

Week 1: Where We Live (23 November to 27 November 2026)

Where We Live

In this module, learners explore what maps can tell us about the places where we live. They develop language for locations and directions, describe neighbourhoods and local attractions, and consider what information visitors need. Through map work, discussion and practical communication tasks, learners build confidence giving directions, recommending places and presenting information clearly for an audience.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Where We Live	• Learn and use vocabulary for places, landmarks, maps and directions. • Use prepositions and directional language to explain location and movement. • Use descriptive and persuasive language to make places sound interesting.	• Follow and give spoken directions. • Describe neighbourhoods and local attractions. • Ask for and clarify information about places and routes • Present information for visitors clearly and confidently.	• Develop map literacy and spatial awareness. • Select useful information for a particular audience. • Collaborate to plan routes and solve navigation problems. • Consider how places can be presented to visitors.	• Read maps, tourist information and short texts about places. • Identify key details and useful information. • Write clear descriptions and directions. • Organise information logically for a visitor.	• Explore maps and routes through practical activities. • Present local attractions and tourist information. • Use maps to plan and communicate journeys and destinations.

Project Portfolio work

The “Where We Live” Project Portfolio extends students’ learning about maps, places and directions into a practical challenge for a real audience. Students become cartographers and work together to create and test a walking audio guide for visiting pen pals. They research useful destinations, plan a route and communicate clear directions and descriptions. The project develops collaboration, map literacy and confident spoken communication, with a short PSLE-style Situational Writing task providing an additional opportunity to apply the week’s language independently.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
How can we help visiting pen pals explore our local area successfully? Which places should they visit? What route should they follow? What information and directions will they need?	• Work as a team of cartographers. • Select destinations and agree a route. • Divide responsibilities for research, script writing, recording and testing. • Give and respond to feedback.	• Use language for places, landmarks and directions. • Give clear instructions and descriptions. • Use persuasive language to recommend attractions. • Consider purpose, audience and context when communicating information.	• Investigate maps, landmarks and visitor information. • Explore features of effective audio guides. • Gather accurate details about selected destinations and routes.	• Connect the project to familiar places in Singapore. • Consider what a first-time visitor would need or enjoy. • Think about how local places can be described to someone unfamiliar with them.	• Create and test a walking audio guide for visiting pen pals. • Present a clear route with useful descriptions and directions. • Apply learning independently through a PSLE-style Situational Writing task for a visitor-related purpose.

Week 2: The Environment (30 November to 4 December 2026)

The Environment

In this module, learners investigate environmental problems and practical ways people can help the planet. They develop vocabulary for issues such as pollution, deforestation and global warming, discuss solutions and explore how individuals and communities can take action. Through reading, discussion, planning and persuasive communication, learners build environmental awareness while developing the language needed to explain causes, consequences and possible solutions.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
The Environment	• Learn vocabulary for environmental problems and solutions. • Use the first conditional to discuss possible consequences and actions. • Develop language for persuasion, suggestions and calls to action.	• Discuss ways to reduce plastic use and protect the environment. • Persuade others to take positive action. • Listen for key details and different viewpoints. • Present environmental concerns and solutions.	• Develop environmental awareness and responsible decision-making. • Plan practical action in a community context. • Collaborate, negotiate and justify choices. • Consider how individual and collective actions can make a difference.	• Read about environmental issues and green initiatives. • Identify features of newspaper articles, including headlines, leads, captions and quotes. • Write about environmental action using clear supporting details.	• Plan a plastic-free day and community clean-up ideas. • Explore green initiatives and zero-waste choices. • Create and share messages encouraging environmental action.

Project Portfolio work

The “Environment” Project Portfolio places students in the role of young climate activists preparing to address a global audience. Teams investigate an environmental issue, decide what action they want people and leaders to take, and prepare a persuasive speech for a simulated UN Climate Conference. The project develops research, collaboration, persuasive language and public-speaking skills. Learners also apply ideas and vocabulary from the project through a short PSLE-style Continuous Writing task.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
How can young people persuade others to take action for the planet? Which environmental issue matters to us? Why does it matter? What do we want people and leaders to do?	• Work as a climate-action team. • Select an issue and agree key messages. • Share research and organise ideas. • Rehearse, give feedback and support one another during the conference.	• Use environmental vocabulary and cause-and-effect language. • Use persuasive phrases and calls to action. • Explain opinions and support them with reasons and evidence. • Use clear, confident language for public speaking.	• Investigate an environmental issue and its impact. • Gather useful facts and examples. • Explore features of effective speeches, including structure, voice, pace, eye contact and visual support.	• Consider environmental issues that affect Singapore and the wider world. • Reflect on actions children, families, communities and leaders can take. • Connect global issues to everyday choices.	• Prepare and deliver a persuasive speech at a simulated UN Climate Conference. • Communicate a clear concern and call to action. • Apply project ideas and vocabulary independently through a PSLE-style Continuous Writing task.

Week 3: Sports and Games (7 December to 11 December 2026)

Sports and Games

In this module, learners explore sports and games from around the world, from familiar international sports to unusual activities. They discuss sports personalities, opinions and stereotypes, investigate what makes unusual sports enjoyable, and consider the importance of rules, equipment, fair play and positive sporting behaviour. Through reading, listening, discussion and collaborative activities, learners develop the language needed to describe sports, express opinions, give advice and explain rules.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Sports and Games	• Learn vocabulary for sports, equipment and fair play. • Use adverbs of degree and abstract nouns. • Use need/need to, must/mustn't, would/could and zero conditional forms to discuss rules, advice and consequences.	• Discuss sports and personal preferences. • Express and justify opinions. • Ask and answer questions about sports and sportspeople. • Explain rules and discuss fair responses to sporting situations.	• Explore fair play, participation and positive sporting behaviour. • Consider different perspectives and stereotypes. • Collaborate to research, make decisions and present ideas. • Develop critical thinking through rules and problem-solving.	• Read fiction and non-fiction about international and unusual sports. • Identify main ideas, details and opinions. • Research and write about sports and sportspeople. • Plan, edit and improve short texts.	• Research and present a sports personality. • Investigate unusual sports and how they work. • Create descriptions and storyboards. • Explore equipment, rules and fair play through collaborative tasks.

Project Portfolio work

The “Sports and Games” Project Portfolio challenges students to design and promote an exciting sports event for children in Singapore. Teams choose activities, agree rules, equipment and safety expectations, create promotional material and pitch their event to an audience. The project keeps the emphasis on creativity, collaboration and purposeful communication, while a PSLE-style Situational Writing task gives learners an additional opportunity to apply the week’s language for a clear purpose and audience.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Can we design an exciting sports event that is fun, safe and fair for everyone? Which activities should we include? What will participants need to know? How can we persuade children to take part?	• Work as an event-planning team. • Choose activities and divide responsibilities. • Agree rules, equipment, timings and safety expectations. • Create and rehearse a shared event pitch.	• Use sports and event vocabulary. • Use need to, must/mustn’t, should and could for rules and advice. • Use persuasive and descriptive language. • Communicate key information appropriately for a purpose and audience.	• Explore different sports and event formats. • Identify what makes an event enjoyable, safe and fair. • Investigate the information effective posters and event publicity need to communicate.	• Consider the sports and activities children in Singapore might enjoy. • Reflect on personal sporting experiences and preferences. • Consider how events can encourage participation and good sporting behaviour.	• Create an Ultimate Sports Event plan and promotional material. • Pitch the event to an audience. • Apply learning independently through a PSLE-style Situational Writing task using an event stimulus and a clear purpose and audience.

Week 4: Amazing Animals (14 December to 18 December 2026)

Amazing Animals

In this module, learners explore predators, unusual creatures and animal stories through fiction and non-fiction texts. They develop strategies for finding main ideas and supporting details, distinguish facts from opinions, and use increasingly precise language to describe animals, habitats and behaviour. Through research, discussion and storytelling, learners build knowledge about the animal world while developing descriptive language, creativity and confidence communicating ideas.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Amazing Animals	- Learn vocabulary for predators, prey, animal features, habitats and behaviour. - Use adjectives and adverbs, including comparative and superlative forms. - Explore -ed/-ing adjectives, adjective order and connectives.	- Listen for specific details in talks about animals. - Describe and compare real, unusual and imaginary creatures. - Express and justify opinions. - Discuss facts, animal behaviour and story ideas with others.	- Develop collaborative and independent reading strategies. - Distinguish facts from opinions. - Categorise and compare living things. - Build research, creativity and collaborative problem-solving skills.	- Read fiction and non-fiction about predators and unusual animals. - Identify topics, main ideas and supporting details. - Write descriptions using precise vocabulary. - Link sentences with connectives and plan, write and improve an animal story.	- Categorise animals and explore food chains. - Create useful-language posters and animal descriptions. - Research and present animal information. - Draw imaginary creatures and develop animal-story ideas.

Project Portfolio work

The “Amazing Animals” Project Portfolio turns students into wildlife documentary makers. Teams choose an amazing animal, research its habitat, behaviour, adaptations and interesting facts, and create a short documentary segment using narration and visuals. The project develops research, descriptive language, teamwork and presentation skills. Learners then draw on the week’s ideas and vocabulary in a short PSLE-style Continuous Writing task.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Can we create an exciting wildlife documentary about an amazing animal? What makes our animal special? Which facts will interest an audience? How can we describe its behaviour and habitat vividly?	• Work as a documentary production team. • Choose an animal and divide research and production roles. • Plan a script and visuals together. • Rehearse, give feedback and present or record the final documentary.	• Use precise animal, habitat and behaviour vocabulary. • Use adjectives, adverbs and comparisons to create vivid descriptions. • Distinguish factual language from opinions. • Use connectives to organise information and narrative ideas.	• Research an animal’s appearance, habitat, diet, behaviour and adaptations. • Select interesting and reliable facts for an audience. • Explore how wildlife documentaries combine narration, facts, description and visuals.	• Connect learning to animals learners have seen, read about or encountered in Singapore and elsewhere. • Reflect on which animals they find surprising, fascinating or important. • Consider how people learn about and respond to wildlife.	• Create and present or record a short wildlife documentary segment. • Communicate accurate facts using engaging descriptive language and visuals. • Apply project ideas and vocabulary independently through a PSLE-style Continuous Writing task.