

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: Say Hello (29 June 2026 – 3 July 2026)

In this friendly introductory unit, students learn how to introduce themselves, talk about their age and share what they like to do. Through songs, stories, videos and interactive speaking tasks, they practise using simple English to communicate with classmates and build confidence in the classroom. They also explore how to be kind and helpful to new friends.

By the end of the unit, students will be able to introduce themselves, ask simple questions about others and describe their friends using basic English.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft
Say Hello	<p>Using everyday greetings to start conversations with classmates.</p> <p>Asking and answering simple questions to get to know others (e.g. <i>What's your name? How old are you? What do you like?</i>)</p> <p>Using numbers 1–12 to talk about age.</p> <p>Talking about favourite activities such as singing, reading, swimming, dancing, painting and football.</p>	<p>Introduce themselves and ask classmates their names and ages.</p> <p>Talk about activities they like using simple sentences.</p> <p>Listen for key information such as names, ages and likes.</p> <p>Share information about classmates with the group.</p>	<p>Ask and answer questions to learn about classmates.</p> <p>Identify similarities and differences between friends.</p> <p>Explore ways to help new classmates feel welcome.</p> <p>Work collaboratively in pair and group activities.</p>	<p>Read and understand a short comic-style story about a child starting a new school.</p> <p>Identify characters and sequence events in a story.</p> <p>Write their name and simple personal information.</p> <p>Write short sentences describing a friend.</p>	<p>Create a friendship chain craft by drawing and decorating paper characters.</p> <p>Write the names of classmates or friends.</p> <p>Introduce each friend using simple sentences.</p> <p>Share their friendship chain with the class.</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
Say Hello	<p>Students will explore the key elements of friendship by considering:</p> <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>Students will write about their team, providing the following details:</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</p>	<p>Students will learn and practice using positive adjectives to describe people and their qualities, including:</p> <ul style="list-style-type: none"> • Kind • Cool • Friendly • Helpful • Funny • Clever • Considerate • Caring • Respectful • Supportive • Honest <p>These words will help students</p>	<p>Students will explore various aspects of friendship and kindness by 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>Students will create a visual representation of their classroom and friendships by:</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</p>	<p>Students will create a collection of work that reflects their understanding of friendship and kindness. Their outcomes will include:</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</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>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>	<p>express appreciation and describe the positive traits that make someone a good friend or a valuable team member.</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>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>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>
--	--	--	---	--	--	--

Week 5: Pathway 2: Dream Jobs (29 June 2026 – 3 July 2026)

In this exciting unit, students explore different careers and think about what skills and interests are important for future jobs. Through quizzes, interviews, role plays and creative tasks, they learn how to describe jobs, talk about responsibilities and express their own ambitions.

By the end of the unit, students will be able to describe different jobs, explain what people do at work and confidently talk about their own interests and future career ideas.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Dream Jobs	<ul style="list-style-type: none"> • Learn vocabulary for a range of jobs such as pilot, engineer, musician and fashion designer. • Practise useful language for describing work and responsibilities. • Use expressions such as <i>have to / don't have to</i>, <i>good at</i>, <i>interested in</i> and verb phrases with infinitives and gerunds. 	<ul style="list-style-type: none"> • Listen to songs and conversations about different jobs. • Complete a quiz to explore which job might suit their interests and abilities. • Ask and answer questions about careers and discuss their dream jobs with classmates. 	<ul style="list-style-type: none"> • Develop teamwork and communication through role-play interviews. • Discuss chores and responsibilities at home and school. • Build confidence speaking about skills, abilities and problem-solving strategies 	<ul style="list-style-type: none"> • Read texts about jobs people do in their families and communities. • Interview someone about their job and record key information. • Write short descriptions explaining what different jobs involve and what qualities people need to do them well. 	<ul style="list-style-type: none"> • Apply to join a team of superheroes by explaining their skills and strengths. • Write a persuasive message to a superhero captain describing how they can help save the world. • Present ideas creatively and take part in a fun superhero audition.

Project Portfolio work

In this exciting project, learners become creative designers and storytellers as they imagine the next generation of superheroes. Working in teams, they explore what makes a superhero interesting, powerful and memorable. Using their imagination and new language skills, students design their own superhero character or superhero team, including their powers, costume, personality and mission to help the world. At the end of the project, students present their ideas to the class through drawings, stories, models or short presentations, showing why their superhero would be the perfect choice for the next blockbuster adventure.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Dream Jobs	<p>Some of the key questions they will explore include:</p> <p>What makes a superhero interesting and unique?</p> <p>What powers and abilities help superheroes save the world?</p> <p>What jobs are involved in creating superhero stories and films?</p> <p>How can we describe characters and their abilities in English?</p>	<p>Working with their teammates, students will share ideas about their favourite superheroes and discuss what makes them exciting characters. Together they will design a brand-new superhero or superhero team. Students will collaborate to develop their character's powers, personality, costume and story, and prepare a presentation to introduce their hero to the class.</p>	<p>Key language points include:</p> <p>Superhero equipment and costumes: cape, mask, helmet, shield, suit.</p> <p>Superpowers: super strength, invisibility, teleportation, super speed.</p> <p>Character traits: brave, courageous, determined, responsible.</p> <p>Sentence structures:</p> <p>My superhero can... My superhero is...</p>	<p>To explore the topic further, students will:</p> <p>Research famous superheroes from comics and films.</p> <p>Discuss what powers and characteristics make a hero successful.</p> <p>Ask classmates about their favourite superheroes and why they like them.</p> <p>Collect ideas about superhero stories and character designs.</p>	<p>Students will connect their learning to real life by:</p> <p>Learning about creative careers involved in making films and comics, such as character designers, writers and animators.</p> <p>Thinking about the skills people need when applying for a job.</p> <p>Designing a "superhero CV" that describes their character's skills, powers and experience.</p>	<p>At the end of the project, students will:</p> <p>Design their own original superhero or superhero team.</p> <p>Create drawings, models, comic strips or short stories to show their ideas.</p> <p>Prepare a presentation explaining their superhero's powers, personality and mission.</p> <p>Present their superhero to the class and explain why their character would be perfect for the job.</p>

Week 6: Pathway 1: Family Time (6 July 2026 10 July 2026)

In this unit, students explore the topic of family and learn how to talk about the people who are important to them. Through songs, stories, videos and creative activities, they practise describing family members, sharing what their families enjoy doing together and expressing simple opinions about people's personalities.

By the end of the unit, students will be able to talk about their family members, describe what they are like and share activities they enjoy doing together.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft
Family Time	<p>Naming family members such as mum, dad, brother, sister, grandma and granddad</p> <p>Talking about who is in a family using sentences like <i>I've got a sister</i> or <i>There are four people in my family</i>.</p> <p>Describing people's personalities using words such as friendly, funny, playful and kind</p> <p>Talking about family activities such as reading, singing, dancing, picnics and watching TV</p>	<p>Talking about who is in their family.</p> <p>Describing what family members like doing together</p> <p>Listening to stories and songs about families</p> <p>Sharing simple descriptions of family members</p>	<p>Talking about who is in their family.</p> <p>Describing what family members like doing together</p> <p>Listening to stories and songs about families</p> <p>Sharing simple descriptions of family members</p>	<p>Listening to and understanding a story about a family</p> <p>Identifying family members and describing what they are like</p> <p>Drawing and writing about their own family.</p> <p>Describing a family member using simple sentences</p>	<p>Creating a model family using craft materials</p> <p>Describing each family member using simple sentences</p> <p>Talking about what their family members are like</p> <p>Presenting their model family to the class</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
Family Time	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: 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?	Students will work in teams to answer the following questions: Who lives in their homes? How does the number of people in their homes compare to their teammates? What languages do they speak at home? Do they spend time with extended family members (like cousins or grandparents)? What are the roles and responsibilities of parents in their families?	. Key language points include: Family members (parents, siblings, grandparents, etc.) Extended family members (aunts, uncles, cousins) Descriptive phrases for describing family members. Comparative and superlative forms for describing family members: "My brother is kinder than my sister." "My father is the funniest person in my family."	During this research, they will: Create a family tree and understand its significance. Investigate family traditions and rituals from their own and other cultures. Explore common family structures around the world, understanding the differences and similarities. Examine how family roles vary in different cultures and countries.	Students will showcase their learning by creating a visual project about families around the world: Share a photo of their family with labels of family members. Add photos of family members and descriptions of each one. Include pictures of places their family enjoys visiting together.	At the end of the project, students will: Draw different family models to highlight their similarities and differences. Create a group photo album that showcases the diversity of families in their class. Produce a group poster comparing their families, focusing on shared traits. Identify and illustrate the similarities and differences within their team's families. Create a comic strip that illustrates weekend activities they do with their family.

Week 6: Pathway 2: Around the World (6 July 2026 10 July 2026)

In this exciting unit, students explore countries and cultures from around the world. Through songs, quizzes, research and presentations, they discover what makes each country unique and learn how people travel and experience new places. Along the way, they develop language for asking questions, sharing opinions and describing tourist attractions.

By the end of the unit, students will confidently describe countries, discuss travel experiences and present information about places around the world.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Around the World	<ul style="list-style-type: none"> • Learn vocabulary for countries, nationalities and continents. • Practise asking and answering questions using <i>Wh-</i> forms such as <i>Where</i>, <i>How long</i> and <i>How many</i>. • Use language to describe places, share facts and talk about countries around the world. 	<ul style="list-style-type: none"> • Listen to songs and conversations about travel and holidays. • Ask classmates about their travel experiences and preferences. • Practise asking and answering questions about places people have visited or would like to visit. 	<ul style="list-style-type: none"> • Develop communication and collaboration by creating a tourist phrasebook. • Practise useful English expressions for helping visitors in everyday situations. • Build confidence using English to give directions, offer help and talk about travel experiences. 	<ul style="list-style-type: none"> • Read informative texts about countries and popular tourist destinations. • Research interesting places to visit in a chosen country. • Create short presentations describing attractions, festivals and activities for visitors. 	<ul style="list-style-type: none"> • Work as a team for a tourism board to design an online quiz about travel destinations. • Plan creative questions that encourage people to learn about different countries. • Pitch their ideas to the “head of tourism” and explain why their quiz should be used on the website.

Project Portfolio work

Students explore what makes a country unique and why people visit different places around the world. They research tourism, culture and landmarks, then work in teams to create a travel campaign promoting their country using descriptive and persuasive language.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Around the World	<p>In this project, students explore what makes a country unique and how it can attract visitors from around the world. They will think about tourism, culture and special places. Some key questions they will explore include:</p> <p>What makes a country special or different from others?</p> <p>Why do people visit certain countries or cities?</p> <p>How can we describe our country in an interesting way to visitors?</p> <p>What makes a travel website or tourism campaign attractive?</p>	<p>Working with their teammates, students will share experiences and ideas about their country.</p> <p>Interview classmates, teachers or family members about places they enjoy visiting.</p> <p>Compare ideas about what makes their country interesting for tourists.</p> <p>Work together to collect ideas for promoting their country.</p>	<p>Students will develop vocabulary and structures to talk about countries and travel.</p> <p>Key language includes:</p> <p>Places and landscapes: city, village, mountains, beach, island, desert, waterfall.</p> <p>Tourist attractions: museum, harbour, monument, gallery, restaurant.</p> <p>Descriptive adjectives to promote places (beautiful, exciting, historic, vibrant).</p> <p>Persuasive language for tourism descriptions and travel recommendations.</p>	<p>To explore the topic further, students will:</p> <p>Research unique places, landmarks or traditions in their country.</p> <p>Investigate why tourism is important for cities and countries.</p> <p>Explore examples of tourism websites and travel campaigns.</p> <p>Collect information from websites, books or interviews to support their ideas.</p>	<p>Students will connect the project to their own lives by:</p> <p>Thinking about places they have visited or would like to visit.</p> <p>Exploring what makes their hometown or country special.</p> <p>Designing ideas for a tourism website, travel quiz or competition.</p> <p>Sharing recommendations for visitors travelling to their country.</p>	<p>At the end of the project, students will:</p> <p>Create a tourism campaign promoting their country or city.</p> <p>Design materials such as a travel poster, website idea, quiz or competition.</p> <p>Present their ideas to the class explaining why people should visit their country.</p> <p>Reflect on what they learned about tourism, teamwork and persuasive language.</p>

Week 7: Pathway 1: My Home (13 July 2026 – 17 July 2026)

In this unit, students explore the topic of homes and learn how to describe where they live. Through songs, listening tasks, stories and creative activities, they practise naming rooms in a house, describing objects and talking about what people do in different places at home.

By the end of the unit, students will be able to talk about their home, describe different rooms and furniture, and explain simple activities people do in different places at home.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft
My Home	<p>Talking about different types of homes and where people live</p> <p>Listening to children describe their homes and the rooms inside.</p> <p>Discussing activities people do in different places at home.</p> <p>Asking and answering simple questions about rooms and furniture</p>	<p>Talking about different types of homes and where people live</p> <p>Listening to children describe their homes and the rooms inside.</p> <p>Discussing activities people do in different places at home.</p> <p>Asking and answering simple questions about rooms and furniture</p>	<p>Adjectives for describing homes such as big, small, old and new.</p> <p>Rooms in a home including kitchen, bedroom, bathroom, living room, garden and balcony.</p> <p>Furniture and household items such as bed, sofa, table, chair, desk and bookcase</p> <p>Structures for describing homes such as <i>There is...</i>, <i>There are...</i>, and <i>This is the...</i></p>	<p>Listening to and understanding descriptions of rooms and homes</p> <p>Identifying items and furniture in different parts of the house</p> <p>Drawing and describing their own home.</p> <p>Writing simple sentences about rooms and activities at home</p>	<p>Designing and drawing a dream home</p> <p>Choosing rooms, furniture and activities for their home</p> <p>Describing their dream home using simple sentences</p> <p>Presenting their home design to classmates</p>

Project Portfolio work

The My Home project encourages students to explore how people use different rooms in their homes. Learners talk about everyday activities such as eating, sleeping and watching television, and discover where these activities usually happen. Through simple surveys and collaborative discussions, students compare routines and present their findings using clear and simple English.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
My Home	<p>In this project, students explore how people use different rooms at home. Some of the key questions they will explore include:</p> <p>What activities do we do at home?</p> <p>Which rooms do we use for different activities?</p> <p>Do people do the same things at home?</p> <p>What are the most common activities in our homes?</p> <p>Students will work together to investigate daily home activities and share the results with the class.</p>	<p>Working with their teammates, students will:</p> <p>Ask classmates questions about activities they do at home.</p> <p>Compare where different activities happen in the house.</p> <p>Work together to organise their survey results.</p> <p>Share their ideas with the class.</p> <p>Students will take turns asking questions and recording answers.</p>	<p>Students will practise vocabulary and structures related to homes and everyday activities.</p> <p>Key language includes:</p> <p>Rooms: kitchen, bedroom, bathroom, living room, garden.</p> <p>Furniture: bed, sofa, table, chair.</p> <p>Activities: eat, sleep, watch TV, read, play, study.</p> <p>Structures: <i>Where do you watch TV?</i> <i>I watch TV in the living room.</i></p>	<p>To explore home activities further, students will:</p> <p>Ask classmates where they do different activities at home.</p> <p>Record answers in a simple class survey.</p> <p>Count how many students use each room for different activities.</p> <p>Organise their results into a simple chart or table.</p>	<p>Students will connect their learning to their own lives by:</p> <p>Talking about their favourite place at home.</p> <p>Describing activities they do with their family.</p> <p>Sharing what makes their home comfortable and special.</p>	<p>At the end of the project, students will:</p> <p>Create a class chart showing home activities.</p> <p>Present their survey results to the class.</p> <p>Describe activities people do in different rooms.</p> <p>Ask and answer questions about home routines.</p>

Week 7: Pathway 2: Fantastic Stories (13 July 2026 – 17 July 2026)

In this imaginative unit, students explore traditional tales and creative storytelling through drama, poetry and performance. They learn how stories are structured and how characters, settings and problems bring stories to life. Through role play, script writing and creative discussion, students develop confidence expressing ideas and performing in English.

By the end of the unit, students will confidently describe story elements, retell stories and creatively present their own dramatic performances.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Fantastic Stories	<ul style="list-style-type: none"> • Learn vocabulary commonly used in fairy tales and traditional stories. • Practise describing story settings, characters and events. • Use adverbs to make storytelling more vivid and expressive. 	<ul style="list-style-type: none"> • Listen to poems and stories and identify important details. • Retell stories in their own words using clear structure. • Practise speaking confidently when sharing stories with classmates. 	<ul style="list-style-type: none"> • Develop confidence performing through role play and drama activities. • Work collaboratively to plan and perform short scenes. • Practise decision-making and teamwork while preparing performances. 	<ul style="list-style-type: none"> • Read engaging stories and identify key story elements such as characters, setting and problem. • Practise turning a story into a short script with dialogue. • Create new endings for stories and develop their own imaginative ideas. 	<ul style="list-style-type: none"> • Work as part of a drama club to create a new and exciting version of a traditional tale. • Plan characters, scenes and dialogue to make the story engaging for an audience. • Perform their creative production for the class.

Project Portfolio work

Students explore how stories can be turned into performances by working in drama groups to adapt a traditional tale for the stage. They develop storytelling and theatre language while creating a script, preparing props and costumes, and performing their play for an audience.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Fantastic Stories	<p>In this project, students explore how great storytellers bring stories to life. Working as part of a drama group, they will transform a traditional tale into a short performance. Some of the key questions they will explore include:</p> <p>What makes a story interesting for an audience?</p> <p>How can we turn a story into a play or performance?</p> <p>What different styles of theatre can we use to tell a story?</p> <p>How can actors, scripts and stage design help bring a story to life?</p>	<p>Working with their teammates, students will form a drama group and take on different theatre roles.</p> <p>Explore roles such as actor, director, script writer, costume designer or prop manager.</p> <p>Interview teammates about their interests and skills in drama and storytelling.</p> <p>Work together to plan how their story will be performed.</p> <p>Share responsibilities to prepare a successful performance.</p>	<p>Students will build language connected to storytelling, drama and theatre.</p> <p>Key language includes:</p> <p>Story elements: characters, setting, problem, solution, ending.</p> <p>Drama vocabulary: script, dialogue, narrator, stage, audience, sound effects.</p> <p>Language for describing actions and emotions in stories.</p> <p>Expressions used in scripts and dialogue between characters.</p>	<p>To explore the topic further, students will:</p> <p>Investigate different styles of storytelling and theatre (e.g. puppets, mime, pantomime).</p> <p>Explore examples of traditional tales and how they can be adapted for performance.</p> <p>Research how plays are structured using scripts and stage directions.</p> <p>Gather ideas from books, stories or online resources about drama and storytelling.</p>	<p>Students will connect the project to their own lives by:</p> <p>Exploring traditional stories from their own culture or community.</p> <p>Thinking about the moral or message behind a story.</p> <p>Designing creative ways to retell a familiar story for an audience.</p> <p>Sharing stories they know with classmates and discussing their meanings.</p>	<p>At the end of the project, students will:</p> <p>Write or adapt a script based on a traditional story.</p> <p>Plan and prepare a short dramatic performance.</p> <p>Design simple props, costumes or posters for their play.</p> <p>Perform their story for an audience and reflect on what they learned about storytelling and teamwork.</p>

Week 8: Pathway 1: Yummy (20 July 2026 – 24 July 2026)

In this module, learners explore everyday food and drinks and talk about what they like to eat and drink. Through songs, stories and creative tasks, they practise expressing preferences and describing meals.

By the end of the unit, learners will be able to talk about different foods, describe meals such as breakfast, lunch and dinner, and share their food preferences with others.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Yummy	<p>Food and drink vocabulary such as soup, milk, chicken, pasta, ice cream, sandwiches, juice and eggs.</p> <p>Talking about meals and daily eating habits using breakfast, lunch and dinner.</p> <p>Expressing preferences with simple sentences such as I like... / I don't like....</p> <p>Asking and answering questions about food using Do you like...? Yes, I do / No, I don't.</p>	<p>Listening to children talk about the foods they like and dislike.</p> <p>Talking about favourite foods and drinks using simple sentences.</p> <p>Naming and discussing the three main meals: breakfast, lunch and dinner.</p> <p>Taking part in simple conversations about meals and food choices.</p>	<p>Developing communication skills by discussing food preferences with classmates.</p> <p>Using critical thinking to identify foods and categorise them by meal or preference.</p> <p>Practising collaboration through surveys and pair activities about favourite foods.</p> <p>Building confidence when presenting ideas about meals and food choices.</p>	<p>Listening to and following a short story about a picnic.</p> <p>Identifying food items within a story and responding to simple questions.</p> <p>Recording personal food preferences through drawings and simple sentences.</p> <p>Completing short activities about meals and favourite foods.</p>	<p>Create and present a lunchbox for a class picnic.</p> <ul style="list-style-type: none"> • Designing and making food items for a lunchbox using drawings or craft materials. • Choosing foods and drinks for a picnic meal. • Presenting the lunchbox to classmates and describing the items inside. • Taking part in a class discussion about favourite picnic foods.

Project Portfolio work

The Yummy project encourages students to explore different foods, meals and food preferences. Students learn to talk about what they like to eat and drink while discussing meals such as breakfast, lunch and dinner. Through discussions and creative activities, students work together to plan a class picnic and present the foods they would bring, building confidence using English to describe meals and preferences.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Yummy	<p>In this project, students explore food choices and meals. Some of the key questions they will explore include:</p> <p>What foods do people like to eat?</p> <p>What foods do we eat for breakfast, lunch and dinner?</p> <p>What foods are good for a picnic?</p> <p>How can we share and describe our favourite meals?</p> <p>Students will work together to plan a class picnic and decide what food to bring.</p>	<p>. Working with their teammates, students will:</p> <p>Talk about their favourite foods and drinks.</p> <p>Ask classmates about foods they like and dislike.</p> <p>Compare different foods eaten at different meals.</p> <p>Work together to choose foods for their class picnic.</p> <p>Each group will decide what food and drinks their picnic will include.</p>	<p>Students will practise vocabulary and structures related to food and meals.</p> <p>Key language includes:</p> <p>Food and drink vocabulary: soup, milk, chicken, pasta, ice cream, sandwiches, juice, eggs.</p> <p>Meals: breakfast, lunch and dinner.</p> <p>Expressing preferences: <i>I like... / I don't like...</i></p> <p>Asking questions: <i>Do you like...? – Yes, I do / No, I don't.</i></p>	<p>To explore food preferences further, students will:</p> <p>Ask classmates about their favourite foods and drinks.</p> <p>Find out which foods are most popular in the class.</p> <p>Discuss what foods are good for a picnic meal.</p> <p>Collect ideas for planning their class picnic.</p>	<p>Students will connect their learning to their own lives by:</p> <p>Talking about foods they eat at home.</p> <p>Sharing favourite meals with family and friends.</p> <p>Drawing their favourite picnic foods.</p> <p>Describing what they like to eat for breakfast, lunch or dinner.</p>	<p>At the end of the project, students will:</p> <p>Plan a class picnic menu with their group.</p> <p>Create a poster or drawing of their picnic meal.</p> <p>Label foods and drinks using simple English.</p> <p>Present their picnic ideas and describe the foods they chose.</p>

Week 8: Pathway 2: Solve It (20 July 2026 – 24 July 2026)

In this exciting unit, students explore mysterious events and learn how journalists investigate and report unusual stories. Through songs, role plays, news reports and creative writing, they develop skills for asking questions, analysing information and telling engaging stories. Students also learn how news articles are structured and how language can make stories more dramatic and interesting.

By the end of the unit, students will confidently investigate events, organise ideas and write their own news-style stories about mysterious happenings.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Solve It	<ul style="list-style-type: none"> • Learn descriptive vocabulary used in news reports, such as <i>mysterious</i>, <i>unusual</i> and <i>surprising</i>. • Practise writing eye-catching news headlines. • Explore how the past simple and past continuous are used together to describe events. 	<ul style="list-style-type: none"> • Listen to stories about strange events and discuss possible explanations. • Work together to role-play solving a mystery. • Ask questions and share ideas to investigate what might have happened. 	<ul style="list-style-type: none"> • Use a story mountain to plan and organise a mystery story. • Discuss ideas and compare different solutions to a problem. • Develop creativity and critical thinking while building a clear story structure. 	<ul style="list-style-type: none"> • Read engaging news articles and identify key features such as headlines, facts and opinions. • Analyse how journalists present information clearly. • Write their own short news article about a mysterious event. 	<ul style="list-style-type: none"> • Work as investigative journalists for a mystery news website. • Create and report on a strange event that has happened in their community. • Present their story to the class using engaging headlines and dramatic storytelling.

Project Portfolio work

Students explore how journalists create exciting news stories by working in teams to investigate a mystery and write a dramatic news report. They learn journalism vocabulary, practise using descriptive language, and present their final article while learning how to recognise real and fake news.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Solve it	<p>In this project, students explore how journalists create exciting news stories. Working as a team of reporters, they will investigate mysterious events and write a dramatic news article designed to capture readers' attention. Some of the key questions they will explore include:</p> <p>What makes a news story interesting for readers?</p> <p>How can journalists use language to make stories exciting?</p> <p>What makes a headline grab people's attention?</p> <p>How can we tell the difference between real news and fake news?</p>	<p>Working with their teammates, students will form a team of journalists.</p> <p>Interview each other about favourite mystery stories or unusual events.</p> <p>Share ideas for interesting news topics and headlines.</p> <p>Work together to investigate and develop a mystery story.</p> <p>Collaborate to write and present their final news article.</p>	<p>Students will build vocabulary and language used by journalists and storytellers.</p> <p>Key language includes:</p> <p>News and journalism vocabulary: headline, journalist, report, article, source.</p> <p>Descriptive "wow words" used to make stories dramatic and exciting.</p> <p>Language patterns used in mystery stories and news reports.</p> <p>Expressions for describing surprising or unusual events.</p>	<p>To explore the topic further, students will:</p> <p>Research famous mystery stories or unexplained events.</p> <p>Explore examples of headlines and news articles.</p> <p>Investigate how journalists present stories to attract readers.</p> <p>Collect ideas from websites, books or interviews to inspire their story.</p>	<p>Students will connect the topic to their own lives by:</p> <p>Discussing mysterious or surprising events they have heard about.</p> <p>Learning how to recognise fake news and unreliable stories online.</p> <p>Creating a checklist to help identify trustworthy news sources.</p> <p>Sharing examples of real and fake news and discussing the differences.</p>	<p>At the end of the project, students will:</p> <p>Write an exciting mystery news story with a strong headline.</p> <p>Use dramatic vocabulary and descriptive language in their writing.</p> <p>Present their article as a blog post, news report or online story.</p> <p>Reflect on what they learned about journalism, storytelling and evaluating information online.</p>

Week 9: Pathway 1: Ready Steady (27 July 2026 -31 July 2026)

In this module, learners explore different sports and physical activities. Through songs, stories and interactive tasks, they learn to identify common sports, describe actions in games and talk about the equipment and clothing needed for different activities. By the end of the unit, learners will be able to name a range of sports, describe what people are doing during sports activities and talk about the equipment they use.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Ready Steady	<p>Sports vocabulary such as basketball, cycling, gymnastics, badminton, swimming and table tennis.</p> <p>Talking about sports using simple structures such as She is playing badminton or She is doing gymnastics.</p> <p>Naming sports equipment such as racket, helmet, mat, shuttlecock and ball.</p> <p>Expressing preferences using sentences such as I like cycling / I don't like badminton</p>	<p>Listening to children talk about the sports they like and the activities they enjoy.</p> <p>Talking about favourite sports and sharing personal preferences with classmates.</p> <p>Following simple spoken instructions for sports and exercise activities.</p> <p>Taking part in discussions about team sports and individual sports.</p>	<p>Watching and discussing a short story about animals playing football.</p> <p>Identifying actions in sports such as kick, jump, throw, catch and score.</p> <p>Labelling pictures of sports activities and describing what people are doing.</p> <p>Reading simple descriptions of sports and matching them with pictures.</p>	<p>Watching and discussing a short story about animals playing football.</p> <p>Identifying actions in sports such as kick, jump, throw, catch and score.</p> <p>Labelling pictures of sports activities and describing what people are doing.</p> <p>Reading simple descriptions of sports and matching them with pictures.</p>	<p>Create your own exercise routine.</p> <ul style="list-style-type: none"> • Planning a short exercise routine with several simple actions. • Drawing and labelling the different steps of the routine. • Giving instructions so classmates can follow the routine. • Sharing and practising different exercise routines together

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

Week 9: Pathway 2: Inspiring Lives (27 July 2026 -31 July 2026)

In this inspiring unit, students explore the lives of remarkable people who have made a difference in the world. Through interviews, autobiographies and creative reflection, they learn how achievements, determination and life experiences shape inspiring stories. Students also practise discussing life events and personal memories while developing confidence expressing ideas in English.

By the end of the unit, students will be able to describe inspiring people, talk about life achievements and reflect on their own experiences using clear and accurate language.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Inspiring Lives	<ul style="list-style-type: none"> • Learn verbs used to describe achievements and inspiring actions such as <i>invent, discover, save</i> and <i>teach</i>. • Practise using the past simple and present perfect to talk about life events and achievements. • Describe people who inspire them and explain why. 	<ul style="list-style-type: none"> • Listen to interviews and poems about people's lives and experiences. • Practise interviewing classmates about their life stories and memories. • Ask and answer questions about achievements, experiences and personal goals. 	<ul style="list-style-type: none"> • Reflect on memorable moments from their own lives. • Describe personal experiences and childhood memories using clear language. • Develop confidence sharing stories and listening to the experiences of others. 	<ul style="list-style-type: none"> • Read autobiographies and identify how people describe their life stories. • Explore how important events are organised in timelines. • Write imaginative autobiographies about their future lives and achievements. 	<ul style="list-style-type: none"> • Work as part of a BBC Young Investigators team to create a documentary about an inspirational person. • Research important achievements and plan a storyboard for their documentary. • Present their ideas and explain why their chosen figure is truly inspiring.

Project Portfolio work

In this project, students explore the lives of inspiring people and the achievements that make them role models. Working as young investigators, they will research and present the story of someone who has made a positive difference.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Inspiring Lives	<p>. Some of the key questions they will explore include:</p> <p>What makes a person inspiring?</p> <p>How do people overcome challenges to achieve their goals?</p> <p>How can we tell the story of someone's life in an interesting way?</p> <p>What can we learn from inspiring people's experiences?</p>	<p>Working with their teammates, students will act as a team of documentary makers.</p> <p>Discuss people they admire from history, their community or their own families.</p> <p>Share ideas about which inspiring person they would like to present.</p> <p>Take on different roles such as presenter, researcher or designer.</p> <p>Work together to plan how they will present the story.</p>	<p>Students will build vocabulary and structures used to describe people's achievements.</p> <p>Key language includes:</p> <p>Verbs for achievements: invent, discover, help, build, teach, create, win.</p> <p>Adjectives describing inspiring qualities: brave, determined, generous, hardworking.</p> <p>Language for describing life events and achievements.</p> <p>Past tense forms used to tell someone's life story.</p>	<p>To explore the topic further, students will:</p> <p>Research inspiring people from history, science, sport or their local community.</p> <p>Investigate important life events and achievements.</p> <p>Collect facts and stories from books, websites or interviews.</p> <p>Decide which information is most important to share in their project.</p>	<p>Students will connect the project to their own lives by:</p> <p>Reflecting on people they admire in their family or community.</p> <p>Thinking about memorable moments in their own lives.</p> <p>Discussing qualities that help people achieve success.</p> <p>Considering how they might inspire others in the future.</p>	<p>At the end of the project, students will:</p> <p>Create a short presentation, timeline or documentary about an inspiring person.</p> <p>Use descriptive language to explain the person's achievements and life story.</p> <p>Present their project to the class and explain why the person inspires them.</p> <p>Reflect on what they learned about determination, success and teamwork.</p>

Week 10: Pathway 1: Around Town (03 August 2026 – 07 August 2026)

In this module, learners explore places in their neighbourhood and learn how to describe where things are in a town. They practise talking about their favourite places and the activities they can do there. Through stories, songs and interactive tasks, learners also practise giving and following simple directions.

By the end of the module, learners create their own town and guide their classmates around it using simple English.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Around Town	<p>Places in a town such as cinema, park, swimming pool, hospital, shop, library, supermarket and café.</p> <p>Describing locations using phrases such as <i>next to</i>, <i>between</i>, <i>opposite</i> and <i>behind</i>.</p> <p>Talking about what a town has using sentences like <i>There is a cinema</i> and <i>There isn't a swimming pool</i>.</p> <p>Giving simple directions using phrases such as <i>turn left</i>, <i>turn right</i> and <i>go straight on</i>.</p>	<p>Talk about places in a neighbourhood such as parks, cinemas, shops and libraries.</p> <p>Describe what there is or isn't in a town using simple sentences.</p> <p>Talk about favourite places and what activities we can do there.</p> <p>Share ideas about what makes a neighbourhood a good place to live.</p>	<p>Watch a Shaun the Sheep video and predict what will happen next.</p> <p>Sequence events and retell what happens in the story.</p> <p>Describe where characters and objects are using location language.</p> <p>Develop problem-solving and collaboration skills through interactive activities.</p>	<p>Read and understand a short comic story about finding a lost dog.</p> <p>Follow directions in a story to understand where characters go.</p> <p>Identify places around town and what happens there.</p> <p>Create a simple comic strip about losing and finding something.</p>	<p>Design and build your own town using drawings or simple 3D models.</p> <p>Choose places such as a school, park, swimming pool or café.</p> <p>Give classmates directions around your town using simple language.</p> <p>Ask and answer questions such as <i>Where's the park?</i> and <i>Turn left and walk to the library</i>.</p>

Project Portfolio work

The Around Town project encourages students to explore places in their neighbourhood and how people move around a town. Students learn to talk about locations, favourite places and everyday activities. Through collaborative discussions and creative design tasks, students work together to create their own town and practise giving simple directions using English.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Around Town	<p>In this project, students explore what makes a great town to live in. Some of the key questions they will explore include:</p> <p>What places can we find in a town?</p> <p>What activities can people do in different places?</p> <p>How can we describe where places are?</p> <p>How can we give directions to help people find places?</p> <p>Students will work together to design their own town and guide visitors around it.</p>	<p>Working with their teammates, students will:</p> <p>Talk about places they visit in their neighbourhood.</p> <p>Ask classmates about their favourite places in town.</p> <p>Compare what towns and neighbourhoods have.</p> <p>Work together to decide which places their town should include.</p> <p>Each group will design a town and plan how people can move around it.</p>	<p>Students will practise vocabulary and structures related to towns and directions.</p> <p>Key language includes:</p> <p>Places in town: cinema, park, swimming pool, hospital, shop, library, supermarket, café.</p> <p>Location language: next to, between, opposite, behind.</p> <p>Describing places: <i>There is / There isn't.</i></p> <p>Directions: <i>turn left, turn right, go straight on.</i></p>	<p>To explore towns and neighbourhoods further, students will:</p> <p>Ask classmates about places they like to visit.</p> <p>Identify common places in their neighbourhood.</p> <p>Discuss what activities people do in different places.</p> <p>Collect ideas for places to include in their own town design.</p>	<p>Students will connect their learning to their own lives by:</p> <p>Drawing their favourite place in their neighbourhood.</p> <p>Talking about where they go with their family or friends.</p> <p>Sharing what makes their neighbourhood special.</p> <p>Describing places they would like to add to their ideal town.</p>	<p>At the end of the project, students will:</p> <p>Create a model or poster of their own town.</p> <p>Label places such as parks, shops and libraries.</p> <p>Give simple directions to guide classmates around their town.</p> <p>Ask and answer questions such as <i>Where's the park?</i> and <i>Turn left at the café.</i></p>

Week 10: Pathway 2: Toys for the Planet (03 August 2026 – 07 August 2026)

In this creative unit, students explore how toys are made and how our choices can affect the environment. Through discussions, surveys, adverts and design challenges, they learn about materials, recycling and sustainable energy. Students also consider how everyday products can be redesigned to be more environmentally friendly.

By the end of the unit, students will be able to describe toys, explain how they are made and suggest environmentally friendly solutions through creative design and discussion.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Toys for the Planet	<ul style="list-style-type: none"> Learn vocabulary for different types of toys and the materials they are made from. Practise describing objects using the present simple passive (e.g. <i>It's made of...</i>). Use descriptive language to talk about favourite toys and how they work. 	<ul style="list-style-type: none"> Listen to songs and conversations about toys and recycled materials. Design and conduct a questionnaire about popular toys. Interview classmates and discuss what makes toys fun and interesting. 	<ul style="list-style-type: none"> Explore how toys can use sustainable energy and eco-friendly materials. Discuss ways to reduce waste and protect the environment. Design creative solutions that combine play, creativity and environmental awareness. 	<ul style="list-style-type: none"> Read examples of toy advertisements and identify persuasive language. Explore how adjectives and slogans make products appealing. Write their own advert describing a toy and encouraging others to buy it. 	<ul style="list-style-type: none"> Work as toy designers for TOY TIME PLUS to create a new range of eco-friendly toys. Plan a toy that uses recycled materials or sustainable energy. Present their design and explain how it helps protect the planet.

Project Portfolio work

In this project, students explore how everyday products can affect the environment. Working as toy designers, they will create a new toy that is fun, safe and environmentally friendly

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Toys for the Planet	<p>Some of the key questions they will explore include:</p> <p>Why can some toys be harmful to the environment?</p> <p>How can designers create toys using sustainable materials?</p> <p>What makes a toy fun, safe and interesting for children?</p> <p>How can we encourage people to choose eco-friendly products?</p>	<p>Working with their teammates, students will form a team of toy designers.</p> <p>Interview classmates about their favourite toys and how often they buy new ones.</p> <p>Discuss what happens to toys when children no longer use them.</p> <p>Share ideas about how toys could be reused, recycled or redesigned.</p> <p>Work together to design a new environmentally friendly toy.</p>	<p>Students will build vocabulary related to materials, toys and the environment.</p> <p>Key language includes:</p> <p>Materials: plastic, wood, metal, paper, rubber, textile and recycled materials.</p> <p>Descriptive adjectives: strong, smooth, soft, hard, flexible, durable.</p> <p>Vocabulary related to recycling, sustainability and protecting the environment.</p> <p>Language used to describe products and explain how they are made.</p>	<p>To explore the topic further, students will:</p> <p>Research popular toys and what materials they are made from.</p> <p>Investigate how toys can affect the environment.</p> <p>Explore examples of eco-friendly or recycled toys.</p> <p>Collect ideas about how sustainable toys could be designed and produced.</p>	<p>To explore the topic further, students will:</p> <p>Research popular toys and what materials they are made from.</p> <p>Investigate how toys can affect the environment.</p> <p>Explore examples of eco-friendly or recycled toys.</p> <p>Collect ideas about how sustainable toys could be designed and produced.</p>	<p>At the end of the project, students will:</p> <p>Design and create an environmentally friendly toy.</p> <p>Use recycled or sustainable materials in their design where possible.</p> <p>Produce an advertisement explaining why their toy is good for the planet.</p> <p>Present their design to the class and explain how it helps reduce pollution.</p>

Week 11: Pathway 1: My Day (11 August 2026 – 14 August 2026)

In this module, learners explore daily routines and talk about what they do at different times of the day. They practise describing morning routines, after-school activities and everyday habits using simple time expressions. Through songs, stories and interactive tasks, learners also ask and answer questions about when different activities happen.

By the end of the module, learners create an activity wheel to present their own daily routine.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft
My Day	<p>Daily routine vocabulary such as wake up, brush my teeth, eat breakfast, get dressed and go to school.</p> <p>Talking about times of day using expressions with <i>o'clock</i>.</p> <p>Describing routines using sentences such as <i>I wake up at seven o'clock</i>.</p> <p>Talking about after-school activities such as watch TV, read, go to the park and do homework.</p>	<p>Talk about daily routines such as waking up, brushing teeth and going to school.</p> <p>Describe what we do at different times of the day.</p> <p>Ask and answer questions about when we do everyday activities.</p> <p>Share ideas about healthy habits and daily routines.</p>	<p>Watch a Shaun the Sheep video and predict what happens in the story.</p> <p>Sequence events and retell what happens in the episode.</p> <p>Use visual clues to describe actions and routines.</p> <p>Develop communication and problem-solving skills through collaborative tasks</p>	<p>Read and understand a comic story about Molly's daily routine.</p> <p>Identify times and activities in a story.</p> <p>Ask and answer questions about when different activities happen.</p> <p>Write and draw simple descriptions of daily routines.</p>	<p>Create a personalised activity wheel showing daily activities.</p> <p>Add activities such as eat breakfast, go to school, play and go to bed.</p> <p>Practise asking and answering questions about routines.</p> <p>Present the activity wheel and explain what you do at different times of the day.</p>

Project Portfolio work

The My Day project encourages students to explore daily routines and healthy habits. Students talk about what they do in the morning, after school and in the evening, while learning to describe activities using simple time expressions. Through discussion and creative tasks, students work together to design and present their perfect daily routine, building confidence using English to talk about everyday life.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
My Day	<p>In this project, students explore how people organise their day and what makes a good daily routine. Some of the key questions they will explore include:</p> <p>What activities do we do every day?</p> <p>What do we do in the morning, afternoon and evening?</p> <p>What activities help us stay healthy and happy?</p> <p>How can we plan a great day?</p> <p>Students will work together to design the perfect day for a student.</p>	<p>Working with their teammates, students will:</p> <p>Talk about their daily routines and favourite activities.</p> <p>Ask classmates about what they do before school and after school.</p> <p>Compare different routines in the class.</p> <p>Work together to plan a daily schedule with school, play and rest.</p>	<p>Students will practise vocabulary and structures related to daily routines.</p> <p>Key language includes:</p> <p>Daily routine vocabulary: wake up, brush my teeth, eat breakfast, get dressed, go to school.</p> <p>After-school activities: watch TV, read, go to the park, do homework.</p> <p>Time expressions using o'clock.</p> <p>Sentence structures such as: <i>I wake up at seven o'clock.</i></p>	<p>To explore daily routines further, students will:</p> <p>Ask classmates about what they do in the morning and after school.</p> <p>Find out what activities are most common in the class.</p> <p>Talk about healthy habits such as sleeping well, eating breakfast and playing outside.</p> <p>Collect ideas for planning a balanced daily routine.</p>	<p>Students will connect their learning to their own lives by:</p> <p>Drawing pictures of their daily routine.</p> <p>Talking about their favourite time of day.</p> <p>Sharing activities they enjoy doing with family or friends.</p> <p>Describing what makes a good day for them.</p>	<p>At the end of the project, students will:</p> <p>Create a poster showing the perfect daily routine.</p> <p>Label activities at different times of the day.</p> <p>Present their routine to the class using simple sentences.</p> <p>Explain which activities make their day fun, healthy and balanced.</p>

Week 11: Pathway 2: Into Space (11 August 2026 – 14 August 2026)

In this exciting unit, students explore the mysteries of space and imagine what life might be like on other planets. Through poems, presentations, research and creative writing, they learn about the Solar System, astronauts and space exploration. Students also develop the language needed to describe planets and discuss scientific ideas.

By the end of the unit, students will be able to describe planets, explain basic space concepts and creatively imagine what life beyond Earth might be like.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Into Space	<ul style="list-style-type: none"> • Learn key vocabulary related to space, including planets, stars and astronauts. • Explore how scientists describe planets and objects in the Solar System. • Practise using relative clauses (<i>who, which, that</i>) to give more information about space and space exploration. 	<ul style="list-style-type: none"> • Listen to poems and presentations about planets and space travel. • Research a planet and present key information such as size, colour and distance. • Share their findings and discuss different planets with classmates. 	<ul style="list-style-type: none"> • Imagine what life might be like on an alien planet. • Describe environments, creatures and daily life beyond Earth. • Develop creativity and problem-solving through discussions about space exploration. 	<ul style="list-style-type: none"> • Read a diary entry written by an astronaut on the International Space Station. • Identify how daily routines and experiences in space are described. • Write their own diary entry imagining life and work in space. 	<ul style="list-style-type: none"> • Work as part of NASA's Mars First team to plan the first human landing on Mars. • Design a landing device and decide where the colony should land. • Present their ideas to the NASA chief, explaining how their design will ensure a safe landing.

Project Portfolio work

In this project, students become part of a NASA team planning a future mission to Mars. They will explore how astronauts might travel to another planet and what is needed to survive there.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Into Space	<p>Some of the key questions they will explore include:</p> <p>What challenges might humans face when living on Mars?</p> <p>What resources are needed to survive on another planet?</p> <p>How can scientists design technology to land safely on Mars?</p> <p>What might a future colony on Mars look like?</p>	<p>Working with their teammates, students will form a crew of astronauts and scientists.</p> <p>Discuss what skills astronauts need to survive in space.</p> <p>Share ideas about why each team member would be chosen for a Mars mission.</p> <p>Work together to plan how their crew will prepare for the journey.</p> <p>Collaborate to solve problems related to living on another planet.</p>	<p>Students will develop vocabulary and structures related to space exploration.</p> <p>Key language includes:</p> <p>Space vocabulary: astronaut, planet, solar system, spacecraft, orbit, gravity.</p> <p>Scientific language used to describe space environments.</p> <p>Vocabulary for survival resources such as food, water, energy and shelter.</p> <p>Language used to explain ideas, plans and scientific solutions.</p>	<p>To explore the topic further, students will:</p> <p>Research facts about Mars and the solar system.</p> <p>Investigate what astronauts need to survive in space.</p> <p>Explore how food, water and energy could be produced on Mars.</p> <p>Gather information from books, videos or websites about space missions.</p>	<p>Students will connect the project to real-world science by:</p> <p>Learning how scientists grow plants in controlled environments such as greenhouses.</p> <p>Exploring how food could be grown during long space journeys.</p> <p>Discussing how technology helps people live in extreme environments.</p> <p>Thinking about how space research can help solve problems on Earth.</p>	<p>At the end of the project, students will:</p> <p>Design and build a prototype landing device to protect a spacecraft during landing.</p> <p>Test their design and record the results of their experiment.</p> <p>Present their ideas for surviving and living on Mars.</p> <p>Reflect on what they learned about teamwork, science and space exploration.</p>

Week 12: Pathway 1: On the Farm (17 August 2026 – 21 August 2026)

In this module, learners explore life on a farm and learn to identify and describe different animals. They practise naming farm animals, recognising animal body parts and talking about where animals live. Through songs, stories and creative activities, learners also learn how to care for animals and describe their favourite animals.

At the end of the module, learners create a craft showing a farm animal and its home.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
On the Farm	<p>farm animal vocabulary such as cow, chicken, duck, horse, goat, sheep and dog</p> <p>animal body parts such as beak, wings, horns, hooves, tail and wool</p> <p>simple descriptive patterns such as “It has got ...” and “It can ...”</p> <p>language for describing what animals look like and what they can do.</p>	<p>identify and name common farm animals.</p> <p>listen for specific information about animals.</p> <p>describe animals using colours, actions and body parts.</p> <p>talk about favourite animals.</p>	<p>Retell a story about helping a new friend.</p> <p>identify similarities between objects and animals.</p> <p>describe animals and their homes.</p> <p>discuss how to care for animals.</p>	<p>read simple descriptions of farm animals.</p> <p>identify baby animals such as lamb, puppy, calf and duckling.</p> <p>learn where animals live on a farm (e.g. barn, stable, pond, coop)</p> <p>write simple sentences describing an animal.</p>	<p>make a farm animal and its home.</p> <p>describe the animal using simple sentences.</p> <p>present the craft to classmates.</p>

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
On the Farm	<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>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</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</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</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</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>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>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 perspectives and ideas.</p>	<p>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 category and how these traits help animals survive in different environments</p>	<p>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 animals play in their environments and how different species interact.</p>	<p>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 world around them.</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>
--	---	---	--	---	---	--

Week 12: Pathway 2: Let's be Creative (17 August 2026 – 21 August 2026)

In this creative unit, students explore different forms of art and discover how artists express ideas, emotions and experiences. Through discussion, research and creative tasks, they learn how to describe artworks, share opinions and explore different artistic styles. Students also develop confidence talking about what inspires art and how people respond to it.

By the end of the unit, students will be able to describe works of art, express opinions about artistic styles and present their own creative ideas with confidence.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Let's be Creative	<ul style="list-style-type: none"> • Learn vocabulary related to different types of art and artistic styles. • Practise describing pictures using prepositions and descriptive language. • Use structures such as <i>It was painted by...</i> and <i>The photo was taken in...</i> to describe artworks. 	<ul style="list-style-type: none"> • Listen to conversations and songs about art and creativity. • Research a work of art and present it to their classmates. • Describe images clearly so others can recreate them through drawing 	<ul style="list-style-type: none"> • Explore different artistic styles using digital tools and creative techniques. • Experiment with creating their own artwork. • Reflect on how artists communicate ideas and emotions through their work. 	<ul style="list-style-type: none"> • Read comments and descriptions about artworks on a gallery website. • Explore language used to express opinions about art. • Write short descriptions explaining what they see in a piece of art and how it makes them feel. 	<ul style="list-style-type: none"> • Work as a team for a Tate Gallery exhibition. • Plan a display that showcases different works of art and explains why they are inspiring. • Present their exhibition ideas to a panel of experts and explain how the gallery celebrates creativity.

Project Portfolio work

In this project, students explore the world of art and creativity. Working as museum curators, they will design and present their own artwork as part of a gallery exhibition.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Let's be creative	<p>Some of the key questions they will explore include:</p> <p>What makes a piece of art interesting or meaningful?</p> <p>How do museums present and describe artworks to visitors?</p> <p>How can artists use different materials and styles to express ideas?</p> <p>Who decides what counts as art?</p>	<p>Working with their teammates, students will form a team of museum curators.</p> <p>Share their opinions about different types of art and creative styles.</p> <p>Discuss what kinds of artwork they enjoy and why.</p> <p>Work together to plan an art exhibition for their gallery.</p> <p>Collaborate to present and explain their artworks to visitors.</p>	<p>Students will build vocabulary and structures related to art and creativity.</p> <p>Key language includes:</p> <p>Types of art: painting, sculpture, photography, digital art and illustration.</p> <p>Descriptive language used to talk about artworks and artistic styles.</p> <p>Vocabulary used in galleries and museums such as artist, exhibition, gallery and curator.</p> <p>Language used to describe materials, techniques and artistic ideas.</p>	<p>To explore the topic further, students will:</p> <p>Research famous artworks, artists and museums around the world.</p> <p>Investigate how artworks are displayed and described in galleries.</p> <p>Explore different artistic styles such as portrait, landscape or abstract art.</p> <p>Collect ideas and inspiration for their own creative artwork.</p>	<p>Students will connect the project to their own experiences by:</p> <p>Thinking about art they have seen in museums, galleries or public spaces.</p> <p>Exploring how art can express ideas, emotions or cultural stories.</p> <p>Creating their own artwork using a variety of materials or techniques.</p> <p>Sharing their artistic ideas and explaining the meaning behind their work.</p>	<p>At the end of the project, students will:</p> <p>Create an original piece of artwork.</p> <p>Write a short description explaining their artwork and the materials used.</p> <p>Set up a mini gallery exhibition in the classroom.</p> <p>Present their artwork to visitors and explain their creative ideas.</p>

Week 13: Pathway 1: Party Time (24 August 2026 – 28 August 2026)

In this module, learners explore birthday celebrations and party traditions. They learn to talk about party items, birthday presents and common party games. Through songs, stories and interactive tasks, learners practise describing celebrations and talking about their own birthdays.

At the end of the module, learners create their own birthday party invitation.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft
Party Time	<p>birthday party vocabulary such as balloon, candle, present, decorations, party hat and birthday card</p> <p>months of the year (January–December)</p> <p>simple question and answer structures such as “When’s your birthday?” and “It’s in ...”</p>	<p>identify common birthday party items and presents.</p> <p>listen for key information about birthdays and gifts.</p> <p>talk about favourite presents and birthday celebrations.</p> <p>ask and answer questions about birthdays and parties.</p>	<p>identify activities and games played at birthday parties.</p> <p>sequence events from a birthday story or celebration.</p> <p>share ideas about favourite party activities.</p> <p>collaborate with classmates to talk about celebrations.</p>	<p>read and understand simple birthday invitations.</p> <p>identify key information such as date, time, place and activities.</p> <p>label items in party scenes and celebrations.</p> <p>write simple sentences about birthday parties.</p>	<p>create a birthday card or party invitation.</p> <p>decorate the invitation with drawings and craft materials.</p> <p>present the invitation and describe the party details to classmates.</p>

Project Portfolio work

The Party Time project encourages students to further explore birthday celebrations and party traditions. Students learn about party decorations, presents and games while sharing their own birthday experiences. Through collaborative discussions and creative activities, they work together to design and present their own dream birthday party, building confidence using English to describe celebrations and special events.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Party Time	<p>In this project, students explore what makes a great birthday party. Some of the key questions they will explore include:</p> <p>What do we see at birthday parties?</p> <p>What presents and decorations make a party special?</p> <p>What games and activities do people enjoy at parties?</p> <p>How can we plan a fun party for our friends? Students will work together to design their own dream birthday party and present it to the class.</p>	<p>Working with their teammates, students will:</p> <p>Talk about their favourite birthday celebrations.</p> <p>Ask classmates about their favourite presents and party games.</p> <p>Compare different party traditions.</p> <p>Work together to plan the activities, decorations and food for their party.</p> <p>Each team will decide what makes their party fun and special.</p>	<p>Students will practise vocabulary and structures related to celebrations.</p> <p>Key language includes:</p> <p>Party vocabulary: balloon, candle, present, decorations, party hat, birthday cake.</p> <p>Months of the year when talking about birthdays.</p> <p>Question forms such as <i>When's your birthday?</i></p> <p>Responses such as <i>It's in June.</i></p> <p>Language for describing presents, games and party activities.</p>	<p>To explore birthday celebrations further, students will:</p> <p>Ask classmates about their favourite birthday presents.</p> <p>Find out what games children like to play at parties.</p> <p>Look at examples of party decorations and activities.</p> <p>Collect ideas for creating their own party plan.</p>	<p>Students will connect their learning to their own lives by:</p> <p>Talking about their favourite birthday celebration.</p> <p>Drawing their dream birthday party.</p> <p>Sharing the games and activities they enjoy most.</p> <p>Describing the best birthday present they have received.</p>	<p>At the end of the project, students will:</p> <p>Create a poster or drawing of their dream birthday party.</p> <p>Label decorations, presents and activities.</p> <p>Present their party plan to the class.</p> <p>Explain what games and activities guests will enjoy.</p>

Week 13: Pathway 2: Our Future World (24 August 2026 – 28 August 2026)

In this forward-thinking unit, students explore how cities might change in the future and what makes a great place to live. Through discussions, maps, predictions and creative design tasks, they imagine new technologies and innovations that could improve daily life. Students practise describing cities, making predictions and sharing ideas about the future.

By the end of the unit, students will be able to describe cities, make predictions about future technology and present creative ideas for designing cities of the future.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Our Future World	<ul style="list-style-type: none"> • Learn vocabulary related to future technology and innovations. • Explore compound nouns such as <i>driverless cars</i> and <i>sky trains</i>. • Practise using <i>will / won't</i> and <i>may / might</i> to talk about predictions and possibilities. 	<ul style="list-style-type: none"> • Listen to songs and discussions about cities and life in the future. • Draw a map of their neighbourhood and give a guided tour to classmates. • Discuss what makes a good city and share ideas about improving communities. 	<ul style="list-style-type: none"> • Explore how technology and new inventions could improve people's lives. • Discuss creative ideas for gadgets and future solutions. • Develop problem-solving and innovation skills through collaborative discussions. 	<ul style="list-style-type: none"> • Read a letter imagining life in the future. • Identify how predictions and future ideas are expressed in writing. • Write a letter to their future self describing what life might be like in years to come. 	<ul style="list-style-type: none"> • Work as a team of architects designing a city of the future. • Plan solutions to challenges such as transport, housing and sustainability. • Present their ideas to competition judges and explain how their city improves life for everyone.

Project Portfolio work

In this project, students become architects designing a city of the future. Working in teams, they will explore the challenges cities face today and develop creative solutions to make cities more sustainable and liveable.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Our Future World	<p>Some of the key questions they will explore include:</p> <p>What problems do cities face today, such as pollution, traffic or flooding?</p> <p>How can cities become greener and more sustainable in the future?</p> <p>What buildings, transport and spaces will people need in a future city?</p> <p>How can architects design cities that are safe, healthy and enjoyable places to live?</p>	<p>Working with their teammates, students will form a team of architects planning a future city.</p> <p>Share ideas about buildings and places they like in their own city.</p> <p>Discuss problems cities face and possible solutions.</p> <p>Work together to design different parts of a future city.</p> <p>Collaborate to explain and present their ideas to judges in a competition.</p>	<p>Students will develop vocabulary and structures related to cities, architecture and the environment.</p> <p>Key language includes:</p> <p>Places in a city: parks, schools, roads, buildings and transport systems.</p> <p>Environmental vocabulary such as pollution, recycling, green spaces and sustainability.</p> <p>Shapes and geometry vocabulary used in architecture and design.</p> <p>Language used to describe plans, solutions and future ideas.</p>	<p>To explore the topic further, students will:</p> <p>Investigate problems that modern cities face, such as traffic, pollution or overcrowding.</p> <p>Research examples of sustainable or “green” cities around the world.</p> <p>Explore ideas for improving air quality, transport and green spaces.</p> <p>Collect information from websites, articles or videos about cities of the future.</p>	<p>Students will connect the project to their own lives by:</p> <p>Exploring maps of their own city or neighbourhood.</p> <p>Discussing what makes places enjoyable or difficult to live in.</p> <p>Identifying areas that could be improved in their community.</p> <p>Thinking about how future technologies might improve everyday life.</p>	<p>At the end of the project, students will:</p> <p>Design a model, map or plan of a future city.</p> <p>Explain how their city solves real-world environmental or social challenges.</p> <p>Present their design and ideas to classmates or judges in a competition.</p> <p>Reflect on how teamwork and creativity helped them design a better city.</p>