

Week 1: My World (23 November to 27 November 2026)

My World

In this module, learners explore the people, places and everyday experiences that make up their world. Through the themes of family and friends, neighbourhoods and school, they learn to describe familiar people and places, ask and answer questions, compare people and objects, and talk about everyday routines and experiences. By the end of the unit, learners will be able to communicate more confidently about their own world and find out about the worlds of others.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
My World	• Learn vocabulary for family, friends, neighbourhoods and school. • Use question words to find out about people and places. • Use comparative and superlative adjectives. • Use prepositions and sequencing language for location and directions.	• Ask and answer questions about family, friends and everyday life. • Describe people, places and experiences. • Listen for key information. • Give simple directions and take part in role-plays and group discussions.	• Connect learning to personal experiences. • Collaborate, share ideas and make decisions. • Build confidence communicating with others. • Use creativity and imagination.	• Read short fiction and non-fiction texts. • Use context to understand vocabulary. • Plan, write and check simple sentences. • Write short descriptions of familiar people, places and experiences.	• Create a fantasy animal family. • Explore maps and directions. • Complete creative neighbourhood and school activities. • Present creations and ideas to classmates.

Project Portfolio work

The “My World” Project Portfolio extends learning about people, places and experiences through an imaginative communication challenge. A friendly visitor arrives knowing nothing about our world, and teams decide what the visitor needs to know about people, places, activities and everyday life. The project culminates in a colourful Welcome to Our World! Visitor Guide and group presentation, developing descriptive language, questioning, creativity, collaboration and confidence.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Welcome to Our World! A friendly visitor knows nothing about our world. Who should they meet? Which places should they see? What do children do? What activities should they try? What do they need to know?	- Decide what the visitor needs to know. - Share important people, places and activities. - Take turns, listen to ideas and make choices together.	- Use vocabulary for people, places and everyday activities. - Use descriptive adjectives and phrases such as This is..., You can..., You should..., I like... because..., There is/are... - Ask and answer questions.	- Explore aspects of everyday life through discussion, pictures, short texts and simple surveys or interviews. - Collect useful information for the visitor guide.	- Think about important people and places in their own lives. - Share favourite activities and places to visit. - Notice similarities and differences in everyday experiences.	- Create a Welcome to Our World! Visitor Guide with pictures, labels and short descriptions. - Present the guide to classmates and answer simple questions.

Week 2: Getting Along (30 November to 4 December 2026)

Getting Along

In this module, learners explore friendship and what helps people get along with one another. They think about the qualities of a good friend, discuss how people's actions can affect others and explore positive ways to respond to disagreements and difficult situations. Through stories, discussions, role-plays and creative activities, learners develop language for describing people, expressing opinions and feelings, and giving simple advice.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Getting Along	• Learn vocabulary for friendship, feelings and getting along. • Use adjectives and adverbs to describe people and behaviour. • Use frequency words such as always, often, sometimes and never. • Use question words, imperatives and simple advice language.	• Ask and answer questions about friendship. • Express opinions and feelings and give simple reasons. • Listen for key information and different opinions. • Discuss everyday problems and positive responses. • Take part in role-plays and collaborative discussions.	• Develop empathy by considering different perspectives. • Recognise positive and negative friendship behaviours. • Explore ways to handle disagreement. • Listen, share and work respectfully with others.	• Read fiction, poems and short non-fiction texts. • Identify main ideas, details and opinions. • Plan, write and check simple sentences. • Write from a character's perspective and sequence ideas clearly.	• Create friendship pictures, songs and short writing. • Develop alternative story endings. • Make advice posters. • Use role-play and creative activities to explore friendship situations.

Project Portfolio work

The “Getting Along” Project Portfolio extends learning about friendship and positive relationships into the children’s own classroom. Learners explore familiar situations such as welcoming a new child, sharing, disagreements and helping someone who is upset. Teams create a Good Friend Classroom Kit containing scenario cards, helpful phrase cards, drawings, tips and a simple problem-solving wheel, then use it to respond to classroom friendship challenges.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
How can we be a good friend to our classmates? What does a good friend do? How can we include others, help someone who is upset, disagree kindly and solve small problems?	• Explore familiar classroom scenarios together. • Decide what a good friend could say or do. • Share ideas, listen to others and make choices. • Practise friendship skills while taking turns and sharing materials.	• Use friendship, feelings and positive-behaviour vocabulary. • Practise phrases such as Are you OK?, Do you want to play with us?, Can I help you?, I’m sorry, Let’s share, I disagree, Let’s try this and Please stop. • Explain why a response might be helpful.	• Use illustrated classroom scenarios to identify feelings and possible responses. • Sort and evaluate helpful choices. • Collect useful language and behaviours for the classroom kit.	• Connect scenarios to familiar classroom experiences. • Think about what helps people feel welcome and included. • Reflect on how they can be a good classmate.	• Create a Good Friend Classroom Kit with scenario cards, helpful phrases, drawings, tips and a problem-solving wheel. • Use the kit in a Good Friend Challenge and explain chosen responses.

Week 3: Animal Stories (7 December to 11 December 2026)

Animal Stories

In this module, learners explore the fascinating world of wild animals through information texts, stories, photographs, songs and collaborative activities. They learn about baby elephants, dolphins, bears and wolves, while considering how animals live, what they need and how people can help protect them. Learners develop their ability to describe and compare animals, ask questions, express opinions and understand information from fiction and non-fiction texts.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Animal Stories	• Learn vocabulary for wild animals, body parts, habitats and care. • Use the present continuous to describe actions. • Use verb patterns to talk about likes, wants and preferences. • Use comparative and superlative forms and prepositions.	• Ask and answer questions about animals. • Describe animals, actions and habitats. • Express opinions and feelings and give reasons. • Listen for key and specific details. • Take part in animal conversations, discussions and role-plays.	• Develop curiosity and ask questions. • Consider animals' needs, care and protection. • Compare similarities and differences. • Build conservation awareness and collaborate with others.	• Read fiction and non-fiction texts. • Use photos, captions and context to support understanding. • Plan, write and check descriptions. • Sequence information and events.	• Label and describe animals. • Create a dolphin information poster. • Use songs, movement and role-play. • Complete creative activities about animal care and protection.

Project Portfolio work

The “Animal Stories” Project Portfolio extends learning about wild animals and conservation through a practical design challenge. Learners imagine that different wild animals need help and work together to create a Wildlife Rescue Centre. They consider what each animal needs to eat, drink, rest and stay healthy, then design habitats, shelters, care information and visitor rules before giving classmates a guided tour.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
How can we create a safe place to help wild animals? Which animals need help? Where should they live? What should they eat and drink? How can we keep them safe and healthy?	• Choose animals for the rescue centre. • Decide what each animal needs. • Share ideas and divide responsibilities. • Design and combine different habitat areas.	• Use vocabulary for animals, habitats, body parts, food and care. • Use phrases such as It needs..., It lives..., It eats..., It likes to... and The keeper is.... • Use simple rules such as Give..., Keep... and Do not....	• Use pictures, information cards and short texts to find out where animals live, what they eat and what they need. • Use information to make design decisions.	• Think about how people interact with nature. • Discuss why animals may need help. • Connect conservation to everyday choices such as keeping environments clean.	• Create a 2D or 3D Wildlife Rescue Centre with habitats, shelters, food, water, care information and rules. • Give classmates a guided tour and explain how the centre helps its animals.

Week 4: Wings and Things (14 December to 18 December 2026)

Wings and Things

In this module, learners explore birds, human flight and insects through engaging non-fiction texts, fact files, photographs and practical activities. They investigate how different things fly, compare animals and people in the air, and learn fascinating facts about birds and insects. Through reading, discussion, research and hands-on tasks, learners develop language for describing, comparing and explaining the world around them.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Wings and Things	• Learn vocabulary for birds, insects, body parts and flight. • Use comparative and superlative adjectives. • Use quantifiers and How much...?/How many...? • Use present perfect questions such as Have you ever...? and language for opinions and rules.	• Ask and answer questions about birds, insects and flying experiences. • Describe and compare birds, insects and skydivers. • Listen for key facts and numbers. • Express opinions and take part in interviews and role-plays.	• Classify living things and explore how things move. • Develop curiosity through simple research. • Compare facts and opinions. • Collaborate to sort, describe and present information.	• Read fact files, captions, web-style pages and short non-fiction texts. • Find and record key information. • Write short descriptions and interesting facts. • Sequence information clearly.	• Research birds and present information. • Make and test a model parachute. • Explore the history of human flight. • Research an insect life cycle and create a poster or presentation.

Project Portfolio work

The “Wings and Things” Project Portfolio extends learning about birds, insects and human flight by turning the classroom into an Amazing Things That Fly exhibition. Teams sort and compare different flying things, select interesting facts and create exhibition pieces such as clue cards, labelled drawings or models, comparisons and an imaginary flying creation. The project culminates in learners becoming exhibition guides and sharing their displays with classmates.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
What makes flying things amazing? How are birds, insects and human flight similar or different? Which facts will surprise our visitors? What imaginary flying thing could we create?	• Work as an exhibition team. • Choose categories and decide which exhibits to create. • Share research and creative responsibilities. • Practise explaining displays to visitors.	• Use vocabulary for birds, insects, body parts and flight. • Use descriptive adjectives and comparisons. • Use fact and opinion language. • Ask and answer questions about exhibits.	• Use pictures, fact cards and short texts to investigate birds, insects and human flight. • Sort information into useful categories. • Select surprising facts and useful comparisons for visitors.	• Connect flying things to what learners have seen in Singapore and elsewhere. • Share personal experiences of birds, insects, planes or flying activities. • Use imagination to create a new flying thing.	• Create an Amazing Things That Fly exhibition with clue cards, labelled drawings or models, comparisons, facts and an imaginary flying creation. • Act as exhibition guides and answer visitors’ questions.