

Week 1: Amazing World (02 June to 05 June 2026)

This week, students will explore the theme of Amazing World, discovering spectacular landscapes, wildlife, and communities around the globe. Through documentaries, emails, role plays, and creative projects, they will learn how to describe incredible natural features, give advice about visiting national parks, and express their ideas confidently in English. By the end of the camp, students will have strengthened their descriptive vocabulary, practised making suggestions and giving reasons, and gained greater confidence in speaking and writing about the amazing world around them.

| Module | Look at Language | Listening + Speaking | Core Skills | Reading + Writing | Project |
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| Amazing World | <p>Learn vocabulary to describe amazing natural landscapes (e.g. <i>active volcano, icy glacier, vast desert, thundering waterfall</i>).</p> <p>Practise phrases for making and responding to suggestions.</p> <p>Present a plan for a short documentary about an incredible place.</p> | <p>Role-play as a guide giving advice to visitors at a national park.</p> <p>Listen to and discuss conversations about planning travel and nature projects.</p> <p>Talk about wildlife and natural features using descriptive language.</p> <p>Learn how to ask for and give advice clearly and confidently.</p> | <p>Analyse wildlife photography and give reasons for their opinions.</p> <p>Discuss what makes a powerful image, considering criteria such as effort, skill, and lighting.</p> <p>Develop confidence in expressing opinions and justifying choices.</p> | <p>Read and respond to an email about life in another country.</p> <p>Write a reply email describing their own hometown and daily life.</p> <p>Use descriptive vocabulary to talk about culture, climate, and traditions.</p> | <p>Students will work as a team of photo-journalists hoping to be published in <i>National Geographic</i>.</p> <p>They will create a photo essay about nature in their community, selecting images, writing captions, and presenting their work to the class.</p> <p>Through this project, students will develop research skills, creativity, teamwork, and presentation confidence.</p> |

Project Portfolio work

In this exciting project, students become photo-journalists working for *National Geographic*. Their challenge is to document nature and wildlife in their own city through a powerful photo essay. They will explore where nature exists in urban spaces, learn photography techniques, conduct research, and work collaboratively to plan, capture and present their final gallery. By the end of the project, students will have developed observation skills, teamwork, research abilities and confidence in presenting creative work in English.

| Project | Question/ challenge | Team | Language | Research | My world | Outcomes |
|----------------------|--|---|---|--|--|---|
| Amazing World | <p>How can we document nature in our cities and towns? Students investigate whether wildlife and natural beauty exist in urban environments and consider why documenting nature is important for communities and the planet.</p> <p>They reflect on:</p> <ul style="list-style-type: none"> • Why nature matters in city life • The impact of photography on awareness • How stories can be told through images | <p>Students work as a team of photo-journalists to:</p> <ul style="list-style-type: none"> • Share ideas and plan their photo essay • Discuss and evaluate photographs • Compromise and make creative decisions • Summarise teammates' opinions and interests | <p>Students build vocabulary related to:</p> <ul style="list-style-type: none"> • Photography (e.g. wide shot, close-up, focus, angle) • Nature and wildlife • Descriptive language for images <p>They practise writing short captions, explaining choices and presenting ideas clearly and confidently.</p> | <p>Students:</p> <ul style="list-style-type: none"> • Investigate what makes a strong photo essay • Research nature in their local area • Ask and refine research questions • Identify reliable sources of information <p>They summarise findings and reflect on which questions helped them most.</p> | <p>Students explore their own neighbourhood to:</p> <ul style="list-style-type: none"> • Identify parks, habitats and natural spaces • Observe wildlife and record findings • Apply photography techniques in real settings • Reflect on what they notice about urban nature <p>They connect global ideas about conservation to their local environment.</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Plan and produce a 10-image photo essay • Write captions and create a title • Present their work in a gallery viewing or class exhibition • Set and evaluate success criteria • Reflect on feedback from peers and teachers <p>Students leave with a completed portfolio showcasing creativity, research, teamwork and real-world communication skills.</p> |

Week 2: Media World (08 June to 12 June 2026)

This week, students will explore the theme of Media World, focusing on technology, online habits, and responsible digital behaviour. Through surveys, debates, app reviews, and role plays, they will learn how to discuss how technology helps us, recognise potential problems, and suggest healthy ways to use devices. By the end of the camp, students will have strengthened their ability to express opinions, describe online activities, and debate rules confidently in English while developing greater awareness of digital responsibility.

| Module | Look at Language | Listening + Speaking | Core Skills | Reading + Writing | Project |
|--------------------|--|---|---|---|---|
| Media World | <p>Learn vocabulary to describe online habits (e.g. <i>chat, comment, play games, send emails, watch videos</i>).</p> <p>Use frequency expressions (e.g. <i>every day, once, twice, never, more than...</i>) to talk about routines.</p> <p>Conduct a class survey about online behaviour and present the results.</p> | <p>Listen to discussions about internet rules and digital habits.</p> <p>Debate the pros and cons of technology rules at home and at school.</p> <p>Practise expressing opinions clearly and respectfully.</p> <p>Use reported speech (e.g. <i>She said she...</i>) to share information from others.</p> | <p>Take part in role plays where students advise others about technology use.</p> <p>Discuss how smartphones can be helpful but also distracting.</p> <p>Develop critical thinking by evaluating both the benefits and risks of technology.</p> | <p>Read descriptions of apps and analyse what makes them useful.</p> <p>Write an app review, describing its features and giving a star rating.</p> <p>Use persuasive language to explain how technology can support learning.</p> | <p>Students will respond to a real-world challenge: the headteacher is considering banning mobile phones in school.</p> <p>Working in teams, students will gather evidence, design surveys, prepare arguments, and present a proposal explaining how technology can be used responsibly and productively.</p> <p>Through this project, students will develop teamwork, research skills, persuasive speaking, and confidence in presenting balanced arguments.</p> |

Project Portfolio work

In this dynamic project, students take on the role of debate teams to explore a real-world question: *Should phones and the internet be banned in schools?* They research, build arguments, practise persuasive speaking and take part in a formal public debate. Along the way, they develop confidence, critical thinking and academic communication skills. By the end of the project, students will be able to express and defend their opinions clearly, respond to opposing views and speak confidently in front of an audience.

| Project | Question/ challenge | Team | Language | Research | My world | Outcomes |
|--------------------|--|--|--|---|--|---|
| Media World | <p>How have phones and the internet affected learning in schools? Students examine both sides of the issue, considering: The benefits of technology in education</p> <p>Responsible digital behaviour</p> <p>How schools can balance learning and technology</p> <p>They prepare for a formal debate with a real audience and outcome.</p> | <p>Students work in structured debate teams to:</p> <p>Research and build shared arguments</p> <p>Assign speaker roles</p> <p>Practise delivering structured speeches</p> <p>Support each other during preparation</p> | <p>Students develop academic speaking language, including:</p> <ul style="list-style-type: none"> Expressing agreement and disagreement Giving reasons and evidence Responding to opposing arguments Using persuasive phrases confidently <p>They practise fluency, pronunciation, tone and body language for public speaking.</p> | <p>Students:</p> <ul style="list-style-type: none"> Learn how formal debates work Investigate rules, structure and scoring Research evidence to support their arguments Evaluate the strength of different viewpoints <p>They learn to support opinions with facts rather than personal preference.</p> | <p>Students explore how debates shape decisions in real life by examining:</p> <ul style="list-style-type: none"> Parliamentary debates International organisations such as the United Nations Public petitions and civic engagement <p>They understand how discussion and respectful disagreement help societies make decisions.</p> | <p>Students will:</p> <ul style="list-style-type: none"> Plan and deliver a structured debate speech Respond to opposing arguments Participate in a live classroom debate Be evaluated on argument structure, evidence and presentation Reflect on their progress as public speakers <p>Students leave with stronger confidence, clearer argument skills and greater awareness of responsible digital citizenship.</p> |

Week 3: Go for it (15 June to 19 June 2026)

This week, students will explore the theme of Go For It, focusing on sports, competition, determination, and healthy goal-setting. Through discussions, inspirational profiles, campaign projects, and real-world sporting examples, students will learn how to explain how sports are played, describe inspiring athletes, and talk about their own experiences in competitions. By the end of the camp, students will have developed stronger vocabulary related to sport and achievement, practised giving advice and explaining rules, and gained confidence in expressing their ideas clearly and persuasively in English.

| Module | Look at Language | Listening + Speaking | Core Skills | Reading + Writing | Project |
|------------------|--|--|---|---|---|
| Go for it | <p>Learn vocabulary for different sports and where they are played (e.g. <i>court, pitch, rink, track</i>).</p> <p>Use modal verbs (<i>must, mustn't, should, need to, have to</i>) to explain rules and give advice.</p> <p>Make notes and present information about a favourite sport.</p> | <p>Listen to conversations about sports and competitions.</p> <p>Share personal experiences of taking part in competitions.</p> <p>Practise explaining how a sport works and what players must or should do.</p> <p>Use competition-related vocabulary such as <i>success, compete, design, achieve</i>.</p> | <p>Create a video campaign promoting a new sports facility in the neighbourhood.</p> <p>Develop persuasive language to encourage others to get involved in sport.</p> <p>Build teamwork and creativity through collaborative campaign planning.</p> | <p>Read profiles of inspirational sportspeople and identify what makes them role models.</p> <p>Write about a person who inspires them, using descriptive and motivational language.</p> <p>Learn vocabulary related to determination, recovery, commitment, and achievement.</p> | <p>Students will take on the role of “change-makers” for the Youth Olympic Games. Working in teams, they will design a campaign encouraging young people to live healthy lives, set sporting goals, and give advice on how to achieve them.</p> <p>Through this project, students will develop leadership, communication, and presentation skills while learning how sport can inspire confidence, resilience, and positive change.</p> |

Project Portfolio work

In this inspiring project, students become Youth Olympic Games (YOG) Ambassadors. Their mission is to promote sport, healthy lifestyles and the Olympic values of excellence, friendship and respect. Students research global sporting movements, explore local engagement in sport and design their own campaign to encourage young people to be more active. By the end of the project, students will develop leadership, teamwork and persuasive communication skills while promoting healthy, active lifestyles.

| Project | Question/ challenge | Team | Language | Research | My world | Outcomes |
|------------------|---|--|--|--|--|---|
| Go for it | <p>How can we inspire more young people to get involved in sport and the Youth Olympic Games?</p> <p>Students investigate:</p> <ul style="list-style-type: none"> • Whether young people are becoming less active • Why sport matters for physical and mental health • How the Olympic values influence communities • What makes an effective youth campaign <p>They analyse real examples before designing their own response.</p> | <p>Students work as a team of ambassadors to:</p> <p>Share opinions about sport and participation</p> <p>Interview teammates and summarise viewpoints</p> <p>Plan a campaign collaboratively</p> <p>They learn that strong leadership depends on cooperation and shared goals.</p> | <p>Students build vocabulary related to:</p> <ul style="list-style-type: none"> • Olympism (excellence, respect, solidarity, fair play) • Campaigning and promotion • Health and active lifestyles <p>They practise persuasive language, presenting ideas clearly and explaining the impact of sport on young people.</p> | <p>Students:</p> <p>Investigate the history and purpose of the Youth Olympic Games</p> <p>Explore examples of successful sports campaigns</p> <p>Research athletes and local sporting initiatives</p> <p>Analyse how ambassadors promote values and engagement</p> <p>They learn how global sporting movements connect to local communities.</p> | <p>Students connect the project to real life by:</p> <ul style="list-style-type: none"> • Investigating sports initiatives in their country • Monitoring personal fitness and activity levels • Interviewing sports role models or ambassadors • Exploring how sport is promoted in their community <p>They reflect on how they can personally promote healthy lifestyles.</p> | <p>Students will:</p> <p>Design and present a sports engagement campaign</p> <p>Create promotional materials (posters, leaflets, social media ideas or events)</p> <p>Reflect on their role as Youth Ambassadors</p> <p>Students leave with increased confidence, leadership skills and a deeper understanding of how sport can positively shape individuals and communities.</p> |

Week 4: Celebrate (22 June to 26 June 2026)

This week, students will explore the theme of Celebrate, learning about festivals, parades, fundraising events, and international traditions. Through reports, FAQs, presentations, and promotional campaigns, they will develop the language needed to describe events, talk about plans, and promote celebrations confidently. By the end of the camp, students will have strengthened their ability to discuss cultural traditions, explain event details clearly, and use persuasive language to engage an audience.

| Module | Look at Language | Listening + Speaking | Core Skills | Reading + Writing | Project |
|------------------|---|--|---|---|---|
| Celebrate | <p>Learn vocabulary related to celebrations and events (e.g. <i>parade, float, fireworks, feast, stall, decorations</i>).</p> <p>Use the present perfect continuous (<i>since / for</i>) to describe ongoing plans and preparations.</p> <p>Prepare and present a short report on planning a celebration stall.</p> | <p>Listen to interviews and presentations about festivals and community events.</p> <p>Research a festival and persuade classmates to attend it.</p> <p>Practise describing events clearly, including traditions and activities.</p> <p>Use persuasive and descriptive language to engage an audience.</p> | <p>Plan and promote a fundraising activity through a short video campaign.</p> <p>Develop teamwork, creativity, and persuasive communication skills.</p> <p>Learn how events can bring communities together and support important causes.</p> | <p>Read and analyse FAQs for a public event.</p> <p>Write their own FAQs for a festival or celebration.</p> <p>Learn how to organise information clearly for readers.</p> | <p>Students will take on the role of event planners preparing a programme for an international Children’s Day celebration.</p> <p>Working in teams, they will design events that showcase different cultures and traditions while encouraging children from around the world to learn about one another.</p> <p>Through this project, students will develop collaboration, cultural awareness, organisational skills, and confidence in presenting their ideas.</p> |

Project Portfolio work

In this meaningful and globally focused project, students work as part of a United Nations Children’s Events Team to plan a celebration for International Children’s Day. They explore children’s rights, global responsibility and cultural traditions while designing an event that connects children across countries. By the end of the project, students will develop global awareness, empathy, teamwork and event-planning skills while using English confidently for real-world communication.

| Project | Question/ challenge | Team | Language | Research | My world | Outcomes |
|------------------|--|---|---|--|--|---|
| Celebrate | <p>How can we celebrate International Children’s Day and show why it matters?</p> <p>Students investigate:</p> <ul style="list-style-type: none"> • The purpose of International Children’s Day • The UN Declaration of the Rights of the Child • Why children’s welfare is important worldwide • How schools can create meaningful global connections <p>They design an event that raises awareness and celebrates children everywhere.</p> | <p>Students collaborate in event-planning teams to:</p> <p>Share personal traditions and cultural celebrations</p> <p>Interview teammates and summarise responses</p> <p>Make joint decisions about activities</p> <p>Organise roles and responsibilities</p> | <p>Students expand vocabulary related to:</p> <ul style="list-style-type: none"> • Celebrations and international events • Children’s rights and responsibilities • Phrasal verbs used in festive contexts (e.g. dress up, blow out, look forward to) <p>They practise explaining ideas clearly and writing summaries and event descriptions</p> | <p>Students:</p> <ul style="list-style-type: none"> • Research the history and significance of International Children’s Day • Explore children’s rights and global welfare issues • Investigate how other schools and organisations celebrate the day • Identify ways to connect with children internationally <p>They learn how global awareness leads to responsible action.</p> | <p>Students reflect on:</p> <ul style="list-style-type: none"> • Their own rights and responsibilities • Which rights are most important to protect • How their school community can promote fairness and wellbeing <p>They develop empathy and a deeper understanding of global citizenship.</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Design and organise an International Children’s Day event • Create posters or awareness materials • Connect with students in another country • Reflect on their contribution and teamwork <p>Students leave with stronger communication skills, greater global awareness and a deeper appreciation of children’s rights worldwide.</p> |