

Week 1: Living History (12 January to 16 January 2026)

This course takes students on a journey through the past, helping them explore what life was like in different times in history. Through reading, listening, and writing activities, learners will develop their ability to describe historical places, compare past and present lifestyles, and use the past simple accurately. They will also build collaboration and research skills as they work together to create a wiki page about a local historical place.

Time	Monday 12 January 2026	Tuesday 13 January 2026	Wednesday 14 January 2026	Thursday 15 January 2026	Friday 16 January 2026
9.00 a.m. to 1.00 p.m.	Topic: What was life like in the past?	Topic: Places with history	Topic: Reading about ancient cities	Topic: Back to the 1990s	Topic: Our local history project
	Skills: - Understand texts and videos about life in the past. - Use nouns, adjectives, and past simple verbs to describe past life and routines. - Practise speaking and writing using the past simple.	Skills: - Learn and use vocabulary for historical places. - Understand a video about a historical site. - Form irregular past simple verbs accurately.	Skills: - Read and understand a brochure about a historical place. - Match headings to paragraphs and identify main ideas. - Distinguish between facts and opinions in writing.	Skills: - Listen to and understand a conversation about life in the 1990s. - Give opinions about past lifestyles. - Write about a person's life using the past simple.	Skills: - Read and correct mistakes in a text about a historical place. - Follow notes to plan and write about a local place. - Collaborate to draft, edit, and present a final written project.
	Outcome: Describe what life was like in the 1900s using the past simple to talk about daily life and routines.	Outcome: Use past simple and descriptive language to talk and write about a historical place	Outcome: Write a short review of a historical place using facts and opinions appropriately	Outcome: Write a paragraph about what life was like when an older family member was young.	Outcome: Create and present a wiki page about a local historical place, integrating past simple grammar and descriptive vocabulary.
By the end of the course, students will be able to use the past simple accurately, describe historical places, understand factual and descriptive texts about history, and collaborate to produce a written project about a local place.					

Week 2: Telling Stories (19 January to 23 January 2026)

This Secondary Holiday Camp immerses students in the art of storytelling. Learners explore how to use the past simple and past continuous to describe events, build suspense, and create vivid characters. Through comics, videos, and fables, they will read about famous writers, listen to traditional tales, and practise telling and writing their own. The week culminates in a creative project where students plan, write, and present their original story using descriptive language and effective sequencing.

Time	Monday 19 January 2026	Tuesday 20 January 2026	Wednesday 21 January 2026	Thursday 22 January 2026	Friday 23 January 2026
9.00 a.m. to 1.00 p.m.	Topic: The story of my life	Topic: Reading and listening to stories	Topic: Make it interesting!	Topic: Micro-fiction and short stories	Topic: Fables and storytelling project
	Skills: • Read and understand a comic about a writer's life. • Use past simple and past continuous to show connected events. • Practise storytelling using visuals and sequencing language.	Skills: • Listen to an interview about reading habits and storytelling inspiration. • Identify and correct past-tense errors in a short biography. • Practise writing short biographies of famous authors.	Skills: • Understand a video of a storyteller telling a traditional tale. • Use adjectives and adverbs to describe actions and characters. • Apply grammar rules to form regular and irregular adverbs.	Skills: • Read and analyse a micro fiction story. • Identify story structure (beginning, middle, end). • Practise giving short oral presentations about story ideas.	Skills: • Read and understand fables and identify their messages. • Add adjectives, adverbs, and time sequencers to improve writing. • Work collaboratively to write and perform an original story.
	Outcome: Retell a short story using the past simple and past continuous accurately.	Outcome: Write a short biography using correct past-tense forms and punctuation	Outcome: Use adjectives and adverbs effectively to make a story more descriptive.	Outcome: Write a short story of about 100 words using sequencing and descriptive language.	Outcome: Plan, write, and present an original story or fable with clear sequencing and descriptive detail.
By the end of the course, students will be able to use the past simple and past continuous accurately, apply descriptive language to stories, and plan, write, and present original narratives confidently.					

Week 3: Let's Enjoy Life (26 January to 30 January 2026)

This Secondary Holiday Camp encourages students to express themselves through fun, social, and creative language tasks. Learners explore how to make plans, arrange events, and talk about future intentions using the present continuous, “going to,” and the infinitive of purpose. They will practise making suggestions, responding to ideas, and communicating effectively through emails, messages, and group projects. By the end of the week, students will combine these skills to produce and present their own advert for a summer camp.

Time	Monday 26 January 2026	Tuesday 27 January 2026	Wednesday 28 January 2026	Thursday 29 January 2026	Friday 30 January 2026
9.00 a.m. to 1.00 p.m.	Topic: Making plans	Topic: Sports and social activities	Topic: How about meeting up?	Topic: Planning a surprise	Topic: Our summer camp advert
	Skills: - Learn vocabulary for fun and leisure activities. - Understand a conversation about making weekend plans. - Use phrases for making and responding to suggestions.	Skills: - Read adverts and messages about sports and activities. - Exchange ideas and give opinions politely. - Practise functional language for making arrangements.	Skills: - Read and understand an email about future arrangements. - Use present continuous and “going to” for future plans. - Use infinitives of purpose accurately.	Skills: - Understand a social media story about planning a surprise event. - Talk about feelings and opinions related to surprises. - Ask and answer questions about future arrangements	Skills: - Use persuasive language to describe camp activities. - Plan, write, and perform a short advert for a summer camp. - Use descriptive adjectives and expressions to make ideas sound exciting.
	Outcome: Make and respond to suggestions using appropriate expressions for planning activities.	Outcome: Write short messages suggesting and agreeing on activities with friends.	Outcome: Write an email to a friend describing weekend arrangements and future plans.	Outcome: Write about a surprise event using future forms and sequencing language.	Outcome: Create and present an advert for a summer camp that includes plans, activities, and persuasive descriptions
By the end of the course, students will be able to make and respond to suggestions, talk about future plans, and produce creative written and spoken texts such as emails, messages, and adverts using accurate grammar and engaging language.					

Week 4: Sensational (2 February to 6 February 2025)

This course develops students' curiosity and confidence in exploring how we experience the world through our senses. Through interactive reading, listening, and discussion tasks, learners will discover amazing human and animal abilities, compare perspectives, and use descriptive and factual language effectively. They will also develop research, presentation, and teamwork skills by creating a show board for a science fair that showcases their understanding of senses and communication.

Time	Monday 2 February 2026	Tuesday 3 February 2026	Wednesday 4 February 2026	Thursday 5 February 2026	Friday 6 February 2026
9.00 a.m. to 1.00 p.m.	Topic: Making sense of the world	Topic: Understanding differences	Topic: Super senses	Topic: Animals and natural disasters	Topic: The science fair project
	Skills: Read and understand a blog post by a deaf teen about her life. Talk about habits, facts, and things happening now. Use present simple and present continuous accurately.	Skills: Listen to and understand an interview with a colour-blind teen. Identify similarities and differences between people's experiences. Use expressions for comparing and contrasting effectively.	Skills: Watch and understand a science video about human and animal senses. Learn and use extreme adjectives to describe people and things. Practise sense verbs and stative verbs accurately.	Skills: Read and understand an article about animals predicting natural disasters. Identify main ideas and supporting details in factual texts. Practise using present simple to describe facts and scientific information.	Skills: Research and select accurate information about one of the five senses. Design and create a show board using clear visuals and factual language. Present findings confidently and respond to questions from peers.
	Outcome: Compare personal experiences using correct tenses and vocabulary for the five senses.	Outcome: Give a short oral comparison about daily life from different sensory perspectives.	Outcome: Present amazing facts about animal senses using descriptive and comparative language.	Outcome: Write a short factual paragraph explaining how animals use their senses to predict events.	Outcome: Create and present a science fair show board about the senses, using factual and descriptive language.
By the end of the course, students will be able to describe and compare sensory experiences, research and present factual information, and use accurate grammar and descriptive language to communicate scientific ideas effectively.					

Week 5: Music to My Ears (9 February to 13 February 2026)

This Secondary Holiday Camp celebrates music as a universal language that connects people across cultures. Learners explore personal musical experiences, practise talking about past and present habits using a range of tenses and discover how music brings communities together. Through interviews, readings, and projects, they'll build confidence in speaking, listening, and teamwork while developing creativity through musical storytelling and performance tasks.

Time	Monday 9 February 2026	Tuesday 10 February 2026	Wednesday 11 February 2026	Thursday 12 February 2026	Friday 13 February 2026
9.00 a.m. to 1.00 p.m.	Topic: Music and me	Topic: Meet my favourite musician	Topic: Let the music speak	Topic: The story of the guitar	Topic: The music interview project
	Skills: - Listen to and understand teens talking about their musical activities. - Use vocabulary related to music and performance. - Use the present perfect and past simple to talk about experiences.	Skills: - Read and understand a fact file about a famous musician. - Identify sequencing words and past time references. - Make and respond to suggestions when planning a concert.	Skills: - Read about music projects that connect young people worldwide. - Use vocabulary related to musical styles, instruments, and people. - Practise using present perfect simple and continuous with for and since.	Skills: - Watch and understand a documentary about the history of the guitar. - Follow an interview with a musician. - Write factual information clearly and concisely.	Skills: - Plan and role-play an interview with a music group. - Write and ask appropriate questions with correct stress and pronunciation. - React and respond naturally during an interview.
	Outcome: Talk confidently about personal musical experiences using correct tenses and expressions.	Outcome: Write a short text or give a presentation about a favourite musician using sequencing language.	Outcome: Compare global music projects and talk about how music connects people.	Outcome: Produce a short fact file about a traditional musical instrument.	Outcome: Deliver a group interview performance showing effective questioning and communication skills.
By the end of the course, students will be able to talk about musical experiences and achievements, describe how music connects people, and collaborate to create and present an interview with a music group.					

Week 6: Boost Your Brain (23 February to 17 February 2026)

This Secondary Holiday Camp inspires learners to explore the power of languages and how learning them can boost the brain. Students will discover fascinating language facts, practise discussing bilingualism and cultural diversity, and develop confidence using adjectives, adverbs, and -ing forms. They will also learn to research, write, and present engaging factual content. By the end of the week, learners will collaborate to create a persuasive poster encouraging others to learn languages.

Time	Monday 23 February 2026	Tuesday 24 February 2026	Wednesday 25 February 2026	Thursday 26 February 2026	Friday 27 February 2026
9.00 a.m. to 1.00 p.m.	Topic: Incredible languages	Topic: English by numbers	Topic: Increase your brain power	Topic: Why learn a language?	Topic: Window to the world project
	Skills: Watch and understand a video with facts about world languages. Use vocabulary related to language and communication. Ask and answer questions about language learning.	Skills: Read and understand an article about the English language. Practise scanning for key information such as figures and facts. Write short factual sentences and introductions.	Skills: Read an article about how learning languages benefits the brain. Identify and use -ing forms in different grammatical functions. Discuss how thinking skills apply across subjects.	Skills: Listen to and understand a conversation about learning languages. Use persuasive language to express opinions and show interest. Practise discussing benefits and personal motivations.	Skills: Research and select key information about a chosen language. Design and write persuasive text for a group poster. Use language structures from the week to make clear, factual statements.
	Outcome: Discuss global languages confidently using adjectives and adverbs accurately.	Outcome: Write a short fact file or paragraph using numerical and linguistic data about English.	Outcome: Explain and discuss the cognitive benefits of learning languages using accurate grammar.	Outcome: Give opinions about why learning languages is useful for study, travel, and work.	Outcome: Create and present a persuasive poster encouraging language learning, using accurate and engaging language.
	By the end of the course, students will be able to talk and write about languages confidently, explain the benefits of multilingualism, and create persuasive factual content that encourages others to learn new languages.				