping

Tell the Class about your friend's daily routine and what they do at the weekend.

Sara wakes up at 7.15 in the morning and she has breakfast at 7.45 a.m. She goes to school at ____

At the weekend, she goes shopping.



Describe typical school-day routines in the UAE.