

Week 1 – Special Days (02 June to 05 June 2026)

This unit explores traditions and celebrations from around the world, including cultural festivals, birthday customs and party planning. Learners develop confidence discussing special events, sequencing instructions and expressing opinions. Through stories, poems, recipes and real-life scenarios, they build cultural awareness while strengthening practical communication skills.

By the end of the unit, students will be able to describe celebrations, give clear instructions, express opinions confidently and use key grammar structures accurately in both spoken and written English.

Module	Reading	Listening	Speaking	Writing	Use of English
Special Days	<p>Read short fiction and non-fiction texts about festivals and celebrations.</p> <p>Follow instructions for recipes and activities.</p> <p>Reconstruct a poem using rhyme clues.</p> <p>Identify facts and opinions.</p> <p>Deduce meaning of new vocabulary from context.</p>	<p>Listen to festival stories and birthday traditions from different countries.</p> <p>Follow spoken instructions for recipes and games.</p> <p>Identify key details and sequence events.</p> <p>Recognise rules and obligations in short spoken texts.</p>	<p>Discuss family festivals and birthday traditions.</p> <p>Share opinions and preferences using structured sentence frames.</p> <p>Give and follow short instructions.</p> <p>Ask and answer questions using prepositions.</p> <p>Role-play party conversations.</p>	<p>Write descriptive sentences about celebrations.</p> <p>Create party invitations.</p> <p>Write short paragraphs about favourite festivals.</p> <p>Organise simple recipes using ingredients and method.</p> <p>Use sequence words and accurate punctuation.</p>	<p>Practise articles (<i>a/an</i>) and demonstratives.</p> <p>Use prepositions of place accurately.</p> <p>Use quantifiers appropriately.</p> <p>Use <i>must</i> for rules and obligation.</p> <p>Use imperative forms and sequence adverbs.</p> <p>Distinguish countable and uncountable nouns.</p> <p>Build vocabulary related to festivals and parties.</p>

Project Portfolio work

In this creative and joyful project, students explore celebrations and special days from around the world. They learn about birthday traditions, festivals and party activities while sharing their own family celebrations. Working in teams, students plan a class celebration, design invitations and create simple instructions for games or food.

By the end of the project, students will confidently talk about celebrations, follow and give simple instructions and share their ideas about special days using English.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Special Days	<p>Students explore questions such as:</p> <p>What special days do people celebrate around the world?</p> <p>What makes a celebration fun?</p> <p>What food, games and activities are part of celebrations?</p> <p>How can we plan a celebration for our class?</p> <p>Students will work together to design their own class celebration plan.</p>	<p>Students work in small teams to:</p> <p>Share their favourite celebrations and traditions</p> <p>Ask classmates questions about birthdays and festivals</p> <p>Decide on activities for their class celebration</p> <p>Help each other create invitations and celebration plans</p>	<p>Students learn and practise language for:</p> <p>Talking about celebrations and parties</p> <p>Giving instructions for games or recipes</p> <p>Describing favourite foods and activities</p> <p>Sharing opinions using simple sentence frames.</p>	<p>Students explore:</p> <ul style="list-style-type: none"> Festivals celebrated in different countries Birthday traditions around the world Common celebration foods, decorations and games <p>They compare these traditions with their own experiences and discuss similarities and differences.</p>	<p>Students reflect on their own lives by:</p> <p>Sharing how their family celebrates birthdays or special days</p> <p>Drawing or describing their favourite celebration</p> <p>Talking about food, music or traditions in their culture</p> <p>They learn that celebrations can be different around the world, but they all bring people together.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Design a class celebration plan Create party invitations and decorations Write simple instructions for a game or recipe Present their celebration ideas to the class

Week 2 – Adventures in Different Places (08 June to 12 June 2026)

In this module, students explore three contrasting environments: hot deserts, vibrant cities and the icy landscape of Antarctica. Through poems, factual texts and real-world topics, they discover how people and animals adapt to extreme conditions. Along the way, they build confidence comparing places, asking questions and expressing ideas clearly in English.

By the end of the unit, students will confidently describe and compare environments using accurate and effective language.

Module	Reading	Listening	Speaking	Writing	Use of English
Adventures in Different Places	<p>Read poems and non-fiction texts about deserts, cities and Antarctica.</p> <p>Identify main ideas and key details confidently.</p> <p>Compare different environments and the animals that live there.</p> <p>Understand how information is organised in fact files and reports.</p> <p>Respond thoughtfully to questions about what they read.</p>	<p>Listen to songs, conversations and informational texts about different places.</p> <p>Follow spoken instructions and directions clearly.</p> <p>Identify important details and understand the order of events.</p> <p>Recognise key rules and important information in short spoken texts.</p> <p>Respond appropriately in discussions and classroom activities.</p>	<p>Ask and answer questions about environments and real-world topics.</p> <p>Give clear instructions and follow directions accurately.</p> <p>Role-play interviews, conversations and debates.</p> <p>□ Share opinions and give reasons for their ideas.</p> <p>Speak clearly and confidently using new vocabulary.</p>	<p>Plan, write and check clear, simple sentences.</p> <p>Use capital letters and punctuation accurately.</p> <p>Write questions, short reports and descriptive texts.</p> <p>Create scripts, interviews and advertisements.</p> <p>Use connectives to link ideas smoothly.</p>	<p>Use prepositions to describe place and direction.</p> <p>Apply object pronouns correctly in speech and writing.</p> <p>Use comparative and superlative adjectives to compare places.</p> <p>Build sentences using connectives such as <i>because</i>, <i>so</i> and <i>but</i>.</p> <p>Use adverbs to describe how actions happen.</p>

Project Portfolio work

In this exciting project, students explore three very different places: hot deserts, busy cities and the icy world of Antarctica. Through stories, songs and simple activities, they learn how animals and people live in these environments.

By the end of the project, students will be able to describe places, compare environments and share their ideas confidently in English.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Adventures in Different Places	<p>What is life like in different places around the world?</p> <p>Students explore questions such as:</p> <p>What is a desert like?</p> <p>What animals live in very hot or very cold places?</p> <p>What is life like in a big city?</p> <p>Which place would they like to visit?</p> <p>Students work together to create a project about an amazing place in the world.</p>	<p>Students work in small groups to:</p> <ul style="list-style-type: none"> Share ideas about different environments Ask classmates simple questions about places Choose an environment to explore Create drawings and posters together <p>They practise listening to each other and working as a team.</p>	<p>Students learn and practise language for:</p> <ul style="list-style-type: none"> Describing places and environments Talking about animals and where they live Asking and answering simple questions Comparing places using words like hot, cold, big and small <p>They build vocabulary related to nature, animals and places.</p>	<p>Students explore:</p> <ul style="list-style-type: none"> What deserts, cities and Antarctica look like Animals that live in hot or cold places How people live in different environments <p>They use pictures, stories and classroom activities to learn about the world.</p>	<p>Students reflect on:</p> <ul style="list-style-type: none"> Where they live What their city or town is like Which environment they would like to visit <p>They learn that different places in the world can be very different from their own.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Create a poster or drawing of an amazing place Label animals or features in that environment Share simple sentences about their place Present their ideas to the class <p>Students finish the project with stronger confidence speaking English and a greater curiosity about the world around them.</p>

Week 3 – Space (15 June to 19 June 2026)

In this exciting unit, students explore the wonders of space — from the Solar System and life on Mars to the historic Moon landing. Through non-fiction texts, role play, songs and creative projects, they build scientific curiosity while strengthening core English skills. By the end of the unit, students will confidently describe space, ask questions, express opinions and write imaginatively about life beyond Earth.

Module	Reading	Listening	Speaking	Writing	Use of English
Space	<p>Read non-fiction texts about the Solar System and Mars.</p> <p>Deduce meaning from context using diagrams and visuals.</p> <p>Explore a historical newspaper report about the Moon landing.</p> <p>Identify main ideas and key details in short texts.</p>	<p>Listen for specific information in short talks and songs.</p> <p>Follow instructions and explanations about space travel.</p> <p>Recognise key vocabulary in spoken texts.</p> <p>Develop confidence understanding questions that ask for information.</p>	<p>Ask and answer questions about space and space travel.</p> <p>Role-play astronauts, reporters and space tourists.</p> <p>Describe planets, environments and activities using full sentences.</p> <p>Express opinions and feelings about space exploration.</p>	<p>Plan and write sentences using connectives.</p> <p>Write emails and short stories about travelling to Mars.</p> <p>Use timelines to organise events with before and after.</p> <p>Apply basic punctuation and structure in guided writing tasks.</p>	<p>Use question forms accurately.</p> <p>Practise present continuous and present perfect tenses.</p> <p>Apply prepositions of time (at, on, in, before, after).</p> <p>Use comparative and superlative adjectives.</p> <p>Consolidate numbers up to 1,000.</p>

Project Portfolio work

In this exciting project, students become space reporters preparing to interview a real astronaut. They explore the Solar System, learn about astronauts and space travel, and imagine what life is like beyond Earth. Through stories, role-play and creative activities, they build curiosity about science while developing confidence using English. By the end of the project, students will confidently ask and answer questions about space and take part in a class astronaut interview.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Space	<p>What questions would we ask an astronaut about life in space? Students explore questions such as:</p> <ul style="list-style-type: none"> • What do astronauts do in space? • What is it like to live on a spaceship? • What do astronauts eat and sleep? • What planets would they like to visit? <p>Students prepare questions for a class astronaut interview.</p>	<p>Students work in small teams to:</p> <ul style="list-style-type: none"> • Share ideas about space and astronauts • Create questions they would ask an astronaut • Practise asking and answering questions • Prepare for a class interview activity 	<p>Students practise language for:</p> <ul style="list-style-type: none"> • Asking and answering questions • Describing planets and space travel • Talking about actions using simple sentences • Expressing opinions about space exploration 	<p>Students explore:</p> <ul style="list-style-type: none"> • The Solar System and different planets • The Moon landing and space travel • What astronauts need to live and work in space <p>They use pictures, stories and classroom activities to learn how people explore space.</p>	<p>Students imagine themselves as astronauts by:</p> <ul style="list-style-type: none"> • Designing their own rocket or spaceship • Choosing a planet they would like to visit • Thinking about what they would take with them on a space journey <p>They begin to see how science and imagination help us explore the universe.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Create questions for an astronaut interview • Take part in a class astronaut role-play interview • Design a space mission poster or drawing • Share their ideas about space with the class • Students finish the project with greater confidence speaking English and a stronger curiosity about space and science.

Week 4 – Story Time (22 June to 26 June 2026)

In this imaginative unit, students explore classic and modern tales through storytelling, drama and creative design. They listen to and perform a play script of *Hansel and Gretel*, retell key events and design their own gingerbread house.

By the end of the unit, students will confidently retell traditional stories, perform scripted dialogue and use descriptive language accurately in both speaking and writing.

Module	Reading	Listening	Speaking	Writing	Use of English
Story Time	<p>Read and follow a play script version of a traditional tale.</p> <p>Sequence events to show clear understanding.</p> <p>Identify characters, settings and story problems.</p> <p>Deduce meaning from context and illustrations.</p>	<p>Listen to a traditional story and answer comprehension questions.</p> <p>Identify main ideas and specific details.</p> <p>Recognise how tone and expression show feelings.</p> <p>Follow extended narrative texts confidently.</p>	<p>Perform roles in a play script with clear pronunciation.</p> <p>Express characters' feelings and motivations.</p> <p>Discuss story events using full sentences.</p> <p>Use descriptive language to share ideas and opinions.</p>	<p>Write descriptive sentences about settings (e.g. a gingerbread house).</p> <p>Create simple character dialogue.</p> <p>Form and answer questions about the story.</p> <p>Use connectives to link ideas clearly.</p>	<p>Use by, with, without, from accurately.</p> <p>Practise adjectives and adverbs for feelings and description.</p> <p>Review past simple in storytelling.</p> <p>Apply correct punctuation in dialogue writing.</p>

Project Portfolio work

In this imaginative project, students become members of a Little Theatre Company, bringing stories to life through acting, storytelling and creative design. They explore characters, settings and story events while practising speaking and performing in English.

By the end of the project, students will confidently retell a story, perform simple dialogue and describe characters and settings using English.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Story Time	Students explore questions such as: <ul style="list-style-type: none"> Who will be the characters in our story? Where will the story happen? What problem will happen in the story? How will the story end? Students work together to create and perform a short class story.	Students work in small groups to: <ul style="list-style-type: none"> Create characters for their story Choose a setting and simple story problem Decide who will play each character Practise acting and performing together They learn how actors and storytellers work together as a team.	Students practise language for: <ul style="list-style-type: none"> Describing characters and settings Talking about events in a story Expressing feelings and emotions Performing simple dialogue They build vocabulary related to stories, characters, places and feelings.	Students learn how stories are organised by exploring: <ul style="list-style-type: none"> A beginning, middle and ending Characters and story problems How voice and expression show feelings They use drama, pictures and storytelling to build their understanding.	Students use their imagination to: <ul style="list-style-type: none"> Draw characters for their story Design a setting or stage scene Think about what their characters might say or do They learn that stories can come from their own ideas and creativity.	Students will: <ul style="list-style-type: none"> Create a short group story Act out their story for the class Draw characters or scenes from their story Retell their story using simple sentences Students finish the project with stronger speaking confidence, storytelling skills and creative expression in English.