

## On the Farm and Value-Added Lesson

(Week 6 January to 10 January 2025 – no camp on 8 January due to closure for internal event)

The learning aims focus on understanding and describing farm animals. This includes identifying and naming various farm animals and their body parts, as well as describing their characteristics. Learners will practice listening to identify farm animals and specific details about them. Additionally, they will engage in drawing and writing activities to creatively express their knowledge of farm animals. This week also features a supplementary lesson designed to enhance the magazine content and support the development of learners' 21<sup>st</sup> century skills.

### Activities:

- **Listening:** Listen to a description of various farm animals and identify them based on auditory clues. For example, listen for animal sounds (e.g., moo, neigh) and match them to the correct animal.
- **Speaking:** Practice using sentences to describe farm animals. For instance, use phrases like “What has a cow got?” and “A cow has got horns” to describe different animals and their body parts.
- **Reading:** Read short passages or descriptions about farm animals and their body parts. Highlight specific information about each animal.
- **Writing:** Draw their favourite farm animal and write a description about it using the vocabulary learned (e.g., “The horse has got a mane”)

**Outcome:** Students will enhance their understanding of farm animals through activities that involve identifying animals by sound, describing them in sentences, reading about them, and creating drawings with descriptive text. This comprehensive approach will build their skills in listening, speaking, reading, and writing about farm animals.

## Fit and Healthy and Value-Added Lessons (Week 13 January to 17 January 2025)

The learning aims focus on improving fitness and developing a comprehensive fitness plan. Students will learn how to enhance their fitness levels and design a personalized fitness plan, incorporating warm-up exercises and healthy eating habits. They will also explore various sports activities both within their school and globally. The goal is to create and present a fitness plan that integrates effective warm-up routines and promotes overall well-being. This week also features supplementary lessons designed to enhance the magazine content and support the development of learners' 21<sup>st</sup> century skills.

### Activities:

- **Speaking:** Give a presentation about sports at your school. Students will prepare and deliver a presentation highlighting various sports activities and fitness initiatives at their school.
- **Song:** Learn and sing "The Warm-Up Song," which incorporates actions and sequencing words.
- **Listening:**
  - Listen to a discussion about sports around the world and how different cultures engage in fitness activities.
  - Listen to two athletes talking about warm-up exercises and identify the actions mentioned.

**Outcome:** Students will explore sports and fitness through presentations, a song about warm-ups, and global sports discussions. They will create a warm-up routine using specific language skills and identify warm-up actions from athlete discussions, enhancing their overall understanding and application of sports-related concepts.

## Water World and Value-Added Lessons (Week 20 January to 24 January 2025)

The learning aims focus on exploring marine life and its protection. Students will identify and describe various sea creatures and their body parts, understand different marine habitats, and learn about endangered marine animals. They will also engage in research, documentation, and presentation activities to share their findings on sea creatures and conservation efforts. This week also features supplementary lessons designed to enhance the magazine content and support the development of learners' 21<sup>st</sup> century skills.

### Activities:

- **Speaking:** Describe a sea creature using vocabulary learned. For example, describe the unique features of a sea creature like an octopus or a dolphin.
- **Language Focus:** Choose a marine habitat and create an action plan to protect it. Students will present their plans, explaining how to care for the habitat and what actions should or shouldn't be taken.
- **Listening:** Listen to a poem about ocean friends and an interview with a marine biologist. Focus on sea creature body parts and marine landscapes.

**Outcome:** Students will explore marine life by identifying sea creatures and their body parts, understanding marine habitats, and learning about endangered species. They will engage in activities such as listening to descriptions, creating and presenting action plans to protect marine environments, and documenting new sea creatures. They will also research and present information on endangered animals, and read and write fact files about various sea creatures. Throughout, they will use specific vocabulary related to marine life and habitats, practice describing features using sequencers and advice, and develop skills in research, presentation, and protection of marine environments.

## Let's Be Fair

(Week 27 January to 31 January 2025 – no camp on 29 and 30 January for Lunar New Year public holidays)

The learning aims emphasize the significance of rules in daily life. Students will learn and practice the language necessary to describe and formulate rules, develop skills to create and present rules for various situations, and understand appropriate behaviour around wildlife and in different environments.

### Activities:

- **Listening:**  
Conversations about Rules: Understand and identify key rules discussed in conversations.  
Video “Shaun Encounters”: Listen for details about rules and behaviour in the narrative.
- **Speaking:**  
Poster Presentation: Describe and present a poster about school rules.  
Playground Rules List: Create and present a list of rules for a playground, explaining their importance.
- **Reading:**  
Poem about Rules: Read and comprehend a poem that highlights various rules.  
Comic Strip Stories: Read and interpret comic strip stories about adventures.
- **Writing:**  
Poster Creation: Write and design a poster about school rules.  
Comic Strip Creation: Create a comic strip with captions and speech bubbles about an adventure.

**Outcome:** Students will learn about school and playground rules through various activities. They will listen to conversations about school rules and create posters using imperatives and modals. They will also generate and present playground rules, explaining their importance for safety and enjoyment. Listening to a poem and an audio clip about rules in different settings will help them understand how rules are applied in various contexts and introduce new vocabulary related to rules and places.

## My Story and Value-Added Lessons (Week 3 February to 7 February 2025)

The learning aims focus on enhancing listening, speaking, reading, and writing abilities through personal storytelling and timelines. In listening, students will interpret descriptions and narratives to create timelines and discuss life stories based on photos. For speaking, they will present stories and timelines to classmates. In reading, students will analyse time expressions and past tense examples in life stories. For writing, they will craft and design their own life timelines, effectively using time expressions and past tense. They will also engage in research, documentation, and presentation activities to share their findings on sea creatures and conservation efforts. This week also features supplementary lessons designed to enhance the magazine content and support the development of learners' 21<sup>st</sup> century skills.

### Activities:

- **Listening:**  
Connor's Photo: Listen to a description and discuss how to describe a life story based on a photo.  
Jonas' Life: Listen to a narrative about someone's life and use it to create a timeline.
- **Speaking:**  
Photo Discussion and Story Presentation: Choose a person from photos, discuss their story, and present it to classmates.  
Timeline Presentation: Create and present a timeline of your life so far.
- **Reading:**  
Time Expressions and Past Tense Examples: Read and understand examples of time expressions and past tense usage in the context of life stories.
- **Writing:**  
Timeline Creation: Write and design a timeline of your life, incorporating time expressions and past tense verbs.

**Outcome:** Students will enhance their language skills by listening to and discussing life stories, creating and presenting timelines, and understanding time expressions and past tense through reading and writing activities.



## Free Time Fun and Value-Added Lessons (Week 10 February to 14 February 2025)

The magazine focuses on planning a class day out by choosing a destination and activities. Students will practice listening and speaking skills to make group decisions and suggest plans. They will use language related to different places and activities, and learn how to invite classmates and discuss plans using the present continuous tense and expressions like "going to" and "like + -ing." The goal is to collaboratively plan and present a fun day trip for the whole class. This week also features supplementary lessons designed to enhance the magazine content and support the development of learners' 21<sup>st</sup> century skills.

### Activities:

- **Listening:**  
Do You Go on Class Trips?: Listen to a discussion about different types of class trips and their activities.  
What Are They Going to Do?: Listen to plans and activities for a day out and understand different options for a fun day.
- **Speaking:**  
Group Decision and Presentation: Choose a fun place for a class trip, discuss options in a group, and present the chosen destination to the class.  
Invitation Task: Invite classmates for a day out, using appropriate language to make suggestions and invitations.
- **Reading:**  
Suggestions and Invitations: Read and understand examples of how to make suggestions and invitations for a day out.
- **Writing:**  
Day Out Invitation: Write invitations for a day out, incorporating phrases to suggest activities and use of "going to" and present continuous for plans.

**Outcome:** Students will plan and present a class day trip by choosing a fun destination and coordinating activities. They will work in groups to decide on a suitable place, such as a beach or park, and use language skills to make suggestions and invitations. They will practice using present continuous and expressions for making plans, and then present their trip ideas, incorporating various activities like hiking or visiting a museum.