

**Note to Parents/guardians:** Your child will be assigned **one** of the two pathways below in each week of the camp, based on their score in the diagnostic check, which will be conducted on the first day. The academic team will then determine the best pathway to support your child's learning, tailored to their language ability.

## Week 5 – Pathway 1: My English: All About Me (30 June to 04 July 2025)

In this unit, the focus is on sharing personal information. Learners will use basic verbs and structures with which to ask and answer questions and share information about themselves. This can be used to help build confidence among learners. Students will also have opportunities to integrate their learning in this module with health, education, civics, art and mathematics.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: All About Me</b>	<p>Identify letters of the alphabet.</p> <p>Recognise, identify, sound, and name the letters of the alphabet.</p> <p>Recognise, identify, and blend sounds in individual words.</p> <p>Understand, with support, simple words, and phrases in short, simple, illustrated texts.</p> <p>Begin to deduce the meaning of a limited range of simple, familiar words, with support, by linking them to pictures.</p>	<p>Understand, with support, a limited range of short, simple questions which ask for simple information.</p> <p>Deduce meaning from context, with support, of a limited range of simple words.</p>	<p>Produce short phrases using gesture.</p> <p>Describe people, places and objects.</p> <p>Give basic information about themselves using simple words and phrases.</p> <p>Ask simple questions about classroom routines and find out a limited range of personal information and respond accordingly.</p> <p>Produce short, isolated, rehearsed phrases using gesture and signalled requests for help when necessary.</p>	<p>Write letters/words in a straight line from left to right.</p> <p>Form upper- and lower-case letters.</p> <p>Write familiar words.</p> <p>Write, with support, words and short phrases to give personal and factual information.</p> <p>Begin to use a limited range of simple grammatical structures, allowing for frequent, basic mistakes.</p>	<p>Use possessive adjectives to describe objects.</p> <p>Use demonstrative pronouns.</p> <p>Use articles.</p> <p>Use common present simple forms to give basic personal and factual information.</p> <p>Use familiar question words and structures.</p> <p>Use can/can't to describe ability.</p>

### Project Portfolio work

The "Family Time" project encourages students to explore the concept of families by examining the similarities and differences in family structures, roles, and traditions. Students will identify who lives in their home, interview a family member, and reflect on special activities their families do together. They will also create a family tree, family models, and compile a group photo album and poster to highlight family similarities and differences. The project aims to foster an understanding of diverse family dynamics, cultural variations, and the significance of family traditions. Students will engage in activities that promote both self-reflection and collaborative learning about families from around the world.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<b>Family time</b>	<p>In this project, students will explore various aspects of family life, both in Singapore and around the world. They will learn to compare and contrast families in different cultures and reflect on the role of families in their own lives. Some of the key questions they will explore include:</p> <p>What is family, and what does it mean to them? How are families similar and different across cultures? What activities do families enjoy together in Singapore and in their home countries? How do their families celebrate important events like birthdays or holidays?</p>	<p>Working with their teammates, students will interview each other to learn more about family life. Through these conversations, they will explore the following questions:</p> <p>Who lives in their homes? How does the number of people in their homes compare to their teammates?</p> <p>What languages do they speak at home? Do they spend time with extended family members (like cousins or grandparents)?</p> <p>What are the roles and responsibilities of parents in their families?</p>	<p>Students will learn vocabulary and structures to talk about family. Key language points include:</p> <p>Family members (parents, siblings, grandparents, etc.)</p> <p>Extended family members (aunts, uncles, cousins)</p> <p>Descriptive phrases such as:</p> <p>"Families are..." "Families have..." "Families like to..."</p> <p>Adjectives: close, distant, big, small, supportive, caring, helpful Comparative and superlative forms for describing family members: "My brother is kinder than my sister." "My father is the funniest person in my family."</p>	<p>To better understand family structures, students will interview both classmates and family members. During this research, they will:</p> <p>Create a family tree and understand its significance.</p> <p>Investigate family traditions and rituals from their own and other cultures.</p> <p>Explore common family structures around the world, understanding the differences and similarities.</p> <p>Examine how family roles vary in different cultures and countries.</p> <p>Investigate how family size changes across cultures.</p>	<p>Students will showcase their learning by creating a visual project about families around the world:</p> <p>Share a photo of their family with labels of family members.</p> <p>Add photos of family members and descriptions of each one.</p> <p>Include pictures of places their family enjoys visiting together.</p>	<p>At the end of the project, students will:</p> <p>Draw different family models to highlight their similarities and differences.</p> <p>Create a group photo album that showcases the diversity of families in their class.</p> <p>Produce a group poster comparing their families, focusing on shared traits.</p> <p>Identify and illustrate the similarities and differences within their team's families.</p> <p>Create a comic strip that illustrates weekend activities they do with their family.</p>

## Week 5 – Pathway 2: My English: Fun & Games (30 June to 04 July 2025)

This unit focuses on the familiar contexts of hobbies, sports, and games, but it also extends these, so learners will read about different hobbies, outdoor activities and games from different cultures. The language emphasis of this topic is on introducing countable and uncountable nouns, and using adjectives, different verb forms and a limited range of prepositions.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Fun &amp; Games</b>	<p>Understand the main points of simple texts.</p> <p>Read a range of short texts with confidence.</p> <p>Understand most specific and detail in simple texts.</p>	<p>Understand the main points of short talk.</p> <p>Understand questions which ask for information.</p> <p>Understand specific detail of short talk.</p> <p>Understand a range of instructions.</p>	<p>Ask questions and respond accordingly.</p> <p>Give instructions.</p> <p>Pronounce familiar words and phrases clearly.</p>	<p>Use legible handwriting.</p> <p>Spell high frequency words accurately.</p> <p>Write a short sequence of simple descriptive sentences.</p> <p>Write a sequence of simple instructions.</p>	<p>Use verbs followed by infinitive and gerund forms.</p> <p>Use prepositions of direction.</p> <p>Use adjectives and comparative/superlative adjectives.</p> <p>Use countable and uncountable nouns.</p> <p>Use connectives to link parts of sentences.</p> <p>Use a range of quantifiers.</p>

### Project Portfolio work

In this project, students will work in teams to organise a collectors' convention, learning what makes items valuable and how to describe different collections using terms like "rare," "unique," and "in demand." They will research collectors' events, create promotional materials like flyers, and plan the details of their own convention. Students will develop skills in writing descriptive paragraphs, asking research questions, and using event-planning vocabulary, while collaborating to produce high-quality work.

Project	Question/challenge	Team	Language	Research	My world	Outcomes
<b>My Collection</b>	Students will explore what makes something valuable and organise a Collectors' Convention to showcase unique and meaningful collections.	<p>Students will explore their teammates' collections and learn about their interests.</p> <p>They will find out:</p>	<p>Students will explore vocabulary related to describing and valuing collections.</p> <p>Adjectives: <i>rare, unique, valuable, old, vintage, limited edition, authentic, incomplete, complete.</i></p> <p>Phrases for value: <i>in demand, highly sought</i></p>	<p>Students will explore what a collectors' convention is and what takes place at one.</p> <p>They will investigate:</p> <p>What happens at a collectors' convention.</p> <p>Whether any conventions are held</p>	<p>Students will explore popular collectibles by researching last year's top ten most sought-after items.</p> <p>They will:</p> <p>Find out which toys or</p>	<p>Students will plan a collectors' convention to celebrate collections and make attendees feel valued. They will decide on the collection to showcase, how to advertise the event, where to hold it, what activities to include, whether there will be special guests, and if collectibles will be for sale.</p> <p>In the portfolio, students will:</p>

<p>They will consider:</p> <p>What makes an item valuable; monetary worth, historical significance, rarity, or personal meaning?</p> <p>How do collectors choose what to collect?</p> <p>How can a convention promote and display collections effectively?</p>	<p>What do they collect?</p> <p>How big is their collection?</p> <p>What was the first item they collected?</p> <p>What is their favourite item and why?</p> <p>Students will take notes, draft a well-structured paragraph about each teammate, and have their work checked before adding it to their portfolio.</p>	<p><i>after, prized by collectors, in perfect condition, one-of-a-kind.</i></p> <p>For their portfolio, students will:</p> <p>Record new words in speech bubbles.</p> <p>Use green for verbs, blue for nouns, and red for adjectives.</p> <p>Write a sentence using each word to reinforce its meaning.</p> <p>Choose their favourite word from the project and highlight it in a star at the end.</p>	<p>locally or for collections of interest.</p> <p>How conventions are advertised to attract collectors.</p> <p>Examples of flyers or posters for collectors' events.</p> <p>What makes these events exciting and worth attending.</p> <p><b>Portfolio Task:</b></p> <p>Draft well-formed questions to research collector conventions.</p> <p>Carefully write these questions in the designated box.</p> <p>Look for relevant information online and document findings.</p>	<p>collectibles were the most popular last year.</p> <p>Create a list of the top ten collectibles and add it to their portfolio.</p> <p>Print and attach a picture of the list if possible.</p> <p>Reflect on their own collections by noting if they own any of the items from the list in the "Things I've Noticed" box.</p>	<p>Create a mind map of their ideas.</p> <p>Produce a flyer with all event details.</p> <p>List the materials needed for the flyer in the 'My Materials' section.</p> <p>Discuss how to ensure high-quality work with their partner.</p> <p>Write at least three success criteria for their work, such as:</p> <p>"We will work on the computer."</p> <p>"We will use a word template."</p> <p>"We will include pictures of the collectibles."</p>
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## Week 6 – Pathway 1: My English: Our Colourful World (07 July to 11 July 2025)

The subject of this unit allows students to integrate language lessons with other subjects in the curriculum, such as science, art and maths, and to learn the names of colours and how we use colour words and other adjectives to describe things. The concepts are developed using familiar objects and by encouraging learners to draw on their personal experiences and observations of colours in the real world.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Our Colourful World</b>	<p>Understand words and phrases in short, illustrated texts.</p> <p>Begin to deduce the meaning of a limited range of simple, familiar words, with support, by linking them to pictures.</p>	<p>Understand, with support, a range of short, simple instructions.</p> <p>Understand, with support, a range of short, simple questions which ask for simple information.</p> <p>Deduce meaning from context, with support, of a limited range of simple words</p>	<p>Reproduce a range of sounds.</p> <p>Describe people, places and objects, and routine actions and events, using simple words and phrases.</p> <p>Reproduce correctly a limited range of sounds in simple, familiar words and phrases.</p> <p>Use a limited range of simple grammatical structures, allowing for frequent, basic mistakes.</p> <p>Take turns when speaking with others in a limited range of short, basic exchanges.</p>	<p>Write familiar words.</p> <p>Write, with support, words, and short phrases to give personal and factual information.</p>	<p>Use common adjectives, including colours, to say what someone/something is or has.</p> <p>Use nouns.</p> <p>Use familiar question words and structures.</p> <p>Use common present simple forms to give basic personal and factual information.</p> <p>Use cardinal numbers 1–2.</p> <p>Use common singular nouns, plural nouns [plural 's'] and proper nouns to say what things are.</p> <p>Use demonstrative pronouns this, these to indicate things.</p>

### Project Portfolio work

The "At School" project encourages students to explore their school experiences and compare them with schools from different times and places. Students will reflect on what they like about school, why it's important, and how it has changed over time. They will also explore how schools might change in the future. This project includes discussing favourite subjects and teachers, drawing their school logo, labelling classroom objects and school uniforms, and interviewing a parent or grandparent about their school experiences. Students will compare their school with those in other countries, focusing on subjects, exams, and rules. The project culminates in creating a comic strip about a school day, designing timetables for a superhero or alien student, and imagining the best school in the world. This project fosters understanding of school life across cultures and time periods while encouraging creative thinking.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
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<b>At School</b>	<p>In this project, students will explore the following questions:</p> <p>What do students like at school? Why do they have to go to school? What makes their school a great place to be? How has school changed since their parents were students, and how might it change in the future?</p>	<p>Students share information about their school with their teammates, including their favourite subjects and teachers. They ask their teammates the same questions to learn about different school experiences.</p> <p>To represent their school visually, they create a drawing of their school logo.</p>	<p>Students learn vocabulary related to school subjects, and classroom objects.</p> <p>They create a labelled picture of their classroom, including items such as desks, chairs, whiteboards, windows, and doors. Additionally, they label a school uniform, including items such as shirts, ties, shoes, skirts, etc.</p>	<p>Students interview a teacher, parent, or grandparent about their school experience to learn how education has changed over time.</p> <p>They also interview students from another country to compare their school experiences, focusing on:</p> <p>Whether they study the same subjects.</p> <p>Whether they have exams.</p> <p>Whether their teachers are strict.</p> <p>What happens when they get into trouble.</p>	<p>Students explore schools around the world by collecting pictures and descriptions of unique schools. They will discuss what makes these schools interesting and how they differ from their own.</p> <p>Additionally, they will take pictures of their own school and classroom, writing descriptions to highlight what makes their school special.</p>	<p>Students create a comic strip illustrating a typical day at school.</p> <p>They will also design timetables for:</p> <p>A superhero kid, with a unique and imaginative schedule.</p> <p>An alien kid, incorporating a fun and creative school routine.</p> <p>Finally, students will imagine and describe the best school in the world, outlining what it would be like and how it could inspire learning in exciting ways.</p>
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## Week 6 – Pathway 2: My English: Is It True (07 July to 11 July 2025)

In this unit, learners will read a brochure, a poem, and a non-fiction text to learn more about rainforests and the animals found there as well as germs (bugs) and animals that are now extinct, but which are thought to have once existed on Earth. There is a focus on facts and opinions and learners will be asked to distinguish between things that are true and things that may not be true.

Module	Reading	Listening	Speaking	Writing	Use of English
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<b>My English: Is It True?</b>	Read a range of short texts with confidence.	Understand questions which ask for information.	Describe people, places and objects using simple sentences.	Use simple grammatical structures and sentence patterns.	Use adjectives and comparative/superlative adjectives.
	Understand specific detail in simple texts.	Recognise the opinions of the speaker(s).	Pronounce familiar words and phrases clearly.	Write a short sequence of simple descriptive sentences.	Use future forms to talk about already decided plans.
	Understand the main points of simple texts.	Understand specific detail of short talk.	Describe people, places and objects using simple sentences.	Express opinions and feelings.	Use tag questions.
	Deduce meaning from context in simple texts.				

### Project Portfolio work

In this project, students work as part of a photojournalism team for *National Geographic*, tasked with documenting nature and wildlife within urban environments for an upcoming magazine edition. They will learn key photography techniques and terminology, such as shot types and camera settings, while conducting research to explore local natural spaces and wildlife. Through teamwork, students will collaborate to create a compelling photo-essay, documenting their findings in a portfolio. The project culminates in a gallery viewing of their work, where students can receive feedback, reflect on their process, and showcase their creative interpretation of urban nature.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<b>Amazing World</b>	<p>How can we document nature in our cities and towns?</p> <p>You are part of an award-winning team of photojournalists at National Geographic. Your editors have assigned an exciting and challenging photo-essay for the next edition. While they usually showcase stunning landscapes from around the world,</p>	<p>Students should take notes on what each team member says during the project discussion. Afterward, write a brief summary about each team member for the portfolio. Be sure to ask the teacher to check your work before including it in the portfolio.</p> <p>Portfolio Instructions</p> <p>Write about each team member and their</p>	<p>Students should familiarize themselves with the following terms to help complete the project: Wide shot · Medium shot · Close up · Portrait · Landscape · Angle · Focus / out-of-focus · Digital / Analogue · Automatic / manual ·</p>	<p>Students may have questions about what qualifies as wildlife and nature or whether there are any natural areas nearby to photograph. Here are some helpful questions for their research:</p> <p>What is a photo-essay?</p> <p>What makes a good photo?</p>	<p>Students can explore nature in their local area through the following activities:</p> <p>Find leaves and flowers to press.</p> <p>Visit local botanical gardens or areas of beauty.</p> <p>Learn about the trees, plants, and flowers in their garden.</p> <p>Build a bug hotel in their garden.</p> <p>Go on a nature walk.</p>	<p>Students will hold a gallery viewing of their photo-essays or bind them together in a 'National Geographic' cover to create a new edition of the magazine. If a public viewing is held, students will ask attendees to leave comments by attaching post-it notes with their feedback.</p> <p><b>Portfolio</b></p> <p>Students will stick a photo of their final photo-essay or the gallery viewing held in class into the provided box. They may also include pictures of themselves and their team while working on the photo-essay. In their portfolio, students will write about what they did during the project and the</p>

	<p>this time, they want you to focus on the beauty of nature and wildlife within urban environments. Your task is to capture the vibrant ecosystems, wildlife, and green spaces that exist within the city, highlighting the coexistence of nature and urban life.</p>	<p>interest in photography or photojournalism.</p> <p>Attach a copy of the picture each team member finds and provide a short summary explaining why they chose it and what they like about it.</p>	<p>Lens, flash, viewfinder, tripod.</p>	<p>Do students need to write a lot?</p> <p>Where can students find an example of a photo-essay?</p> <p>What is nature?</p> <p>Does nature have to include animals?</p> <p>How many photos do students need to take?</p> <p>Where can students find nature in the city?</p>	<p>Take an insect or bird count—how many can they spot in ten minutes?</p> <p>Students should observe and note:</p> <p>What they notice about nature and wildlife in their area.</p> <p>Whether there is a lot of natural space, green and blue space, or thriving nature.</p> <p>If they can spot butterflies, birds, or bees.</p> <p>If nature and wildlife are controlled in their area or allowed to live naturally.</p>	<p>process of creating their photo-essay.</p>
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## Week 7 – Pathway 1: My English: Let’s Have Fun (14 July to 18 July 2025)

In this unit, the focus is on the language of playing games and sports and sharing information on general and curricular topics. This can be used to help build confidence among learners. There are opportunities to integrate activities with health education, physical education, art, mathematics and moral education.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Let’s Have Fun</b>	<p>Deduce meaning of words by linking them to pictures.</p> <p>Understand words and phrases in short, illustrated texts.</p>	<p>Understand, with support, a range of short, simple instructions.</p>	<p>Use a range of simple grammatical structures.</p> <p>Ask simple questions.</p> <p>Reproduce a range of sounds.</p> <p>Describe people, places and objects</p>	<p>Use a range of simple grammatical structures.</p> <p>Write familiar words.</p> <p>Write, with support, words and short phrases to give personal and factual information.</p>	<p>Use prepositions of location and position.</p> <p>Use articles.</p> <p>Use can/can’t to describe ability.</p> <p>Use ordinal numbers.</p> <p>Use prepositions of time.</p>

### Project Portfolio work

The "Have Fun" project focuses on rollercoasters and theme parks, exploring what makes a rollercoaster ride exciting. Students will research the forces and motions involved in rollercoasters, including concepts like gravity, friction, and speed, to help design their own. They will also research the fastest, longest, tallest, and most expensive rollercoasters around the world. As part of the project, students will engage in activities like discussing their team's experiences with theme parks, learning relevant vocabulary, and taking notes on each team member's thoughts. Students will explore the mechanics behind rollercoasters, such as how they work without engines and how to make a ride go fast or upside down. The project culminates in creative tasks like designing a brochure, map, and mood board for their rollercoaster, writing reviews, and establishing safety rules for riders. This project helps students learn about physics, teamwork, and creative design while fostering an understanding of rollercoaster engineering.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<b>Have Fun</b>	<p>Students will explore what makes a rollercoaster ride exciting by considering:</p> <p>What features or elements contribute to the thrill of a</p>	<p>Students will learn more about their team of rollercoaster engineers by discussing:</p> <p>Whether their teammates enjoy theme parks and rollercoasters.</p>	<p>To talk about their rollercoaster in an interesting way, students will learn synonyms for the word "exciting" and alternative ways to describe something as "the best."</p> <p>They will also explore key</p>	<p>Before beginning their rollercoaster design, students will research other roller coasters around the world to gather useful information. They will create a table to display their findings for each of the following questions:</p>	<p>Students will learn how rollercoasters work without engines and explore the principles behind their design. They will write in the section "Things I've Noticed..." to reflect on what they've learned that is important for building their own rollercoaster. Some</p>	<p>Students will complete their rollercoaster design work and document it in their notebook. They will create:</p> <p>A brochure for their rollercoaster, showcasing its features and excitement.</p> <p>A map of their theme park, highlighting the location of their rollercoaster.</p>

<p>rollercoaster ride?</p> <p>What they already know about theme parks and rollercoasters.</p> <p>What they would like to learn about rollercoasters and how they work.</p>	<p>If they have visited any theme parks and their favourite rollercoaster.</p> <p>Whether they find rollercoasters fun or scary.</p> <p>They will take notes on what their teammates say to gather different opinions and ideas.</p>	<p>vocabulary related to forces and motion, which include:</p> <p>Gravity, push, pull, friction, fast, slow, up, down, bounce, turn, roll, resistance, and speed.</p> <p>These words will help students describe their rollercoaster and think about the forces involved in their design.</p>	<p>What are the top five fastest rollercoasters in the world?</p> <p>What are the top five longest rollercoasters in the world?</p> <p>What are the top five tallest rollercoasters in the world?</p> <p>What are the top five most expensive rollercoasters in the world?</p> <p>This research will help students understand key aspects of rollercoaster design and inspire their own creations.</p>	<p>key questions to consider include:</p> <p>Should the rollercoaster start high or low?</p> <p>How can they make the rollercoaster go fast?</p> <p>What is needed to make the rollercoaster go upside down?</p> <p>These observations will guide them in applying their knowledge to their own rollercoaster project.</p>	<p>Reviews from people who have ridden their rollercoaster, describing the experience.</p> <p>A mood board to represent the theme of their rollercoaster (e.g., haunted house, water ride, Jurassic Park).</p> <p>A set of rules for riding the rollercoaster to ensure safety and enjoyment.</p> <p>These outcomes will allow students to present their creative ideas and showcase their rollercoaster designs in a professional and fun way.</p>
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## Week 7 – Pathway 2: My English: Animal Stories (14 July to 18 July 2025)

In this unit learners will read three different animal stories with a moral lesson or life-skill teaching built into them. Peter and the Wolf is presented as a play script. This story was originally written as a musical score with the characters being represented by different musical instruments, so there is some focus on musical instruments and associated sounds. The Pied Piper of Hamelin is a traditional tale which teaches the importance of keeping your promises. This is presented as a listening text with supporting artwork in the Student’s Resource Book. The third story Help! The Sky Is Falling is a rhyming poem adapted from the traditional tale of Chicken Licken; the lesson in this story is that you should not blindly believe what you are told and that panic is seldom a good response.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Animal Stories</b>	<p>Read a range of short texts with confidence.</p> <p>Understand the main points of simple texts.</p>	<p>Deduce meaning from context in short talk.</p> <p>Understand specific detail of short talk.</p>	<p>Ask questions and respond accordingly.</p> <p>Express opinions and feelings.</p>	<p>Use simple grammatical structures and sentence patterns.</p>	<p>Use adjectives and comparative/superlative adjectives.</p> <p>Use like to describe things and about to denote topic.</p>

<p>Deduce meaning from context in simple texts.</p> <p>Recognise the opinions of the writer.</p>			<p>Use many simple grammatical structures and sentence patterns correctly.</p> <p>Initiate, maintain and conclude interaction in exchanges.</p> <p>Pronounce familiar words and phrases clearly.</p>	<p>Write a short sequence of simple descriptive sentences.</p> <p>Express opinions and feelings.</p>	<p>Use prepositions of Direction.</p> <p>Use adverbs of indefinite time.</p> <p>Use imperative forms to give instructions.</p> <p>Express obligation and possibility.</p>
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### Project Portfolio work

In this project, students work as a drama group to re-tell a traditional tale in a creative and engaging way, aiming to captivate an audience and encourage them to return for future performances. Students will learn about the different roles in a theatre production, such as director, costume designer, actor, and scriptwriter, and may take on one of these responsibilities. They will also explore how to turn a story into a script, examining elements like acts, scenes, dialogue, and stage directions. The group will decide on a unique theatre style (e.g., mime, puppetry, dance) to present their story and prepare by writing a script, designing costumes, rehearsing, and organizing the performance. The project culminates in a play, with students inviting an audience and receiving feedback through comments cards, reflecting on their creative process and teamwork.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<p><b>Fantastic Stories</b></p>	<p>How do great storytellers bring their tales to life?</p> <p>In this project, students will work with their drama group to re-tell a traditional tale in a new and interesting way. It is important that students create an engaging performance to ensure the audience is eager</p>	<p>There are many important roles in a drama group, such as Director, Costume Designer, Script Writers, Actors, Prop Manager, and Sound Manager. Each of these roles plays a key part in putting on a successful play.</p> <p>Students should research who works in a theatre and what their responsibilities are. Each team member might choose to take on a role and be responsible for a specific aspect of the play.</p>	<p>To bring a story to life, students must transform the story into a script. They should look at both an example of a story and an example of a script.</p> <p>Students will explore the differences between the two and identify key features in the play script, which</p>	<p>Students are tasked with re-telling a traditional tale in a new and interesting way. There are many types of theatre and drama styles to explore, such as shadow puppets, dance, opera, modern theatre, mime, readers' theatre, pantomime, and Punch and Judy shows.</p> <p>Students should work with their team to consider the following questions:</p>	<p>If possible, students should invite a local storyteller or drama group to the teaching centre to perform a play, providing a valuable experience that they can write about.</p> <p>If this is not possible, students should identify a local story that could be interesting to re-tell. They can explore whether there are any traditional tales originally from their town or city. If they</p>	<p>Students will re-tell a traditional story in a new and interesting way with their drama group. They may choose to incorporate mime, puppets, acting, singing, dance, pantomime, readers' theatre, or other forms of theatre.</p> <p>The group will need to:</p> <p>Write a script.</p> <p>Plan costumes.</p> <p>Rehearse</p>

	<p>to return and watch future shows.</p>	<p>Once the roles are decided, students will take notes about each team member, including:</p> <p>Whether they have been in a play before.</p> <p>If they enjoy acting.</p> <p>Whether speaking publicly makes them nervous.</p> <p>If they are interested in working in theatre or film.</p> <p>Students should practice writing about each team member to ensure their project book work is neat. They should ask their teacher to check their work before finalizing it.</p>	<p>may be new to them, such as:</p> <p>Act and scene</p> <p>Line</p> <p>Stage directions</p> <p>Cast list</p> <p>Narrator</p> <p>Dialogue</p> <p>Stage</p> <p>Audience</p> <p>Interval</p> <p>Sound effect</p>	<p>Are there theatres in my town? Are they showing any interesting plays?</p> <p>What are traditional tales? Have I ever read one?</p> <p>How can a story be turned into a play?</p> <p>What do we need to do to prepare for a play?</p> <p>What types of plays are there?</p> <p>What is mime? What is pantomime?</p> <p>Can we use puppets? How do shadow puppets work?</p> <p>How do we make a shadow puppet theatre?</p>	<p>don't know any local stories, students can ask family members, family friends, or other adults from their town about a traditional tale. Additionally, their teacher may know a traditional tale from their own hometown.</p>	<p>Consider creating flyers and tickets.</p> <p>Decide on who to invite as the audience.</p> <p>Students should brainstorm with their drama group to list all the tasks that need to be completed. It's important to ensure a good audience for the performance. After the play, students will ask the audience to fill out a comment card about what they found interesting or unusual about the story/play.</p> <p>Finally, students should take a picture of themselves and their team performing the show.</p>
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**Week 8 – Pathway 1: My English: Friends and Neighbours (21 July to 25 July 2025)**

This unit allows you to revise basic vocabulary and knowledge of English while assessing the prior knowledge of learners in your class. There are opportunities to integrate language lessons with other subjects in the curriculum, such as social sciences, mathematics, art and drama. Vocabulary and concepts are developed using familiar topics and by encouraging learners to express themselves using whatever knowledge they already have.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Friends and Neighbours</b>	<p>Read fiction and non-fiction texts with confidence.</p> <p>Recognise, identify, and sound words and phrases in texts.</p> <p>Understand specific detail in short texts.</p> <p>Deduce the meaning of words by linking to pictures</p>	<p>Understand a sequence of instructions.</p> <p>Understand questions which ask for information.</p> <p>Understand the main point of short talk.</p> <p>Deduce meaning from context.</p>	<p>Give basic information about themselves.</p> <p>Ask questions and respond accordingly.</p> <p>Describe people, places, objects, routine actions and events.</p> <p>Take turns when speaking with others.</p> <p>Produce simple phrases, pausing to search for expressions and repair communication</p>	<p>Write letters and words of consistent size and spacing.</p> <p>Use upper- and lower-case letters accurately.</p> <p>Plan and write phrases and short sentences.</p> <p>Spell high-frequency words accurately.</p>	<p>Use question words and structures.</p> <p>Use common present simple forms.</p> <p>Use common personal subject and object pronouns, including possessive pronouns.</p> <p>Use cardinal numbers 1–100.</p> <p>Use with to show accompaniment and instrument and for to show recipient.</p> <p>Use prepositions of location, position and direction</p>

**Project Portfolio work**

The "Hello" project focuses on understanding friendship and the qualities that make someone a good friend. Students will reflect on what makes a good friend, explore kind behaviours, and engage in activities like writing about their teammates, including details like their name, age, and where they are from. They will also learn vocabulary to describe positive traits such as kind, cool, friendly, helpful, funny, and clever. Students will draw a map of the class and label it with their classmates' names, create a class photo, and illustrate their best friend. The project culminates in writing about why their friend is special and creating a comic strip that shows examples of kind and unkind behaviour. Through these activities, students will develop social and language skills while gaining a deeper understanding of empathy and friendship.

Project	Question/challenge	Team	Language	Research	My world	Outcomes
<b>Hello</b>	Students will explore the key elements of friendship by considering:	Students will write about their team, providing the following details:	Students will learn and practice using positive adjectives to describe people and their qualities, including:	Students will explore various aspects of friendship and kindness by	Students will create a visual representation of their classroom and friendships by:	Students will create a collection of work that reflects their understanding of friendship and kindness. Their outcomes will include:

<p>How do we make friends?</p> <p>What makes a good friend?</p> <p>How do we show kindness to others?</p> <p>How can we be a good listener when making friends?</p> <p>What does it mean to be trustworthy in a friendship?</p> <p>How can we resolve conflicts with friends?</p> <p>These questions will help students reflect on the qualities and actions that contribute to building and maintaining strong friendships.</p>	<p>The team members' names.</p> <p>Their ages.</p> <p>Where they are from.</p> <p>Their favourite activities or hobbies.</p> <p>They will also reflect on what makes their team special by answering:</p> <p>How does their team work together?</p> <p>What are their team's strengths?</p> <p>What goals do they have as a team?</p> <p>This exercise will help students understand the dynamics of teamwork and appreciate the unique qualities each member brings to the group.</p>	<ul style="list-style-type: none"> <li>• Kind</li> <li>• Cool</li> <li>• Friendly</li> <li>• Helpful</li> <li>• Funny</li> <li>• Clever</li> <li>• Considerate</li> <li>• Caring</li> <li>• Respectful</li> <li>• Supportive</li> <li>• Honest</li> </ul> <p>These words will help students express appreciation and describe the positive traits that make someone a good friend or a valuable team member.</p>	<p>investigating the following questions:</p> <p>What does it mean to be a good friend?</p> <p>What is considered kind behaviour?</p> <p>How do different cultures show friendship and kindness?</p> <p>What are the benefits of having good friends?</p> <p>How do different personalities affect friendships?</p> <p>This research will help students understand the qualities of good friendships and how friendships can vary across cultures and personalities.</p>	<p>Drawing a class map and labelling it with the names of all their classmates.</p> <p>Including a class photo.</p> <p>Drawing or adding a picture of their best friend.</p> <p>They will also reflect on kindness and friendship by answering:</p> <p>How do their family and friends show kindness to them?</p> <p>What kinds of friendships do they have at school?</p> <p>Who in their life demonstrates the qualities of a good friend?</p> <p>This activity will help students appreciate the friendships they have and recognize the importance of kindness in their relationships.</p>	<p>A class map labelled with the names of all their classmates.</p> <p>A comic strip illustrating acts of kindness and unkindness.</p> <p>A short writing piece titled "My friend is special because..."</p> <p>A picture of their best friend accompanied by a written reflection on their friendship, answering:</p> <p>What do they love about their best friend?</p> <p>What special memories do they share?</p> <p>How does their friend support them when they feel sad or frustrated?</p> <p>These activities will help students express appreciation for their friendships and recognize the impact of kindness in their relationships.</p>
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## Week 8 – Pathway 2: My English: Talking About People (21 July to 25 July 2025)

In this unit, learners ask and answer simple questions to learn more about themselves and other people. Talking about themselves and asking questions about others is the focus of the first week. They will find out about some people who have amazing dreams and success stories in Week 2. The week focuses on goals and how to set and achieve short-term and long-term goals, and obstacles that could hinder achievement. The week also looks at chores at home and at school, as well as making to-do lists.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Talking About People</b>	<p>Understand the main points of short texts.</p> <p>Read a range of fiction and non-fiction texts.</p> <p>Read and follow instructions.</p> <p>Recognise the opinions of the writer(s).</p>	<p>Understand the main points of short talk.</p> <p>Understand a range of questions.</p> <p>Deduce meaning from context in short talk.</p> <p>Recognise the opinions of the speaker(s).</p>	<p>Ask questions and respond accordingly.</p> <p>Pronounce familiar words and phrases.</p> <p>Give information using a sequence of sentences.</p>	<p>Express opinions and feelings in writing.</p> <p>Describe people, places, objects, routine past and present events.</p> <p>Spell high frequency words accurately.</p> <p>Use simple grammatical structures and sentence patterns correctly.</p>	<p>Use verbs followed by infinitive and gerund forms.</p> <p>Use present simple forms to describe routines, habits and states.</p> <p>Use imperative forms.</p> <p>Use modal forms.</p>

### Project Portfolio work

In this project, students work as a team of architects to design a futuristic city or improve their own city, addressing challenges like flooding, extreme heat, and overpopulation. They begin by interviewing each other to learn about their interests in architecture, discussing which buildings they like, and considering how future architecture can address environmental issues. Students will also explore concepts like sustainable cities, green spaces, and megacities. After conducting research on current and future city problems, students will plan their own city, either through a detailed model or presentation. They will include key elements such as residential areas, green spaces, and public transportation. The project culminates in presenting their city design to a competition board, with a focus on innovative solutions for urban living, sustainability, and infrastructure.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<b>Our Future World</b>	<p>What will make a great city of the future?</p> <p>Students will work as part of a team of young architects, entering a</p>	<p>In this project, students will work as a team of architects. They should interview their fellow architects with the following questions:</p>	<p>When discussing buildings, it is helpful to describe their shapes and use geometry-related language.</p>	<p>Students should conduct research to learn what others know about cities of the future. Key terms to explore include: megacities, sustainable cities, liveable cities, and green cities.</p>	<p>Many cities are already taking steps to innovate and become more sustainable. Students should explore what their city has already done to be "greener." They can look for examples such as:</p>	<p>Students, as a team of architects, will plan their future city. They can choose to either build a class model (similar to the Geometricity project) or create a presentation and designs for the city.</p> <p>Building the city:</p> <p>The task of building the city can be shared among team members. Each student will</p>



<p>competition to design a new city of the future. They have the option to create an entirely new city or improve their own city.</p> <p>Students will need to find solutions to common city problems, such as flooding, extreme heat, and large populations, and demonstrate how they plan to present these solutions to the competition judges.</p>	<p>What buildings do you like in your city? Why?</p> <p>What would you build in your city? Why?</p> <p>Have you seen buildings in other countries that you like the style of?</p> <p>How do you think architecture will change in the future to help with flooding or extreme heat?</p> <p>Do you like to draw? Are you good at maths and science?</p> <p>Would you like to be an architect?</p> <p>Students should take notes on their team members' answers and ask their teacher to check the spelling. Afterward, students will write about their teammates in their portfolio.</p>	<p>Some useful terms include:</p> <p>Triangle, square, rectangle, circle, hexagon, octagon</p> <p>Pyramid, cuboid, sphere, cube</p> <p>Line, corner, side, parallel, horizontal, vertical</p> <p>Perimeter, area, angle</p> <p>2D, 3D</p>	<p>With their team, students will think of questions to find out what makes a future city a good city. If they have trouble coming up with questions, they can start with the following:</p> <p>What problems does our city already have?</p> <p>What is the air quality like in our city? How can it be improved?</p> <p>What climate change problems will cities face?</p> <p>Are there any green cities already?</p> <p>What problems does traffic cause? How can we improve it? How can public transport be improved?</p> <p>What problems does over-population cause?</p> <p>How do green spaces help?</p> <p>Where does household waste go?</p>	<p>Recycling plants</p> <p>Solar-powered cities</p> <p>Buildings with more green spaces</p> <p>Students can search for relevant news stories or online examples and stick them into their project book to illustrate how their city is working toward sustainability.</p>	<p>build a section of the city on centimetre-squared paper and then join the parts together, making sure to check where the roads connect.</p> <p>Students can create 3D buildings on top of the squared paper.</p> <p>Things to include in the city:</p> <p>Downtown area</p> <p>Schools</p> <p>City living</p> <p>Entertainment spaces</p> <p>Industrial park</p> <p>Roads and transport</p> <p>Business districts</p> <p>Public works</p> <p>Green spaces</p> <p>After constructing the city, students will present their work to the competition board. If possible, they can invite an engineer or city planner to class for additional insight.</p> <p>Finally, students should take a photo of their final work, ensuring it is carefully edited and presented as their best piece of work.</p>
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**Week 9 – Pathway 1: My English: Wild Animals (28 July to 01 August 2025)**

In this unit the focus is on naming and describing wild animals. There are narrative and non-fiction texts for learners to read, listen to, discuss and enjoy. In the narratives the focus is on introducing common regular and irregular verbs in the past simple tense, which is a natural tense for narrative stories. Learners will continue to practise the present simple tense when reading non-fiction texts. Uncountable nouns and further connectives are some of the new structures that are introduced. There are opportunities to integrate activities with natural sciences, drama and mathematics in this unit.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Wild Animals</b>	<p>Understand specific detail in short texts.</p> <p>Deduce the meaning of words by linking to pictures.</p> <p>Read fiction and non-fiction texts with confidence. .</p> <p>Recognise, identify and sound words and phrases in texts</p>	<p>Understand the main point of short talk.</p> <p>Understand questions which ask for information.</p> <p>Deduce meaning from context</p>	<p>Produce simple phrases, pausing to search for expressions and repair communication.</p> <p>Link words and phrases using basic connectives.</p> <p>Describe people, places, objects, routine actions and events.</p> <p>Use simple grammatical structures.</p> <p>Pronounce familiar words and phrases.</p>	<p>Write letters and words of consistent size and spacing.</p> <p>Spell high-frequency words accurately.</p> <p>Write simple phrases to give personal and factual information.</p> <p>Plan and write phrases and short sentences.</p> <p>Link sentences using basic connectives</p>	<p>Use countable and common uncountable nouns.</p> <p>Use connectives (but, or, then) to link words and phrases.</p> <p>Use common adjectives to describe things.</p> <p>Use cardinal numbers 1–100.</p> <p>Use demonstrative and object pronouns</p>

**Project Portfolio work**

The "Go Wild" project focuses on endangered species, their protection, and the extinction of dinosaurs. Students will explore how animals become endangered, how to protect them, and the reasons behind their endangerment, including human impact. They will research animals that are endangered in their country and around the world, learning about their habitats, diets, and populations. Activities include creating a continuum of terms like "safe," "threatened," "endangered," and "extinct," and categorizing animals accordingly. Students will create a world map showing endangered animals, as well as local charity leaflets dedicated to conservation efforts. They will also examine the food chain of an endangered animal, use Venn diagrams to compare human and animal survival needs, and create informative posters and fact files about endangered species. The project culminates in designing a dinosaur museum exhibit featuring fossils, helping students understand both past and present threats to animal life.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
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<p><b>Go Wild</b></p>	<p>Students will explore the impact of environmental and historical changes on animals by considering:</p> <p>How are animals in danger?</p> <p>How can they help protect an endangered species in their area?</p> <p>What happened to the dinosaurs, and why did they disappear?</p> <p>These questions will encourage students to think critically about conservation, extinction, and the importance of protecting wildlife.</p>	<p>Students will engage in a discussion with their teammates by asking:</p> <p>What is their favourite animal, and why do they like it?</p> <p>What is their favourite dinosaur?</p> <p>This activity will help students learn about different animals and dinosaurs while encouraging them to share their interests and opinions with their team.</p>	<p>Students will create a <b>continuum</b> to understand the stages of animal survival by arranging the words: safe, threatened, endangered, and extinct.</p> <p>They will:</p> <p>Write each word inside a speech bubble with a translation or definition.</p> <p>Place pictures of different animals next to each word to show real-life examples.</p> <p>This activity will help students visualize the levels of risk animals face and develop a deeper understanding of conservation.</p>	<p>Students will investigate endangered animals by exploring the following questions:</p> <p>What animals have become endangered around the world?</p> <p>What animals are endangered in their country? How many are left?</p> <p>Where does this animal live, and what does it eat?</p> <p>Why is it endangered?</p> <p>Are there populations of this animal elsewhere in the world?</p> <p>Do humans contribute to endangering this animal?</p> <p>What happens if an animal becomes extinct?</p> <p>Why is it important to stop animals from becoming endangered?</p> <p>This research will help students understand the causes and consequences of animal endangerment and the role humans play in conservation efforts.</p>	<p>Students will explore the global and local impact of endangered species by creating:</p> <p>A world map highlighting endangered animals in different regions.</p> <p>A collection of local leaflets from charities working to protect the identified endangered animal in their area.</p> <p>A food chain diagram illustrating the diet and ecosystem of their chosen endangered animal.</p> <p>A Venn diagram comparing what humans need to survive with what the endangered animal needs to survive.</p> <p>These activities will help students connect their research to real-world conservation efforts and understand the balance of ecosystems.</p>	<p>Students will present their learning in creative ways, including:</p> <p>A poster showcasing an endangered animal, highlighting its habitat, threats, and ways to help.</p> <p>An infographic with key facts and statistics about the endangered animal.</p> <p>Animal and dinosaur fact files, detailing their characteristics, diet, habitat, and conservation status.</p> <p>A dinosaur museum exhibit, featuring fossil models, bones, and a water display to bring prehistoric creatures to life.</p> <p>These activities will help students communicate their research in engaging and informative ways.</p>
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**Week 9 – Pathway 2: My English: Sports & Games (28 July to 01 August 2025)**

In this unit, learners will read about both well-known and different sports. Week 1 of the Student's Resource Book focuses on a girl's football team in Kenya and a poem about gender stereotypes. Learners will also hear about mountain biking. Week 2 reviews the five senses and learners read articles about some unusual sports, including cheese rolling and belly flopping. Week 3 is about how to be a good sport and the equipment needed to play certain sports. It also covers various ways to give advice and tell people what they are and are not allowed to do.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Sports &amp; Games</b>	<p>Understand the main points of short texts.</p> <p>Recognise the opinions of the writer(s).</p> <p>Read a range of fiction and non-fiction texts.</p> <p>Deduce meaning from context.</p>	<p>Deduce meaning from context in short talk.</p> <p>Understand specific detail of short talk.</p>	<p>Ask questions and respond accordingly.</p> <p>Express opinions and feelings.</p> <p>Maintain a range of exchanges.</p>	<p>Plan, write and edit short texts.</p> <p>Describe people, places, objects, routine past and present events.</p> <p>Use simple grammatical structures and sentence patterns correctly.</p> <p>Punctuate short texts during guided writing.</p> <p>Use legible handwriting.</p>	<p>Use tag questions.</p> <p>Use adverbs of degree.</p> <p>Use common abstract nouns and compound nouns.</p> <p>Use if clauses in zero conditionals.</p> <p>Use modal forms.</p>

**Project Portfolio work**

In this project, students work as curators for the TATE art gallery in London, tasked with organizing an art exhibition for an upcoming gala. After a flood destroys the original artwork planned for the event, the students must quickly come up with a new exhibit. They will explore various art styles such as sculpture, painting, photography, and digital art, and learn how to present their art effectively. Students will research famous museums, art galleries, and exhibitions, and explore how art is displayed and described in these settings. They will create and present their own artwork, write descriptions for it, and guide their guests through the exhibition. The project concludes with a gala, where students showcase their work and reflect on their curatorial experience.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
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<p><b>Let's Be Creative</b></p>	<p>Who decides what art is?</p> <p>Students, working as museum curators for the TATE art gallery in London, are preparing to host an annual gala for museum sponsorship. However, a flood has destroyed the original artwork planned for display. Students now need to come up with a solution to this unexpected challenge.</p>	<p>Students will work as museum curators for the TATE art gallery in London, preparing for an annual gala to secure sponsorship. Unfortunately, the original artwork planned for the event has been destroyed due to a flood.</p> <p>Portfolio:</p> <p>Write the challenge question on the lines provided: <i>Who decides what art is?</i></p> <p>Reflect on what students already know about art. Write or draw in the box anything they know about art or art galleries.</p> <p>Next, students will find out what kinds of art their team members like or dislike. They should also explore whether they think they are creative.</p> <p>Practice writing about each team member, ensuring neatness in their project work.</p> <p>Ask the teacher to check their work for spelling and clarity.</p>	<p>Students will explore different styles of artwork. Some examples include:</p> <p>Sculpture and Pottery</p> <p>Printing, Pop Art</p> <p>Painting: Impressionism, Art Deco, Renaissance, Surrealism, Abstract, Portraiture, Pointillism</p> <p>Photography</p> <p>Tapestry</p> <p>Costume and fashion</p> <p>Conceptual</p> <p>Vintage and retro posters</p> <p>Digital</p> <p>Land art, Earth art</p> <p>Activity: Students should record the words they will need to present the information about their art piece in the speech bubbles on the page. They will also need to explain the part of speech (noun, verb, adjective, etc.) next to</p>	<p>To prepare for presenting a museum tour, students will first need to understand how to set up the tour and what the experience will be like for both the guests and the museum. They will also need to know about the types of exhibits being presented and the specific museum involved.</p> <p>Questions to consider:</p> <p>What is the most expensive painting?</p> <p>Who is the most famous photographer?</p> <p>What is TATE?</p> <p>Where is TATE located?</p> <p>Which artists are associated with pop art?</p> <p>Can trash be made into art?</p> <p>What is the difference between portraits and landscapes?</p> <p>What is 3D art?</p> <p>These questions will help students gain a deeper</p>	<p>Some museums and art galleries feature special exhibitions. Students should explore and look for examples of famous art galleries and museums from around the world.</p> <p>Questions to explore:</p> <p>Do you live in a city with a museum or cultural centre that hosts events?</p> <p>What types of art are presented in the galleries and museums?</p> <p>How are the artworks displayed in the galleries and museums?</p> <p>How is the information about the artwork presented to the visitors?</p> <p>Students can add pictures or information about their findings. They might take a picture of themselves in a museum, or include an advertisement of an event, or even a</p>	<p>Students will set up their own art gallery to showcase their artwork, complete with written descriptions. They will invite guests to a gala and give them a guided tour of their displays.</p> <p>Portfolio:</p> <p>Stick a photo of the art piece displayed into the provided rectangle on the page.</p> <p>Write a description below the photo, including:</p> <p>Name of the art piece</p> <p>Artist's name</p> <p>Materials used</p> <p>Date the art piece was made</p> <p>Students should revisit their success targets from earlier in the project and tick the ones they have achieved.</p>
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		<p>Portfolio:</p> <p>Write about each team member in the curatorial team, ensuring the work is neat and free from mistakes.</p>	<p>each word to help understand its usage in the context of their presentation.</p>	<p>understanding of the exhibits and prepare thoughtful responses for their tour presentation.</p>	<p>map of the museum or gallery they explore.</p>	
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## Week 10 – Pathway 1: My English: Do Your Best (04 August to 08 August 2025)

In this unit, the focus is on sharing ideas and thoughts about doing one's best, about playing games and about entering competitions. Learners revise familiar words and structures and learn new structures and vocabulary which they can use for communicating. There are opportunities to integrate activities with other curricula such as drama, art and mathematics.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Do Your Best</b>	<p>Understand the main points of short texts.</p> <p>Deduce the meaning of words by linking to pictures.</p> <p>Read and follow instructions.</p>	<p>Understand questions which ask for information.</p> <p>Deduce meaning from context.</p> <p>Understand a sequence of instructions.</p> <p>Understand the main point of short talk.</p>	<p>Give basic information about themselves.</p> <p>Pronounce familiar words and phrases.</p> <p>Ask questions and respond accordingly.</p> <p>Take turns when speaking with others.</p> <p>Use simple grammatical structures.</p>	<p>Write letters and words of consistent size and spacing.</p> <p>Spell high-frequency words accurately.</p> <p>Plan and write phrases and short sentences.</p> <p>Use basic punctuation.</p>	<p>Use common -ly adverbs to describe actions.</p> <p>Use the adverb too to add information.</p> <p>Use impersonal you in questions.</p> <p>Use 'can' to make requests.</p> <p>Use future simple form.</p> <p>Use adverbs of definite time.</p>

### Project Portfolio work

The "Ready, Steady" project focuses on exploring different types of exercise, comparing team sports to individual sports, and understanding personal preferences toward sports. Students will learn about various sports by discussing their teammates' favourite activities, including the frequency of participation and details like name, age, nationality, and favourite sport. They will also examine the vocabulary associated with different sports, such as tennis, and use surveys to understand how many people prefer team sports versus individual ones. Students will explore the concept of team sports, research their favourite sports teams or athletes, and design a class sports team shirt. The project may include a fun, hands-on activity where students can create and wear their t-shirts, potentially even playing a game against another class. Through these activities, students will develop both their language and teamwork skills while engaging in active learning about sports.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<b>Ready, Steady</b>	Students will explore the importance of exercise and its impact on health by considering:	Students will learn about their teammates' sports interests by gathering information, including:	Students will build their sports vocabulary by creating speech bubbles with different sports names and listing	Students will gather and analyse information about sports by conducting a survey to find out:	Students will explore and reflect on their favourite team sports by:  Drawing or adding a picture of their favourite team sport (e.g., football or another sport),	Students will showcase their creativity by designing a sports team shirt for their class. This will include:  Designing a team t-shirt with colours and



<p>What types of exercise can they do?</p> <p>Are team sports more fun than individual sports?</p> <p>Does everyone enjoy sports?</p> <p>How does exercise help the body stay healthy?</p> <p>How does exercise affect energy levels and mood?</p> <p>How often should people exercise to stay healthy?</p> <p>What are some fun ways to stay active?</p> <p>These questions will encourage students to think about different forms of exercise, personal preferences, and the benefits of an active lifestyle.</p>	<p>Name, age, nationality, favourite sport, and how often they play.</p> <p>They will also discuss:</p> <p>What made them choose their favourite sport?</p> <p>How did they first learn about this sport?</p> <p>Do they prefer playing their favourite sport alone or with friends?</p> <p>What is the best part about playing their favourite sport?</p> <p>This activity will help students understand different sports preferences and encourage discussions about teamwork and personal interests.</p>	<p>associated words on connecting lines.</p> <p>For example:</p> <p>Tennis → racket, ball, court, net, umpire</p> <p>Basketball → hoop, ball, court, team, dribble</p> <p>Swimming → pool, lane, goggles, stroke, coach</p> <p>Football → ball, goal, net, team, field</p> <p>They will then think of other sports and list related words. This activity will help expand their vocabulary and improve their ability to describe sports and equipment accurately.</p>	<p>What are the most popular sports among their classmates?</p> <p>How often do students participate in sports?</p> <p>They will also explore:</p> <p>What defines a team sport and how it differs from an individual sport.</p> <p>How many people prefer team sports versus individual sports, and what are the benefits of each?</p> <p>A famous athlete who excels in an individual sport.</p> <p>A famous sports team or group sport.</p> <p>This research will help students compare different types of sports and understand their impact on teamwork, skill development, and personal preferences.</p>	<p>including the team members or their favourite sports person.</p> <p>Writing about their favourite sports team and explaining why they like them.</p> <p>Sharing what they know about this team, including the players and the coach.</p> <p>Reflecting on what they think makes this team great.</p> <p>Describing how they show support for their team (e.g., wearing shirts, attending games).</p> <p>If they could meet one of their favourite athletes, they will write down what they would ask them.</p> <p>This activity will encourage students to think about teamwork, what makes a successful team, and how to express their support for their favourite sports figures.</p>	<p>symbols that represent their class.</p> <p>Deciding on a team name and explaining why they chose it.</p> <p>Creating a class slogan or motto for the team and discussing how it reflects their team's spirit or values.</p> <p>This activity will allow students to express their teamwork and class identity through design and collaborative thinking.</p>
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## Week 10 – Pathway 2: My English: Digital World (04 August to 08 August 2025)

In this unit, learners will look at various aspects of the internet and technology. In Week 1, they will learn some vocabulary related to computers, and will talk and write about the advantages and disadvantages of the internet, as well as think about life before the internet. Week 2 is about different devices that use technology or the internet to work, while Week 3 is about smart devices and apps and introduces vocabulary about them. Learners also read and create a comic-strip story. This topic links well with science and technology lessons. The research skills are transferable across all subject areas.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Digital World</b>	Understand specific detail in short texts.  Recognise the opinions of the writer(s).  Understand the main points of short texts.  Read a range of fiction and non-fiction texts.	Understand the main points of short talk.  Understand specific detail of short talk.  Understand a range of questions.  Deduce meaning from context in short talk.	Express opinions and feelings.  Pronounce familiar words and phrases.  Initiate, maintain and conclude interactions.  Express opinions and feelings.	Describe people, places, objects, routine past and present events.  Express opinions and feelings in writing.  Spell high frequency words accurately.  Use appropriate layout for a range of genres.	Use present continuous forms.  Use subordinate clauses.  Use a range of future forms.  Use subordinate clauses.  Use modal forms.  Use a range of defining relative clauses.

### Project Portfolio work

In this project, students participate in a debate about whether phones and the internet should be banned in their school. The principal is concerned about the negative effects of phones on students' learning, and students are given the opportunity to present arguments for or against the ban. Working in teams, students research the topic, develop their arguments, and practice debating skills, including the use of language for expressing opinions, agreeing, and disagreeing. They learn about the rules of debate, effective public speaking techniques, and how to present their arguments with supporting evidence. The project culminates in a classroom debate where students present their cases, and the outcome of the debate will influence the decision on the potential ban.

Project	Question/challenge	Team	Language	Research	My world	Outcomes
<b>Media World</b>	The school principal is concerned about the negative impact phones and internet use in schools are having on students. Students are distracted by their phones, often	Students will work together as part of a debate team to research and prepare their arguments. Success will depend on the entire team's effort rather than individual performance. It's	When debating, it is important to use language that helps express opinions, agree, or disagree effectively. Here are some useful phrases:  I agree / disagree with...	To prepare for the debate, it's important for your team to understand the basics and specific rules of debating. Here are some key questions your team could research:	Being a good speaker involves more than just delivering words; body language and tone of voice play a crucial role in communication. To practice, students should deliver a	Now it's time for the team to prepare for the debate. The motion for the debate is whether phones and the internet should be banned in your school. Your team will need to decide if you are the <i>for</i> or <i>against</i> team. Research the points and evidence supporting your argument, but also prepare

<p>staying up late on social media and even using phones to cheat during exams. The principal is considering banning phones and internet use in school. However, before making this decision, the principal has agreed to allow students to hold a debate to discuss whether the ban should be implemented. The debate will involve teams of students, and the principal, parents, and other students will decide together after the debate whether to introduce the ban.</p> <p>Debate Teams Students will be divided into debate teams and tasked with preparing arguments for or against the ban. The teams will need to gather evidence, think critically about the impact of phones and internet use on learning, and</p>	<p>helpful to understand each team member's confidence and experience with debating and speaking publicly in English.</p> <p>Questions to ask your team members:</p> <p>Would you describe yourself as a "chatter-box" in your first language?</p> <p>How confident are you speaking in English?</p> <p>Do you make mistakes while speaking in English? How do you improve?</p> <p>Do you enjoy speaking in public?</p> <p>What do you find easy or difficult about public speaking?</p> <p>Do you have strong opinions about topics?</p> <p>Do you think you will be a good debate speaker?</p> <p>Students should interview their team members and take notes of their answers.</p>	<p>I have mixed feelings about...</p> <p>In my opinion...</p> <p>The reason for this is...</p> <p>Most importantly...</p> <p>The evidence shows that...</p> <p>In my view...</p> <p>A strong argument for this is...</p> <p>My point is...</p> <p>These phrases will be helpful when forming your arguments, so it is a good idea to record them for easy reference during the debate.</p>	<p>What is a debate?</p> <p>What are the rules of a debate?</p> <p>How is a debate room laid out?</p> <p>How long does each person get to speak?</p> <p>How do you know who has won?</p> <p>These questions will help your team understand the structure of the debate and how to prepare effectively. Working together to find answers will also ensure everyone is well-prepared.</p>	<p>short 30-second speech or text in different ways to understand how delivery affects the message:</p> <p>Sitting down</p> <p>With your arms folded and not moving</p> <p>Pointing at people in the audience</p> <p>Hands on your hips</p> <p>Speaking very fast</p> <p>Pausing at commas</p> <p>Speaking in a monotone voice</p> <p>Making eye contact</p> <p>Not making eye contact</p> <p>Each variation helps students understand how body language and tone influence the impact of their speech and audience engagement.</p>	<p>for the possible counterarguments from the opposition.</p> <p>Each speaker should:</p> <p>Plan and write their speaking points.</p> <p>Ensure opinions are supported with evidence.</p> <p>Practice delivering their speech.</p> <p>Set up the classroom for the debate:</p> <p>Appoint a timekeeper and a chairperson.</p> <p>Invite an audience to attend the debate.</p> <p>When speaking, each speaker should begin by saying:</p> <p>"Madam/Mr Chairman, Ladies and Gentlemen..."</p> <p>Make sure the debate runs smoothly, and remember that preparation is key to delivering a successful argument.</p>
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	<p>present their views in a clear, convincing way during the debate. The debate will provide an opportunity to explore the benefits and challenges of phones and internet access in education.</p>	<p>They will then write a paragraph about each person and ask the teacher to check their work.</p>				
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## Week 11 – Pathway 1: My English: My World (11 August to 15 August)

This unit focuses on family, home and school contexts as an introduction to the year. It will help learners develop vocabulary and language structures that are closely related to their immediate world and family. Learners will be encouraged to draw on familiar personal experiences and circumstances in a meaningful manner. The work in this unit allows for integration with social studies, science, art and mathematics.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: My World</b>	<p>Read a range of fiction and nonfiction texts, with confidence.</p> <p>Deduce meaning from context.</p> <p>Understand the main point of short texts.</p> <p>Deduce meaning from context.</p> <p>Understand specific detail in short texts.</p>	<p>Understand questions which ask for information.</p> <p>Understand the main points of short talk.</p> <p>Understand a range of instructions.</p>	<p>Give basic information about themselves.</p> <p>Describe people, places and objects, etc., using sentences.</p> <p>Use simple grammatical structures correctly.</p> <p>Ask questions and respond accordingly.</p>	<p>Use legible handwriting in written work.</p> <p>Use upper- and lower-case letters accurately.</p> <p>Spell high-frequency words accurately.</p> <p>Plan, write and check sentences, with support.</p>	<p>Use common, comparative and superlative adjectives.</p> <p>Use question words and structures.</p> <p>Use demonstrative pronouns.</p> <p>Use prepositions of location, position and direction.</p> <p>Use common adverbs of sequence and direction.</p> <p>Use present simple forms.</p> <p>Use past simple regular and irregular forms.</p>

### Project Portfolio work

The "Eating Out" project involves students designing a successful restaurant at the British Council, focusing on menu creation, marketing, and understanding international cuisines. Students will start by discussing and writing about what makes a good restaurant, then research foods from countries like Italy, America, India, China, and Mexico, recording their vocabulary and spelling each food correctly. To ensure their restaurant is successful, students will create a survey to gather feedback from classmates about food preferences. They will also research how restaurants advertise through websites, flyers, and menus, and include a menu from a favourite restaurant in their portfolio for inspiration. The students will design their restaurant concept, considering its name, theme, logo, slogan, menu, and prices, while sketching and planning how it will look. They will write success criteria to ensure their restaurant idea is well-executed, such as including a logo or using a computer to design the menu. The project encourages creativity, research, and planning, culminating in a presentation to showcase their restaurant ideas.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<b>Eating Out</b>	Students will explore the concept of a	Students will work together to learn about each other's opinions on what	Students will expand their food vocabulary by:	Students will conduct research to ensure their	Students will learn about restaurant advertising by:	Students will prepare to present their restaurant idea by:

<p>successful restaurant by considering:</p> <p>What type of restaurant would be successful at the British Council?</p> <p>What kind of cuisine would appeal most to students and staff?</p> <p>Should the restaurant offer a variety of foods or focus on one type of cuisine?</p> <p>How can the restaurant cater to different dietary needs (e.g., vegetarian, vegan, gluten-free)?</p> <p>These questions will encourage students to think about food preferences, cultural diversity, and practical considerations when planning a restaurant that meets the needs of a diverse community.</p>	<p>makes a good restaurant by:</p> <p>Writing a paragraph for each team member, explaining their ideas about what makes a good restaurant.</p> <p>Ensuring their work is neat and free of mistakes.</p> <p>Discussing what type of cuisine they like best and sharing their thoughts.</p> <p>Sharing their favourite restaurant in Singapore and explaining why they like it.</p> <p>This activity will help students develop writing skills while learning from their teammates' experiences and preferences.</p>	<p>Identifying foods that come from different countries, such as Singapore, Italy, America, India, China, and Mexico.</p> <p>Using their vocabulary page to record these foods, writing the name of the country in a speech bubble, and listing the associated foods on the line next to it.</p> <p>Paying attention to correct spelling of all foods.</p> <p>At the end of the project, students will choose their star word from the unit to write in their student notebook.</p> <p>This activity will help students learn about global cuisines while reinforcing spelling and vocabulary retention.</p>	<p>restaurant idea is successful by:</p> <p>Working in groups to think of useful questions to ask their classmates about food preferences.</p> <p>Creating a simple survey to find out what food and drinks they should sell at the restaurant.</p> <p>This will help students gather valuable information from their peers, allowing them to tailor their restaurant offerings to meet the preferences and dietary needs of the community.</p>	<p>Exploring how restaurants use websites, flyers, posters, logos, and special food offers to attract customers.</p> <p>Finding a menu from their favourite restaurant or a famous restaurant in their town to include in their portfolio.</p> <p>Sticking the menu into their portfolio and circling or highlighting items that should be included in their own restaurant menu.</p> <p>This activity will help students understand marketing strategies and design elements necessary for creating an appealing restaurant menu.</p>	<p>Deciding on key elements for the restaurant, such as name, theme, logo, slogan, menu, and prices.</p> <p>Choosing where the restaurant will be located within the British Council and considering how it will look.</p> <p>Evaluating how to ensure their restaurant will be successful and identifying what makes it stand out.</p> <p>Sketching, planning, and drafting ideas, while taking notes on everything needed for their presentation to Mr. and Mrs. Money Bags.</p> <p>Students will also:</p> <p>Write five success criteria for their project, such as:</p> <p>"We will make sure we have a logo."</p> <p>"We will use the computer to make our menu."</p> <p>"We will add a dollar sign to the prices on our menu."</p> <p>This will help students stay organized and focused as they develop their restaurant proposal, ensuring they cover all important aspects.</p>
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## Week 11 – Pathway 2: My English: Who Are We? (11 August to 15 August)

In this unit learners think about identity, their own and of others', how we define ourselves, and about characteristics and personality types. They also consider the similarities and differences between people and think about empathy tolerance and bullying. The language emphasis of this unit is adjectives, including the order of adjectives in a sentence and the difference between -ed and -ing adjectives. Learners also learn to identify reflexive pronouns and use them in their own sentences.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Who Are We?</b>	<p>Read a range of texts with confidence.</p> <p>Understand the main points of short and extended texts.</p> <p>Understand specific detail in short and extended texts.</p>	<p>Understand a range of questions.</p> <p>Understand the main points of short and extended talk.</p>	<p>Ask questions and respond accordingly.</p> <p>Give information about themselves and others.</p> <p>Describe people, places and objects.</p> <p>Express opinions, feelings and reactions.</p>	<p>Spell familiar words accurately.</p> <p>Use grammatical structures correctly.</p> <p>Plan, write, edit and proofread short texts.</p> <p>Describe people, places and objects.</p>	<p>Use a range of verb forms to ask questions.</p> <p>Use a range of adjectives in the correct order.</p> <p>Use reflexive Pronouns.</p>

### Project Portfolio work

In this project, students work as part of a documentary-making team tasked with creating a five-minute film about an inspiring person. They take on different roles, such as director, cameraman, presenter, and actor, while researching the life and achievements of the person they've chosen to highlight. The team plans and organizes the documentary by deciding on the questions to ask, gathering relevant information, and watching examples of good documentaries for inspiration. Students create a storyboard for their film, record, and edit the documentary, and then share it with the class, teacher, and family. The final outcome includes a screenshot of the students working on the project, along with a reflection on their documentary-making process.

Project	Question/challenge	Team	Language	Research	My world	Outcomes
<b>Inspiring Lives</b>	<p>How can students create an exciting documentary about someone who inspires them?</p> <p>Students should decorate the front page of their project to</p>	<p>Students are part of a documentary-making team working for the BBC. Their task is to film a short five-minute documentary about an inspiring</p>	<p>Students will need to familiarize themselves with new vocabulary related to documentary-making. Some key terms to consider include:</p> <p>Scenery Scenario</p>	<p>In this stage, students will research the inspiring person they have chosen for their documentary. They will need to gather a variety of information to tell a compelling story. As a team, students should decide who they will feature in the documentary and then develop a list of important questions to guide</p>	<p>It's beneficial to examine good examples before creating your own documentary. Students should search for a short documentary about inspiring people, using platforms like YouTube. By</p>	<p>Students will create a short documentary film about an inspiring person. The process will include the following steps:</p> <p>Storyboarding: Students will begin by creating a storyboard. This helps in planning the shots they want to include in the documentary, with notes under each image explaining what each shot will feature.</p>



	<p>represent the inspiring person they will focus on. They can use images from magazines or find pictures online that reflect the qualities of their subject. They should write down any information they already know about inspiring people. Words to describe these individuals might include: Hard-working Rich Generous Committed This can serve as a foundation for students to explore who their subject is and why they find them inspiring.</p>	<p>person. The team will need to assign roles such as: Director Cameraperson Presenter Actor Students should consider other potential roles such as: Editor, Sound Technician, Researcher Each student should write about their team members and their roles, explaining what each person will do and why they chose their specific role. The work should be neat and free from mistakes.</p>	<p>Film clip Sound effect Script In the speech bubbles, students can record additional new words they come across related to documentary-making. On the line next to each word, students should use it in a sentence. In the blank space at the bottom of the page, students should draw a scene of themselves and their friends filming the documentary. They should label the scene with their new words (e.g., presenter, camera). At the end of the project, students will choose their star word from the unit and write it in the designated space.</p>	<p>their research. Some essential questions might include: Where was the person born? What was their family like? What did they do and why? Was it difficult to achieve what they accomplished? Did they ever feel like giving up? What challenges did they face along the way? To gather the necessary information for a five-minute documentary, students should divide the research tasks among the team. For example: One person can focus on researching the individual's background and childhood. Another person can find out about the person's key achievements. Someone else can look into where the person is now and any current projects or activities. By splitting the research tasks, the team will be able to gather detailed and comprehensive information that will bring the documentary to life.</p>	<p>watching these documentaries, students can get a sense of what makes them effective. Students should: Watch a short documentary about an inspiring person. Take notes or screenshots of ideas they find interesting or helpful. Consider aspects that make the documentary engaging, such as the structure, pacing, and use of visuals or interviews. Encourage students to think about what works well in the documentary and what they could apply to their own project. What elements make the documentary engaging and informative? Students can use these observations to improve their own documentary creation process.</p>	<p>Filming: Once the storyboard is complete, students will film their documentary, ensuring they capture all the key scenes outlined in the plan. Editing: Students should take time to edit their video, adding extra features if they have the software and skills available. Sharing: After completing the documentary, students will share their video with their class, teacher, and family. Portfolio: Students will also take a screenshot of themselves speaking on camera and add it to their project portfolio as evidence of their work. This process will allow students to develop skills in planning, teamwork, filming, and editing, culminating in a finished documentary.</p>
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## Week 12 – Pathway 1: My English: Animal Stories (18 August to 22 August 2025)

This unit deals with wild animals in an engaging and interesting way. Learners will come across environmental and conservation issues related to elephants and dolphins as they work through the weeks. Learners will read and make sense of non-fiction texts, including photographs and captions, and then describe animals and places using newly acquired and already established vocabulary. They will also read a fiction story and sing songs about wild animals. This unit links to learning in science, mathematics, social studies and art.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Animal Stories</b>	<p>Read a range of fiction and non-fiction texts with confidence.</p> <p>Deduce meaning from context.</p> <p>Understand specific detail in short texts Deduce meaning from context.</p>	<p>Understand questions which ask for information.</p> <p>Understand specific detail of short talk.</p> <p>Deduce meaning from context.</p>	<p>Express basic opinions and feelings.</p> <p>Describe people, places and objects etc using sentences.</p> <p>Express basic opinions and feelings.</p>	<p>Spell high-frequency words accurately.</p> <p>Use simple grammatical structures correctly.</p> <p>Write sentences which describe people, places and objects etc.</p> <p>Plan, write and check sentences, with support.</p>	<p>Use present continuous forms.</p> <p>Use common verbs followed by infinitive and gerund forms.</p> <p>Use common, comparative and superlative adjectives.</p> <p>Use prepositions of location, position and direction.</p>

### Project Portfolio work

The "Water World" project allows students to take on the role of marine biologists, exploring ocean life and the work involved in studying marine environments. Students will start by discussing the job of a marine biologist with their team, considering their own experiences with swimming, diving, or snorkelling, and sharing their thoughts on whether they would be interested in this career. They will learn vocabulary to describe underwater animals, such as fins, scales, tentacles, and whiskers, and research marine biology topics like the WWF, the deepest part of the ocean, and marine animal conservation. Students will also explore local marine habitats, identifying animals that live there and investigating protected environments. As part of the project, students will design and present a new marine animal to the WWF, considering its characteristics, habitat, diet, and threats to its environment. They will choose a creative way to present their findings, such as a model, presentation, or video, and collaborate with their team to ensure they cover all key information. This project encourages research, creativity, and teamwork while raising awareness about marine conservation.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<b>Water World</b>	Students will explore the world of marine biology by considering:	<p>Students will work as marine biologists to explore the field by:</p> <p>Discussing what marine biologists do for a job and whether it</p>	Students will learn important vocabulary to describe underwater animals, as marine	During research time, students will explore further into marine biology by answering questions like:	Students will explore local marine environments and global wonders like the Great Barrier Reef by:	Students will work with their team to design and present a newly discovered animal to the WWF. They will focus on the following aspects to ensure they cover all important details about their animal:

<p>What can be discovered in the oceans?</p> <p>What kinds of animals do marine biologists study, and how do they gather information about them?</p> <p>What challenges might marine biologists face while working in the ocean? For example:</p> <p>Environmental conditions</p> <p>Dangerous species</p> <p>Limited access to remote locations</p> <p>This will encourage students to think about the complexities of ocean exploration and the role of scientists in studying marine life.</p>	<p>sounds like an interesting career.</p> <p>Considering whether their teammates would want to pursue this job, and whether they are strong swimmers, divers, or have experience snorkelling in interesting underwater environments.</p> <p>Thinking of questions to ask their teammates about their experiences and preferences related to marine biology.</p> <p>Taking notes about their teammates' answers and writing a short paragraph about each team member.</p> <p>Before writing their work in their portfolio, students will ask their teacher to check their work. This activity will help students engage in teamwork while learning about marine biology and each other's interests.</p>	<p>biologists do in their research. They will:</p> <p>Understand or research the meanings of key terms such as:</p> <p>Fin Scale Gills Blowhole Tentacles Flippers Suckers Whiskers Claw Shell</p> <p>Students can also search for additional interesting vocabulary related to marine life, helping them build a rich language to describe different underwater creatures effectively. This will assist them in their work as aspiring marine biologists.</p>	<p>What is the WWF (World Wide Fund for Nature), and how does it help protect marine life?</p> <p>Where is the deepest part of the ocean, and what can be found there?</p> <p>Are people still discovering new animals in the ocean?</p> <p>What do marine biologists do, and what tools do they use in their work?</p> <p>Are marine animals in danger, and what is being done to protect them?</p> <p>This research will deepen students' understanding of marine biology, conservation efforts, and the mysteries of ocean exploration.</p>	<p>Learning about the Great Barrier Reef—its location, significance, and the marine life it supports.</p> <p>Showing a map of their local coastline or pictures of nearby marine habitats to highlight the diversity of ocean environments in their area.</p> <p>Investigating what animals live specifically in these local habitats and whether any of these environments are protected marine areas.</p> <p>Writing what they know about these places, including any conservation efforts to preserve them, in the box provided.</p> <p>This activity will help students connect their learning to real-world locations and understand the importance of protecting marine ecosystems.</p>	<p>Name of the animal.</p> <p>Type of animal: Is it a bird, fish, coral, shellfish, mammal, etc.?</p> <p>Physical description: What colour is it? What shape? How big is it? Does it have any special features?</p> <p>Habitat: Where does it live (depth, temperature, part of the world)?</p> <p>Migration: Does it migrate, and if so, where to?</p> <p>Diet: What does it eat, and what other animals are part of its food chain?</p> <p>Conservation status: Is it endangered? How many are left? What is its young called? What is its lifespan?</p> <p>Threats: Is something threatening its environment or survival?</p> <p>Once students have gathered all the information, they will decide how to present their findings to the WWF. They could create a model, PowerPoint presentation, fact file, include pictures, or even make a documentary video. Students should work together to decide on the best method and gather the materials needed for their presentation.</p>
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## Week 12 – Pathway 2: My English: Big Cities (18 August to 22 August 2025)

In this unit learners will find out about transport and look at how they get to school. They will also learn about living in big cities and will be given the chance to think about where they would prefer to live – in a city or in a more rural area. They will also be able to practise agreeing or disagreeing with someone about something, and to give a reason why. Learners will read about some of the new cities that are planned for the future. They will revise adjectives, comparative and superlatives adverbs, and the present perfect tense, and they will start to learn about the passive voice.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: big Cities</b>	<p>Read a range of texts with confidence.</p> <p>Read and follow instructions.</p> <p>Understand the main points of short and extended texts.</p> <p>Understand specific detail in short and extended texts.</p> <p>Deduce meaning from context.</p>	<p>Understand the detail of an argument in short and extended talk.</p> <p>Recognise the opinion of the speaker(s) in both short and extended talk.</p> <p>Understand the main points of short and extended talk.</p> <p>Understand specific detail of both short and extended talk.</p>	<p>Ask questions and respond accordingly.</p> <p>Pronounce familiar words and phrases clearly.</p> <p>Express opinions, feelings and reactions.</p>	<p>Describe people, places and objects.</p> <p>Express feelings and opinion.</p> <p>Plan, write, edit and proofread short texts.</p> <p>Punctuate short texts with accuracy.</p>	<p>Use present perfect forms to express recent, indefinite and unfinished past.</p> <p>Use comparative and superlative forms with regular and irregular adverbs.</p> <p>Use present simple active forms and passive forms.</p> <p>Use past simple active forms and passive forms.</p> <p>Use if clauses in first conditionals.</p> <p>Use common prepositional verbs.</p> <p>Use prepositions preceding nouns.</p>

### Project Portfolio work

In this project, students work as part of a tourism team tasked with boosting tourism to their country, which has seen a decline in visitor numbers. The team is responsible for researching what makes their country unique and developing a strategy to attract tourists. They brainstorm ideas for updating the country's tourism website, running an online competition, or launching a social media campaign. The project begins with team members gathering insights from their families, teachers, and peers about what they think makes the country special. Students then research and describe unique aspects of their country, such as landmarks, culture, and experiences. They also work on improving their language skills by learning new ways to describe various places. The next step involves examining existing tourism websites to identify what works well and what doesn't, which informs their own tourism presentation. The final deliverable is a presentation to the Minister of Tourism showcasing their ideas for boosting tourism, including strategies like an updated website, online quizzes, or social media campaigns. Students also take photos of their work and include extra materials in their project portfolio.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
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<p><b>Around the World</b></p>	<p>Students will work as a team for the local tourism board to identify what makes their country unique and help boost tourism. The challenge is to update the country's tourism website and run an online competition to encourage more visitors. Recently, visitor numbers have dropped, and a quick review reveals that the country lacks standout information to attract tourists.</p> <p><b>Objective:</b></p> <p>Research and identify unique features or attractions of the country.</p> <p>Develop ideas to present this information in an engaging way for a tourism website.</p> <p>Create a plan for an online competition to increase tourist interest.</p> <p>The Minister for Tourism has agreed to their proposal and</p>	<p>Students will gather insights from their team members, teacher, and family about what they find unique and special about the country. Each team member will explore different perspectives, as everyone's experiences of the country can provide valuable input.</p> <p><b>Task:</b></p> <p>Interview team members, family, and teachers about what they think is unique about the country.</p> <p>Write a short summary of each person's answer, focusing on the places and experiences they love most.</p> <p>Draw or stick a picture of each person and include a few sentences about the specific things they</p>	<p>To make writing more interesting, students will explore new ways to describe various places and features of their country in the target language. This exercise helps expand vocabulary and encourage more vivid descriptions.</p> <p><b>Task:</b></p> <p>Create a mind map in your own language for words and phrases related to the places you want to describe (e.g., a city, village, countryside, etc.).</p> <p>Use an online translation tool to find how these words and phrases are expressed in the target language.</p> <p>Find new and creative ways to describe these places in the target language.</p> <p><b>Places to Describe:</b></p> <p>a city, a village, countryside, skyscrapers, mountains, desert, beach, waterfall, island, sea, museum, harbour, mosque or</p>	<p>Students and their team need to present ideas to showcase the unique aspects of their country to the Minister of Tourism. They may choose to update the Tourism Information Website, create a social media campaign for their country or town, or launch a competition to encourage travellers to visit. To complete this project, students should gather relevant information. Here are some guiding questions to help design a website or competition:</p> <p>How important is tourism to my country or town?</p> <p>Why is it important to promote tourism?</p> <p>What does the website or Wikipedia say about my country?</p> <p>Is there information available for children about my country?</p> <p>What are some unique or interesting places in my country?</p> <p>What makes a website engaging or appealing?</p> <p>What is a travel competition, and how does it work?</p> <p>What prizes could someone win in a travel competition?</p>	<p>Students should find the tourist website for their country or town. They can take a screen capture of the home page of the tourism information website for their country or another country/town that they believe advertises it well. In the "Things I've Noticed" box, students should make notes on:</p> <p>What features make a travel website good or bad?</p> <p>How does the website highlight the uniqueness of the country?</p> <p>These notes will help</p>	<p>Students need to present their ideas to the Minister of Tourism on how they plan to attract more visitors. Some ideas they might consider include:</p> <p>A travel competition</p> <p>Updated website</p> <p>Online quiz</p> <p>Social media campaign</p> <p>Students should take a picture of their final work or of their team presenting to the Minister of Tourism. They can also add any additional exemplary work to the "My Work" pages at the back of the portfolio.</p>
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	<p>asked them to present their work. This project requires creativity, research, and teamwork to create compelling content and a strategy for promoting the country.</p>	<p>appreciate in the country.</p> <p>This task encourages students to gather a variety of viewpoints, which can help to shape a diverse and interesting presentation for the tourism project.</p>	<p>church, galleries, monuments, restaurants, tea-house, gardens.</p> <p>This task helps students diversify their language use and make their writing and presentations more engaging.</p>	<p>How can I create an online quiz for the competition?</p> <p>These questions will help students conduct research and come up with creative ideas for their project.</p>	<p>students analyse the effectiveness of the website in promoting the country or town.</p>	
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## Week 13 – Pathway 1: My English: Wings and Things (25 August to 29 August 2025)

This unit deals with birds, skydiving and flies, using a range of non-fiction texts including fact files, photographs with detailed captions and website pages. Learners will work with the contents page of a book and use the skills they learn as they do their own research about birds. The work in this unit integrates well with science, in which learners are learning about healthy food and how to classify living things as well as also exploring how things move. There are good opportunities to link to mathematics through ordinal numbers, counting and measuring the passage of time. The research work they do will be useful for all their school subjects.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Wings and Things</b>	Understand the main point of short texts.  Understand specific detail in short texts.  Deduce meaning from context.  Recognise the opinions of the writer.  Read a range of fiction and non-fiction texts, with confidence.	Understand the main points of short talk.  Understand a range of instructions.  Understand specific detail of short talk.  Understand questions which ask for information.	Describe people, places and objects, etc., using sentences.  Pronounce familiar words and phrases.  Express basic opinions and feelings.  Ask questions and respond accordingly.  Initiate and maintain interaction in short exchanges.	Use legible handwriting in written work.  Spell high-frequency words accurately.  Plan, write and check sentences, with support.  Write sentences which describe people, places and objects, etc.  Use simple grammatical structures correctly.  Spell high-frequency words accurately.	Use common, comparative, and superlative adjectives.  Use cardinal numbers 1–1000.  Use countable nouns.  Use present perfect forms of common verbs.  Use question words and structures.  Use quantifiers to refer to familiar objects.  Use connectives to give reasons.

### Project Portfolio work

The "On the Farm" project focuses on understanding animals and how to describe them. Students will begin by discussing their pets and favourite animals with their teammates, exploring questions about their characteristics and why they like them. They will learn to categorize animals into groups like insects, fish, reptiles, birds, and mammals. The project also covers interesting facts about animals, such as what we call animal babies, which animals are nocturnal, and which are poisonous, as well as the sounds animals make. Students will explore food chains and learn about predators and prey. Activities include playing a "What am I?" guessing game, labelling, and modelling animals, and gaining a deeper understanding of the relationships between different species. Through these activities, students will improve their observation and classification skills while learning about the diversity of animals on a farm and in the wild.

Project	Question/challenge	Team	Language	Research	My world	Outcomes
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<p><b>On the Farm</b></p>	<p>Students will explore how animals are adapted to survive in different environments and how their unique traits help them thrive. They will also examine the behaviour of farm animals and their interactions with their environment.</p> <p>How can animals be best described in terms of their appearance, behaviour, and environment?</p> <p>In what ways do animals' characteristics help them survive in different environments?</p> <p>How do farm animals interact with each other and their environment?</p> <p>What are some unusual or unique traits that animals can have that make them different from others?</p>	<p>Students will explore their thoughts about animals by discussing the following questions with their teammates:</p> <p>Do they have a pet? What is their pet like?</p> <p>What is their favourite animal, and why?</p> <p>If they could choose an animal as a companion on a farm, which one would they choose and why?</p> <p>If they could be any animal for a day, which animal would they be and why?</p> <p>Which farm animals do they think are the smartest, and why?</p> <p>What do they think are the biggest challenges animals face on a farm?</p> <p>Students will take notes on their teammates' answers and use these to reflect on different</p>	<p>Students will explore different animal categories and how they relate to each other by looking at:</p> <p>Insects Fish Reptiles Birds Mammals</p> <p>They will consider the following questions:</p> <p>How do the physical characteristics of insects, fish, reptiles, birds, and mammals differ from one another?</p> <p>How do poisonous animals use their toxins for defence or hunting?</p> <p>What advantages do nocturnal animals have over daytime animals?</p> <p>By answering these questions, students will better understand the unique traits of each animal</p>	<p>Students will explore various aspects of animal life and ecosystems, focusing on:</p> <p>What do we call animal babies?</p> <p>Which animals are awake at night (nocturnal)?</p> <p>What animals are poisonous?</p> <p>What sounds do animals make?</p> <p>They will also delve into ecosystems and food chains by considering:</p> <p>What happens to an ecosystem if one animal in a food chain is removed?</p> <p>How do predators hunt for their prey, and what strategies do they use?</p> <p>Can students think of any animals on the farm that switch between being a predator and prey?</p> <p>By researching these questions, students will understand the roles</p>	<p>Students will explore animal food chains and the roles different animals play within them. They will investigate the following:</p> <p>What animals are predators and which are prey?</p> <p>What animals can students observe around their neighbourhood, school, or home?</p> <p>How can students describe animals in their area based on clues like what they eat, where they live, or how they move?</p> <p>Additionally, students will think about an animal in their area—whether it's a pet, farm animal, or wild animal—and create a model of it using materials available at home or school. This hands-on activity will help students connect their learning to the</p>	<p>Students will explore and demonstrate their understanding of animals and their characteristics through engaging activities:</p> <p>'What am I?' Guessing Game: Students will describe an animal using key characteristics while their classmates guess what it is.</p> <p>Label an Animal: Students will label the features of an animal, identifying important physical traits and their functions.</p> <p>Model an Animal: Using various materials, students will create a model of an animal, showcasing its unique features.</p> <p>Investigate Human Impact on Animals: Students will explore how human activity affects animals in their local environment, helping them develop an awareness of the importance of protecting both farm animals and local wildlife.</p> <p>Animal Presentation: Using newly learned vocabulary, students will create and deliver a presentation about an animal they have encountered, explaining its characteristics, habitat, and role in the ecosystem.</p>
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		perspectives and ideas.	category and how these traits help animals survive in different environments.	animals play in their environments and how different species interact.	world around them.	
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### Week 13 – Pathway 2: My English: Home Sweet Home (25 August to 29 August 2025)

In this unit learners read about different types of home and how people live in them. There is a focus on creativity and extended descriptions through the use of adjectives and short descriptive paragraphs. The lessons revise comparisons using both, neither and one of, and look at quantitative pronouns. The activities focus on reading and listening comprehensions, as well as extended vocabulary and creative writing. There are written tasks extending the use of adjectives through recognition and creative writing.

Module	Reading	Listening	Speaking	Writing	Use of English
<b>My English: Home Sweet Home</b>	<p>Read a range of texts with confidence.</p> <p>Read and follow instructions.</p> <p>Understand specific detail in short and extended texts.</p> <p>Deduce meaning from context.</p>	<p>Understand the main points of short and extended talk.</p> <p>Understand a range of instructions.</p> <p>Understand a range of questions.</p> <p>Understand specific detail of both short and extended talk.</p>	<p>Give information about themselves and others.</p> <p>Give a sequence of instructions.</p> <p>Describe people, places and objects.</p> <p>Pronounce familiar words and phrases clearly.</p> <p>Produce and maintain stretches of language.</p> <p>Link sentences using connectives.</p>	<p>Plan, write, edit and proofread short texts.</p> <p>Spell familiar words accurately.</p> <p>Punctuate short texts with accuracy.</p> <p>Describe people, places and objects.</p>	<p>Use what/how about + noun/-ing to make suggestions.</p> <p>Use a range of quantifiers.</p> <p>Use demonstrative and quantitative pronouns.</p> <p>Use a range of verb forms to ask questions.</p> <p>Use a range of adjectives.</p>

**Project Portfolio work**

In this project, students work as a team of cartographers to create a walking audio guide for their pen pals visiting from another British Council. They research the area, identify key landmarks, and learn about map-related terms and concepts like scale, compass, and coordinates. The team plans a route, records clear and informative directions for the audio guide, and adds extra details to make it engaging. They then test the guide by asking someone to follow the directions while listening. The final outcome is a helpful and interesting guide that will assist their pen pals in navigating the town on their first day.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
<b>Where We Live</b>	<p>The pen pals from another British Council are coming to stay for the summer, and the class is really excited to meet them. Unfortunately, when they arrive, the students still have one more day of school to finish before they can spend time with them. The class plans to help their pen pals find their way around on their first day.</p> <p>Maps don't always provide all the information needed, so the class will</p>	<p>Students will learn that map makers are called cartographers and that cartography is the study of maps and map-making. During this project, students will act as cartographers. They will find out where their teammates live and use Google Maps to locate each team member's home.</p> <p>Students will:</p> <p>Print the route from their centre to each person's home.</p> <p>Determine who lives the closest and who lives the furthest.</p>	<p>Students will explore new words and phrases related to maps and directions to help create their audio guide for their pen pals. After completing their research, they will identify relevant vocabulary and phrases. Some of these may include:</p> <p>Map key</p> <p>Symbols</p> <p>Scale</p> <p>Compass, directions</p> <p>Grid</p> <p>Satellite, terrain, default</p> <p>Street view</p>	<p>Students will explore various aspects of maps to understand their purpose and how they work. They will research the following questions:</p> <p>What does a map tell us?</p> <p>What can be found on a map key?</p> <p>How do map coordinates work?</p> <p>What do old maps look like?</p> <p>How were the first maps drawn without satellites?</p> <p>How do you use a compass? Can you make a compass?</p> <p>How can you tell how high something is on a map?</p> <p>What is a map scale?</p> <p>What did people do before Google Maps?</p> <p>How do the Google Maps people create the maps?</p>	<p>When students create a walking guide for their pen pals, it is important to describe points of interest or landmarks that will stand out along the way. In their teams, students will:</p> <p>Find a map of the route they plan to describe to their pen pals (for example, from their hotel to the British Council).</p> <p>Trace the route with a pencil and identify places along the way that will help their pen pals spot key landmarks and navigate easily.</p> <p>Consider landmarks that are noticeable or distinctive, such as: A brightly coloured house</p>	<p>In their cartographer teams, students will develop a walking audio guide for their pen pals to use on their first day in town. The guide will need to:</p> <p>Be clear and easy to understand.</p> <p>Provide directions.</p> <p>Highlight landmarks along the route.</p> <p>Include interesting facts or additional information about the route to make the guide engaging.</p> <p>Students will plan what their audio guide will say, as well as decide how they will record and test it. They will demonstrate their audio guide in action. If they cannot leave the centre, they will test their directions by asking someone to follow a map while listening to their instructions.</p>

	<p>create an audio guide to follow a route on Google Maps. In teams, the students will plan the route and record the audio guide.</p>	<p>Discuss whether anyone can walk to their home.</p> <p>Reflect on whether anyone would like to become a cartographer in the future.</p>	<p>Location, destination</p> <p>Students will also reflect on any new words or phrases they find while researching or reading related materials, which will enhance their ability to describe and guide through maps and routes.</p>	<p>What other things can be found on a map?</p> <p>How can blind people use maps?</p> <p>Students will gather information by consulting adults, searching online, or using an atlas or other map resources. They will take notes on the information they find to support their understanding of maps.</p>	<p>A shop with an interesting window display</p> <p>A striking public building (e.g., a mosque or library)</p> <p>An old fountain or a large, unique tree</p> <p>This will help ensure that the walking guide is clear and useful for their pen pals.</p>	
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