

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 sent by email to be completed before the start of camp. The academic team will then determine the best pathway to support your child's learning, tailored to their language ability.

Week 1 – Pathway 1: Food (12 Jan to 16 Jan 2026)

In this unit, learners explore the theme of food and meals. They will expand their vocabulary for fruits, vegetables, and everyday foods, while also practising numbers, grammar, and descriptive language. Activities include stories, role plays, surveys, and creative projects such as following recipes or performing short dialogues.

By the end of the unit, learners will be able to describe foods and meals, talk about likes and dislikes, use key structures such as *I like + -ing*, and gain confidence in communicating about food choices in real-world situations.

Module	Reading	Listening	Speaking	Writing	Use of English
Food	Read and respond to short stories about food, retelling them with picture prompts. Follow a recipe and identify ingredients using text and visuals. Explore short texts about what different people like to eat, linking them to their own preferences.	Listen for the main ideas in short food-related texts. Follow a rap and songs to reinforce vocabulary and sentence structures. Practise listening comprehension through menus, recipes, and simple dialogues	Use food vocabulary to describe fruits, vegetables, and meals. Share likes and dislikes using <i>I like / I don't like</i> and <i>I like + -ing</i>. Role-play ordering food in a restaurant or discussing a menu. Create and perform short dialogues, plays, and chants to practise real-life conversations.	Spell familiar food words and write simple sentences. Create poems and short texts / sentences, depending on student ability, about foods and activities using <i>I like + -ing</i>. Write lists and charts, such as ingredients for recipes or survey results. Use the connective <i>and</i> to link ideas in writing.	Build vocabulary for fruit, vegetables, meals, and drinks. Practise grammar in context: articles (<i>a/an</i>), plurals, and object pronouns. Consolidate numbers 1–20 in both numerals and words. Use the present continuous tense to describe actions happening now. Begin to use prepositions of time (<i>at, in</i>) when talking about meals and routines.

Project Portfolio work

In this project, students will explore the theme of food and meals, focusing on what people eat, how they make food choices, and how food is enjoyed in different cultures. Students will learn and practise vocabulary and structures related to food and meals

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Food	Some of the key questions they will explore include: What foods do I like and dislike? How can I describe meals and ingredients in English? How do eating habits differ between classmates and cultures? How can we make healthy food choices?	Working in groups, students will design a new themed café. They will interview their teammates to discover their favourite foods and meals and then compare their results. Each group will choose a theme for their café (e.g. jungle café, space diner) and create menus, posters, or short role plays for ordering food.	Key language points include: Food words: fruit, vegetables, drinks, meals (breakfast, lunch, dinner). Adjectives: sweet, salty, fresh, spicy, healthy, delicious. Sentence structures: <i>I like / I don't like...</i> <i>I like + -ing (e.g. I like eating pizza.)</i> <i>Can I have...? (ordering food).</i> Grammar points: articles (<i>a, an</i>), plurals, connectives (<i>and</i>), present continuous (<i>I'm eating...</i>).	Conduct a class survey about food likes and dislikes. Collect and organise results into a bar chart or pictogram. Read and discuss short texts about what different people eat. Follow a simple recipe (e.g. pancakes) to learn about ingredients and instructions.	Students will connect their learning to their own lives by: Sharing their own favourite meals and explaining why they like them. Talking about food traditions in their homes or cultures. Designing and describing dishes they would like to see in their café menu. Writing short sentences, poems, or raps about foods they enjoy.	At the end of the project, students will: Produce a class survey chart showing food preferences. Create menus and posters for their themed café. Role-play ordering food in their café, using functional English. Write simple sentences or short texts to describe foods and meals. Present their café design to the class, highlighting creativity, teamwork, and language use.

Week 1 – Pathway 2: Let's Explore (12 Jan to 16 Jan 2026)

This week, students will set off on an outdoor adventure as explorers, campers, and problem-solvers! Through role plays, interviews, diaries, and projects, they will practise English while learning how to survive, describe adventures, and work as a team in challenging situations. By the end of the week, students will have expanded their vocabulary for exploration and wildlife, practised storytelling and real-life communication, and built confidence by role-playing authentic survival scenarios.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Let's Explore	Students will use key exploration vocabulary such as <i>campaign</i>, <i>drone</i>, <i>jungle</i>, <i>rainforest</i>, <i>outdoors</i>, and <i>protect</i> to talk about environmental issues and adventures. Students will describe wildlife with precise adjectives like <i>dangerous</i>, <i>deadly</i>, <i>rare</i>, and <i>lesser-spotted</i>, and talk about predators and prey. They will describe places using words like <i>exotic</i>, <i>remote</i>, and <i>spoiled</i>. They will sequence events using expressions such as <i>after</i>, <i>before</i>, <i>while</i>, and <i>as soon as</i>. They will practise past tense sentences (e.g., <i>I was rescued today</i>) and prepositions for transport (e.g., <i>I went on foot</i>).	Students will role-play an interview with an explorer, asking and answering questions about challenges, equipment, and discoveries. Students will listen to a video by Steve Backshall and explain why he became an explorer and why protecting the planet is important. They will listen to a dialogue about a camping trip, identifying problems and experiences, then retell the sequence of events. They will share their own "exploration stories" by pretending they have discovered a new jungle area.	Students will role-play emergency situations and practise asking for and giving help clearly in English. Students will use hot air balloon vocabulary (e.g., <i>basket</i>, <i>flame</i>, <i>rope</i>, <i>puncture</i>) to act out survival situations based on the Shaun the Sheep video. They will practise teamwork and problem-solving to show resilience in adventurous or risky contexts.	Students will read a 19th-century explorer's diary from Australia, identifying the events, challenges, and survival strategies. They will learn and use expedition-related vocabulary such as <i>camel</i>, <i>cross</i>, <i>rescue</i>, <i>survive</i>, <i>weak</i>, and <i>manage</i>. They will write their own travel diary entries about a real or imagined trip, using sequencing words and descriptive language to bring their adventure to life.	Students will work as part of a scientific expedition team, imagining they are in a desert where their gas supply has run out. They will use English to collaborate, design, and build a solar oven from simple items, applying problem-solving and survival skills. They will present their oven to the class and share their experience by describing the process and outcomes in English.

Project Portfolio work

In this project, students act as solar engineers to survive in a desert environment by designing, building, and testing a solar oven. They will research solar energy and how solar ovens work, explore how solar cooking helps communities, plan their build with materials and safety precautions, and record their process. Students will measure temperatures, test their ovens, observe results, and reflect on their findings, documenting everything in their portfolio with drawings, photos, notes, and success criteria.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Let's Explore	How can we survive in the desert? Students are part of a science expedition in the desert. When their stoves break, they must find a way to heat water and cook food. As solar engineers, students will design a way to use solar energy for survival. Portfolio: Students will write their challenge question and decorate the front page with pictures or facts about solar energy, cooking, or deserts.	Students will ask questions to learn about their teammates' skills and experiences for desert survival, then write short summaries and add pictures. Portfolio: Students will record each teammate's summary, include a picture, and decide who is most likely to survive in the desert.	Students will learn and record new language to describe solar energy and how a solar oven works, using words like sunlight, heat transfer, reflect, absorb, and trap heat. Portfolio: Students will write the new words in the speech bubble and explain them or use them in sentences.	Students will research how to survive in the desert by learning how solar ovens work, what materials are needed, what they can cook, and how solar energy is used. They will create research questions with their team, find answers, and record key information. Portfolio: Students will write their research questions, record answers, underline questions with many ideas, and add sources and pictures of solar ovens.	Students will explore how solar cooking can help communities, reduce reliance on wood or fossil fuels, and support explorers or future space missions. They will research examples of solar cookers and organizations that provide them. Portfolio: Students will record their findings, list advantages and disadvantages of solar cooking, and write in the <i>Things I've noticed</i> box how solar cookers could help solve other problems.	Students will plan and design their solar oven, deciding on materials, safety precautions, and what to cook. Portfolio: Students will draw and label their design, list needed materials, set at least three success criteria, and add photos, temperature records, and weather notes. They will write about their process, observations, and conclusions, and tick the success targets they achieved.

Week 2 – Pathway 1: Out & About (19 Jan to 23 Jan 2026)

In this unit, learners focus on the language needed to talk about clothes, the weather, weekends, and feelings. They will practise describing what they wear, what they do in their free time, and how they feel, while also enjoying stories, poems, songs, and games. Through discussions, role plays, and creative writing, learners will gain confidence in expressing themselves and connecting English with real-world experiences.

By the end of the unit, learners will have built stronger vocabulary for everyday situations, practised using simple grammar in context, and developed the confidence to share ideas about their routines, clothes, and emotions.

Module	Reading	Listening	Speaking	Writing	Use of English
Out & About	Read poems, rhymes, and short stories linked to clothes, weekends, weather, and feelings. Explore stories through sequencing, retelling, and acting out with picture prompts. Identify rhyming words and connect them with sounds to support reading fluency.	Listen to weather reports, poems, rhymes, and songs to build vocabulary and comprehension. Follow instructions in games and classroom activities. Recognise rhyming words and end sounds through fun listening tasks.	Talk about clothes for everyday use and special occasions. Discuss weekend routines and extend conversations using <i>where</i> questions. Share opinions on how to look after clothes and spend free time. Role-play and act out stories or poems with actions. Describe the weather in different places around the world and use new words for feelings.	Write simple sentences and short texts about weekend routines, clothes, or weather. Create acrostic poems and new verses for familiar rhymes (depending on student level). Label drawings and complete short written tasks linked to classroom activities.	Build vocabulary for clothes, weather, and feelings. Consolidate grammar in context: prepositions of location and position, pronouns, sentence structures, and the present simple and continuous. Use connectives (e.g. <i>and</i>) to link words and ideas. Explore rhyming patterns and phonemes to strengthen spelling and pronunciation.

Project Portfolio work

In this project, students will explore everyday life *out and about* in their community. They will think about the clothes we wear, the activities we enjoy on weekends, and how the weather affects our choices

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Out & About	Question/Challenge Some of the key questions they will explore include: What clothes do we wear for everyday use and special occasions? What do children like to do at weekends? How does the weather affect what we wear and do? How can we talk about feelings and express them clearly in English?	Working with their teammates, students will interview each other about their weekend activities, favourite clothes, and opinions about weather and feelings. They will compare answers and create posters, poems, or short performances to show what they have learned.	. Key language points include: Clothes: <i>jeans, jumper, T-shirt, skirt, dress.</i> Weather: <i>rainy, sunny, windy, hot, cold.</i> Feelings: <i>happy, tired, excited, worried.</i> Sentence structures: <i>I wear... / I am wearing...</i> <i>On weekends, I usually...</i> <i>I feel...</i> Grammar points: prepositions of place, question words (<i>where</i>), present simple and continuous.	To explore the topic further, students will: Create a class survey about weekend activities or clothes preferences. Collect results and display them in charts or simple graphs. Read short stories and poems about clothes, feelings, and the weather. Investigate how different cultures dress for special events and compare them.	Students will connect their learning to their own lives by: Drawing and writing about their own weekend routines. Talking about what they wear to parties, celebrations, or in different seasons. Sharing how they feel in certain situations and learning to describe emotions in English	At the end of the project, students will: Produce a survey and chart showing weekend activities or clothing choices in their class. Create short written pieces such as acrostic poems or simple sentences about weather and feelings. Design and present posters about clothes, weather, or feelings. Take part in short role plays or performances about being “out and about” in daily life.

Week 2 – Pathway 2: Shape Up (19 Jan to 23 Jan 2026)

This week, students will dive into the world of sports, fitness, and record-breaking challenges! As athletes, coaches, journalists, and podcasters, they will practise English by exploring healthy habits, planning training routines, and even attempting Guinness World Records. By the end of this week, students will have learned new sports vocabulary, practised giving advice about healthy lifestyles, written training plans, and built confidence through role plays and team record-breaking projects.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Shape Up	Students will use sports vocabulary such as <i>badminton, gymnastics, rugby, hockey, and volleyball</i> to discuss their own and classmates' interests. They will practise asking and answering with question tags (e.g., <i>You didn't practise enough, did you?</i>). They will describe sports actions, equipment, and locations when predicting and comparing favourite sports.	Students will listen to a podcast interview and identify advice on healthy habits such as <i>diet, exercise, fresh air, sleep patterns, and water</i>. They will role-play as podcast hosts, giving advice with modal verbs (<i>should, shouldn't, got to</i>) about healthy lifestyles. They will practise expressing opinions and making suggestions about positive and negative habits (e.g., <i>junk food, sugary drinks</i>).	Students will role-play interviews between journalists and inspiring sports stars, asking about skills, training, and motivation. They will learn and use basketball vocabulary (<i>slam dunk, spin, trick, shot, world record</i>) while watching the Harlem Globetrotters video. They will develop questioning, active listening, and presentation skills by simulating real interviews.	Students will read and interpret a school sports day leaflet to understand events, times, and roles of participants. They will use sports day vocabulary (<i>archery, relay race, tug of war, wheelchair basketball, yoga</i>) to describe and plan activities. They will write a training plan for an event, using appropriate sequencing and sports-related vocabulary.	Students will work in teams to attempt fun world record challenges such as <i>leapfrog jumps, basketball circles, or squat jumps</i>. They will record and compare results in English, using sports-related vocabulary and numbers to report findings. They will practise teamwork, goal-setting, and perseverance while documenting their record-breaking attempts.

Project Portfolio work

In this project, students work in teams as health experts to create a one-week “Healthy Body and Mind” action plan for a client. They will interview clients to learn about their current habits and goals, research guidance on diet, exercise, and mindfulness, track screen time, steps, or meditation, and design a plan tailored to the client’s needs. Students will present the plan, gather feedback, and reflect on its usefulness, recording their work and success in their portfolio.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Shape Up	How can I be the best at something? Students will work as a team of health experts to create a ‘Healthy Body and Mind’ action plan for a specific client. Portfolio: Students will write their challenge question, decorate the front page with pictures or facts about healthy lifestyles, and add any information they already know about activities, food, and sports.	Students will work in teams to create a health action plan for two clients. They will interview their clients to learn about fitness, dietary habits, and well-being, and identify goals such as improving fitness, flexibility, or healthy eating. Portfolio: Students will write a short summary about themselves and their clients, including current health, well-being, and client goals.	Students will explore new words and phrases related to well-being and learn how to use them in context. Portfolio: Students will write the words and example sentences in the speech bubbles, draw a picture of what well-being means to them, and choose a star word for the end of the project.	Students will research official guidance on mind and body well-being, including diet, calming activities, and recommended sleep, to help plan an individual action plan for their client. Portfolio: Students will write research questions, record their findings in the <i>I found out</i> box, and note the source of each piece of information in the <i>My Sources</i> circle.	Students will track their own and their clients’ screen time, step count, or minutes of meditation to support well-being and mindfulness during the project. Portfolio: Students will record their weekly data, reflect on how monitoring helped them or their clients, and write in the <i>Things I’ve noticed</i> box about improvements, challenges, and how they feel.	Students will create a one-week action plan to improve their client’s mind and body well-being, tailored to their goals, and decide on the best format for presentation. They will then present the plan to their client. Portfolio: Students will record the action plan details, list needed materials, set at least three success criteria, and reflect on quality. They will include a photo or copy of the plan, explain why it was useful for the client, and tick off achieved success targets.

Week 3 – Pathway 1: Our World (26 Jan to 30 Jan 2026)

In this unit, learners explore the language we use to describe the world we live in, including our homes, plants, trees, and animals. They will read stories and information texts, act out traditional tales, and take part in creative activities such as planting seeds, drawing habitats, and making presentations. The unit also links with science, art, and geography, encouraging learners to connect English with real-world knowledge of nature and the environment.

By the end of the unit, learners will be able to describe homes, plants, and animals, talk about habitats and the world around them, and use English confidently to share ideas about nature and where we live.

Module	Reading	Listening	Speaking	Writing	Use of English
Our World	Read and respond to stories such as <i>Jack and the Beanstalk</i> and <i>A Very Big Carrot</i>. Explore information texts about homes, trees, and the wider world. Identify common words and sounds in simple texts. Use globes, maps, and diagrams to link written words with places and features of the world.	Listen to rhymes, stories, and information texts about homes, animals, plants, and trees. Answer questions to show understanding of stories and factual texts. Follow oral explanations to connect with science-based topics, such as life cycles and habitats.	Describe homes, furniture, plants, trees, and animals using new vocabulary. Discuss moving house and reflect on how different animals live in their own homes. Retell stories with the support of picture prompts, sequencing events clearly. Talk about why animals and plants are important for our environment.	Draw and label plans, diagrams, and pictures (e.g. a home, plant, or habitat) and write short sentences to describe them. Create information text pages about animal homes to contribute to a class booklet or presentation. Label maps and world outlines to show understanding of continents and habitats.	Build vocabulary for homes, furniture, plants, animals, and trees. Practise adjectives for describing homes and natural features. Consolidate spelling of simple animal words. Review grammar in context, including plurals and possessive's. Apply prepositions and descriptive structures to explain where animals live.

Project Portfolio work

In this project, students will explore the world around them, focusing on homes, plants, trees, animals, and habitats. They will learn how people and animals live in different environments and reflect on how nature is connected to their own lives

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Our World	Some of the key questions they will explore include: What makes a home, and how do homes differ for people and animals? How do plants and trees grow and why are they important? What animals live in different habitats? How can we describe the world we live in?	Working in groups, students will research and share information about homes, plants, and animals. Each team will focus on one topic — such as “animal homes,” “plants we grow,” or “trees around us” — and create a page for a class booklet or a short presentation. Students will also compare their findings and make links between the topics	Key language points include: Homes and furniture: <i>house, roof, table, chair.</i> Plants and trees: <i>roots, leaves, branches, flower, bean, seed.</i> Animals and habitats: <i>nest, burrow, den, forest, desert, tree.</i> Sentence structures: <i>This is my home / This is a tree.</i> <i>A tree has...</i> <i>Animals live in...</i>	Read simple information texts about homes, plants, animals, or trees. Explore diagrams and pictures of homes, habitats, or trees and label them. Use maps and classroom posters to find continents and identify where animals live. Work in groups to research an animal habitat using available class resources (e.g. books, worksheets, or online materials).	Students will connect their learning to their own lives by: Drawing and labelling plans of their own homes. Sharing stories or examples of plants and animals they see in their neighbourhood. Creating drawings or posters of habitats and explaining which animals live there. Comparing homes or animals in Singapore (or their home countries) with those from other parts of the world.	At the end of the project, students will: Produce diagrams, drawings, and labelled pictures of homes, plants, and trees. Contribute to a class information booklet on homes, plants, and animals. Create and present posters or models of habitats Share their knowledge about the world and its living things with their classmates.

Week 3 – Pathway 2: Things I Collect (26 Jan to 30 Jan 2026)

This week, students will explore the fascinating world of collections, from snow globes and stamps to world-famous memorabilia. Through interviews, articles, and design challenges, they will practise describing objects in detail, expressing interests, and learning how to care for collectibles. By the end of the week, students will have built vocabulary to talk about rare and valuable items, practised reading and writing about famous collections, and developed creativity and teamwork by designing their own collectibles and presenting a Generation Z time capsule.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Things I Collect	Students will expand their vocabulary of collectibles, including <i>badges, coins, dolls, trading cards, soft toys, and ties</i>. They will use adjectives like <i>rare, unusual, valuable, cute</i>, and <i>expensive</i> to describe different items. They will practise prepositions such as <i>excited about, interested in, really into</i>, and <i>mad about</i> to express enthusiasm.	Students will talk for up to two minutes about something they collect, used to collect, or want to collect, using vocabulary such as <i>snow globes, toy cars, action figures</i>, and <i>gemstones</i>. They will listen to a boy describe his snow globe collection and identify how he explains his interest. They will practise describing their classmates' collections using detail, adjectives, and prepositions to show interest (e.g., <i>I'm fascinated by stamps / She's obsessed with postcards</i>).	Students will design collectible items inspired by their favourite book or film, linking their creations to memorabilia culture. They will use descriptive vocabulary such as <i>amazing, beautiful, first edition, detail, memorabilia</i>, and <i>souvenir</i> to present their designs. They will develop creativity and design-thinking skills while reflecting on personal interests and fandom.	Students will read a magazine article about four of the most expensive collections in the world and identify what makes them valuable. They will use collectibles vocabulary such as <i>autographs, vintage cameras, superhero comics, vinyl records</i>, and <i>signed football shirts</i>. Students will write their own article about a world-famous collection, explaining how to look after collectibles using language like <i>dust, gloves, boxes, organised, protect</i>, and <i>handle carefully</i>.	Students will work in groups to create ideas for a Smithsonian time capsule that represents Generation Z's lives, culture, and communities. They will present their capsule ideas in English, explaining why particular items reflect their generation. They will practise teamwork, presentation, and persuasion skills while contributing to a meaningful global competition.

Project Portfolio work

In this project, students will work as event planners to organise a collectors' convention. They will explore different collections, learn about popular collectables, and research how conventions are advertised and run. Students will plan their own convention, deciding what to showcase, where to hold it, what activities to include, and how to promote it. They will create a flyer for the event and reflect on their work. Students will research collections, plan the convention, create materials such as flyers, and record their ideas and reflections in their portfolio.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Things I Collect	What makes something valuable? In this project, students will work in teams as convention planners to organise a collectors' convention that showcases collections and explains their importance. Portfolio: Students will decide on their project, write the challenge question, decorate the front page with relevant images, and record any prior knowledge or language about collections, time capsules, and valuable items.	Students will find out about their team members' collections, including what they collect, the size of the collection, the first item, and their favourite item. They will take notes and draft a paragraph about each team member. Portfolio: Students will write about their own collection in one box and their teammates' collections in the other boxes, explaining as much as possible and adding photos if available.	Students will record the new language they have learned during the unit. Portfolio: They will write new words in speech bubbles—verbs in green, nouns in blue, adjectives in red—and use each word in a sentence. At the end of the project, they will choose their favourite word to write in the star.	Students will find out about collectors conventions and how they work. Portfolio: They will write questions to guide their research, check the questions are correctly formed, and use them to gather information online. Students will record their findings in the "I found out" box and note their sources in the "My Sources" circle.	Students will research the top ten collectibles from last year by looking online. Portfolio: Record the top ten collectibles in your portfolio or stick a picture of the list you find online. In the 'Things I've Noticed' section, write if you own any of the items or anything interesting you discovered about the collectibles.	Students will plan a collectors convention, deciding what to showcase, how to advertise it, where it will be held, and what activities or special guests will be included. Portfolio: Students will mind-map their ideas, list the materials needed for a flyer, and write at least three success criteria. They will create the flyer, stick a copy in their portfolio, write why collectors will want to attend, and tick off the success targets they achieved.

Week 4 – Pathway 1: Healthy Bodies (02 Feb to 06 Feb 2026)

In this unit, learners will explore the language of health, wellbeing, and the human body. They will develop vocabulary to talk about healthy habits, food, and exercise, while also connecting English learning with subjects such as health education and science. Children will be encouraged to draw on what they already know and to share their own experiences of staying healthy.

By the end of the unit, learners will have grown in confidence using English to talk about health-related topics, learned useful vocabulary for body parts and healthy routines, and taken part enthusiastically in activities designed to build both language skills and awareness of wellbeing.

Module	Reading	Listening	Speaking	Writing	Use of English
Healthy Bodies	- Read information texts about bones, muscles, and hands to build knowledge of how the body works. - Explore instructional texts on healthy routines such as washing hands and brushing teeth. - Read and act out stories about health and care, such as a sick pet or a boy in hospital. - Begin linking words to pictures to support understanding of health-related vocabulary.	- Enjoy songs, chants, and action rhymes about the body and health. - Follow listening comprehensions about everyday routines such as brushing teeth or visiting the doctor. - Understand short conversations, including those between a doctor and a patient. - Listen for details in stories and short talks to build comprehension skills.	- Describe people, body parts, and feelings using simple sentences. - Role-play conversations about feeling unwell or visiting a hospital. - Ask and answer questions about how they feel, using expressions like <i>I feel...</i> / <i>I don't feel...</i> - Practise giving and responding to short instructions linked to health and routines.	- Spell and write short body words in guided activities. - Complete instructional texts about healthy habits, such as brushing teeth. - Write simple phrases and personal information using health-related vocabulary. - Make a "Get Well Soon" card to practise writing for real purposes.	- Practise using subject pronouns and possessive adjectives (<i>my, your, his, her</i>). - Use the present continuous tense to describe what they are doing (<i>I am washing my hands</i>). - Use prepositions and adverbs of place in role plays and story work. - Apply cardinal numbers in simple mathematical puzzles linked to body parts.

Project Portfolio work

In this project, students will explore the theme of health and the human body. They will learn about body parts, senses, bones, muscles, and healthy habits

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Healthy Bodies	Some of the key questions they will explore include: What are the parts of the body and what can they do? Why are bones and muscles important? How do we keep our bodies clean and healthy? What foods and habits help us stay well? How do we talk about illness and recovery?	Working with teammates, students will investigate healthy habits and how the body works. Each group will take on a role — such as “healthy eating experts,” “exercise champions,” or “body detectives” — and prepare posters, role plays, or short presentations to share their knowledge.	Body parts: <i>head, arms, legs, hands, feet, bones, muscles.</i> Illnesses and feelings: <i>headache, stomach ache, tired, hot, cold.</i> Hospital words: <i>doctor, nurse, patient, hospital, medicine.</i> Sentence structures: <i>This is my...</i> <i>I feel... / I don't feel...</i> <i>You should / You shouldn't... (for advice).</i> Grammar points: pronouns, possessive adjectives, present continuous for actions	Read and discuss short texts about bones, muscles, and senses. Learn about hygiene and practise following simple health instructions (e.g. how to wash hands). Listen to short role-play conversations between doctors and patients. Collect survey data about healthy foods and exercise habits in their class.	Students will connect their learning to their own lives by: Drawing and labelling body parts. Sharing their own healthy habits and favourite activities for keeping fit. Making posters about food choices, exercise, or hygiene routines. Talking about what they do when they are ill and how their families take care of them.	At the end of the project, students will: Create posters or displays about healthy habits and body care. Take part in role plays about visiting a doctor or hospital. Write and share simple health tips using <i>should / shouldn't</i>. Collect and present survey results about food, exercise, or hygiene.

Week 4 – Pathway 2: Helping Hands (02 Feb to 06 Feb 2026)

This week, students will explore the many ways people can help animals and their communities. Through interviews, diary writing, fundraising plans, and creative projects, they will practise English while learning about animal care, volunteering, and charity work. By the end of the week, students will have expanded their vocabulary for helping animals and people, practised future forms to plan events, written about volunteering experiences, and built confidence by designing and presenting a fundraising webpage for an animal shelter.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Helping Hands	Students will plan and discuss fundraising events for their school, using vocabulary such as <i>sell cakes, donate toys, sponsor someone, collect money, and visit a nursing home</i>. They will use future forms (<i>I'm going to ... / Who will help ...?</i>) to describe plans and commitments for helping others. They will practise expressing teamwork and responsibility while discussing fundraising ideas.	Students will role-play an interview with a volunteer who helps animals, asking about their experiences and responsibilities. Students will listen to a pianist explain why he plays music for elephants and identify how this supports their rehabilitation. Students will use vocabulary related to elephants (<i>logging camp, malnourished, trekking camp, sanctuary, rehabilitate, roam</i>) to discuss animal welfare. Students will practise language for helping animals (<i>cleaning, grooming, exercise, shelter</i>) in role-play contexts.	Students will design an information leaflet to explain how to take care of an animal, using simple, clear steps. Students will watch a video clip (<i>Shaun the Sheep: Tooth Fairy</i>) and discuss how people and animals can be helped in emergencies. They will use vocabulary like <i>dentist, toothbrush, toothpaste, toothache, and emergency</i> to explain everyday health and care.	Students will read a webpage about a children's charity and upcoming fundraising events to understand purpose, audience, and organisation. They will use fundraising vocabulary (<i>bake sale, bring and buy sale, craft morning, donations, quiz, volunteers</i>) to describe charitable activities. They will write a diary entry about volunteering at a fundraising event, reflecting on tasks, challenges, and achievements.	Students will work as a team to design a webpage promoting an animal shelter fundraising event. They will use English to describe what people can donate, make, or buy to support the cause. They will present their webpage design to the class, practising persuasive language and teamwork skills.

Project Portfolio work

In this project, students work in teams to create an animal shelter or plan a charity drive to support local animals. They will research animal conservation, design their shelter including animals, mission, logo, and adoption process, and plan ways to raise awareness. Students may also organise a sponsored activity to raise funds. Throughout the project, they will document their research, plan, and outcomes, and present their work to the class or community.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Helping Hands	How can we help the animals in our community? Students will work as a team for a local animal shelter to raise awareness about animals, their needs, and local conservation. They may also plan a charity event to support the shelter if allowed. Portfolio: Students will write their challenge question, decorate the front page, and add any information or language they already know about local animals, shelters, ecosystems, or conservation efforts.	Students will explore jobs in animal shelters and conservation and choose a role for themselves. They will also learn about their teammates' favourite animals, dislikes, rescued pets, and conservation ideas. Portfolio: Students will write a paragraph about each team member, including their favourite animals and their roles in the team.	Students will find new words and phrases linked to animal charities and helping animals, such as "fundraise," "volunteer," "animal shelter," "conservation," and "rescue." They will practice using these words in sentences. Portfolio: Students will write their new words and phrases in speech bubbles, note the part of speech, provide an example sentence, and choose their star word at the end of the project.	Students will research animal welfare, conservation, and shelters, asking questions about endangered animals, charities, laws, and awareness activities. Portfolio: Students will write their questions, gather information from experts or sources, summarise findings in the 'I found out...' box, list sources in 'My Sources,' and note which questions were most useful.	Students will explore ways to help animals in their community, including visiting or researching local shelters. They will learn about the types of animals cared for, staff and volunteers, and how shelters raise awareness. Portfolio: Students will collect information about a local animal shelter, include it in their portfolio, and write in the 'Things I've noticed...' box whether the shelter raises awareness effectively and what could be improved.	Students will design an animal shelter or charity drive, deciding on animals, mission, logo, adoption process, supplies, and ways to raise awareness. They may plan a sponsored activity to raise funds. Portfolio: Students will sketch or mind-map their plans, list materials, set success criteria, include photos of their shelter, presentation, or event, record funds raised, and reflect on achieved targets.

Week 5 – Pathway 1: Holidays & Travel (09 Feb to 13 Feb 2026)

In this unit, learners explore the theme of holidays, transport, and travel. They will expand their vocabulary to talk about places in town, transportation, road safety, and cultural celebrations. Through stories, songs, role plays, and projects, children will gain confidence in using English to describe their experiences, share preferences, and talk about their own communities and culture.

By the end of the unit, learners will be able to use new words and structures to communicate about travel, practise safety awareness, and express ideas about holidays and traditions in clear English.

Module	Reading	Listening	Speaking	Writing	Use of English
Holidays & Travel	Read and respond to stories about travel, such as a day trip, a museum visit, and getting lost at a bus station. Explore texts about geographical features, world locations, and journeys around the world. Interpret simple texts and graphs linked to travel and road safety.	Listen to stories and short talks about trips, journeys, and cultural celebrations. Follow listening comprehensions about real-life travel experiences, such as a trip to India or a visit to a doctor. Enjoy rhymes and songs about travel, places, and staying safe on the roads.	Talk about places in town and share likes and dislikes using simple sentences (e.g. <i>I like going to...</i>). Discuss popular places in their community or country and compare holiday preferences. Role-play situations linked to travel, such as being lost or visiting a museum. Share what they like to do during holidays and take part in discussions about road safety.	Write short descriptions of favourite places to visit. Complete and create simple instructional or safety texts, such as a road safety poem. Produce a poster about special celebrations, combining writing with visual creativity.	Use and review vocabulary for transport, places, and geographical features. Practise adjectives to describe different forms of transport (e.g. <i>fast, crowded, comfortable</i>). Use adverbs and prepositions of place to describe journeys and locations. Build confidence using structures (<i>I like / I don't like, should / shouldn't</i>) to give opinions and advice.

Project Portfolio work

Students will work in teams to design and present a “Dream Holiday Journey” package. This could be a poster, brochure, or short presentation that includes a travel story, destination highlights, safety tips, and recommendations for activities

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Holidays & Travel	Where is the destination? (country, city, or local spot) Why should people visit this place? What activities or experiences are available there? · How can travellers stay safe on the journey? · How will you get there (modes of transport)? · What might be challenging about travelling there (crowds, long journey, cultural differences)?	· Students can work in small groups of 3–4. · Each team chooses (or is assigned) a different destination (local, national, or international)	· Vocabulary: transport, places, geographical features, celebrations. Adjectives to describe transport/places (fast, comfortable, crowded, beautiful, exciting). · Structures: I like / I don't like, should / shouldn't for giving advice. · Prepositions of place (at, on, near, in front of). · Writing skills: descriptions, short	Use books, maps, or online resources to find out: · <i>Location and geographical features.</i> · <i>Famous places to visit.</i> · <i>Transport options.</i> · <i>Cultural celebrations and traditions.</i> · <i>Travel or safety advice.</i>	· Students can include places they have visited or would like to visit. · They can compare their “dream holiday” with their real family holidays. · Road safety tips connect directly to their daily lives. · Sharing holiday preferences helps them express their own likes and dislikes while learning about their classmates' experiences.	At the end of the project students will: · Research and present information about a travel destination in a clear and organised way. · Use appropriate vocabulary to describe places, transport, and travel experiences. · Express likes, dislikes, opinions, and advice using simple structures (e.g., I like... / I don't like..., should / shouldn't). · Collaborate effectively in small groups to plan, design, and present a project

Week 5 – Pathway 2: Great Inventions (09 Feb to 13 Feb 2026)

This week, students will explore the fascinating world of inventions, from everyday objects to imaginative new creations. Through debates, research, design challenges, and hands-on projects, they will practise giving opinions, presenting ideas, and using English to explain how things work. By the end of the week, students will have learned vocabulary for inventions and materials, practised the passive voice, designed and pitched their own inventions, and built confidence by creating a water clock and writing clear instructions for a webpage.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Great Inventions	Students will explore the history of useful inventions through a podcast, learning vocabulary such as <i>lightbulb, fridge, clothes, virtual reality goggles</i>, and <i>wheel</i>. They will describe objects using materials vocabulary (<i>metal, glass, plastic, wool</i>) and practise using the passive voice (e.g., <i>The wheel was invented by... / The bag is made from cotton</i>). They will research a classroom object and present it as a great invention.	Students will listen to a radio programme about favourite inventions and identify opinions and reasons. They will hold a class debate to decide which invention deserves to be featured on an exhibition poster, using adjectives like <i>life-changing, exciting, popular</i>, and <i>simple</i>. They will practise giving their opinions and justifying choices in English.	Students will design and describe a special pair of glasses with an innovative feature, inspired by the Shaun the Sheep video. They will use vision-related vocabulary (<i>blind, glasses, see clearly, visually-impaired</i>) to explain how their invention can help others. They will practise creative problem-solving, empathy, and communication by connecting inventions to real needs.	Students will read an article about real inventions created by children and identify their features and purposes. They will expand vocabulary for parts of inventions (<i>button, handle, tube</i>) and actions (<i>flash, pull, save time, turn on</i>). They will pitch their own invention idea for a science club “invention convention,” writing persuasively with adjectives like <i>efficient, colourful, fast, smart</i>, and <i>tidy</i>.	Students will investigate the history of clocks and discuss how people measured time in the past. They will design and build a water clock, experimenting with ways to measure time. They will write clear step-by-step instructions for a webpage to explain how their clock works.

Project Portfolio work

In this project, students work as a wikiHow educator team to research the greatest inventions, explore their history, and create step-by-step instructions for making a version at home. They will plan, gather materials, draft and test their instructions, revise them based on feedback, and prepare a final wikiHow, documenting their work and reflecting on their process in their portfolio.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Great Inventions	What was the greatest invention ever? Students work as wikiHow educators to create step-by-step guides for “The Greatest Invention Ever Made.” They research famous inventions, decide what makes an invention great, and plan how to show it can be made at home. Portfolio: Students write their challenge question, decorate the front page, and add ideas or information about inventions, including class discussion notes or drawings.	Students explore the qualities of a wikiHow employee and see if they or their teammates would make a good fit. They discuss characteristics like innovation, passion for education, collaboration, and being multilingual, giving examples from their own lives. Portfolio: Students write a mini-CV for each team member showing how they fit the wikiHow qualities and include a picture or drawing of each teammate.	Students learn how to use sequence words and ordinal numbers to write clear instructions, helping readers follow steps in order. Portfolio: Students write sequence connectors in bubbles with example sentences and create a number square showing the spelling of ordinals up to 12. At the end, they choose their star word.	Students work with their wikiHow team to decide the greatest invention ever and plan how to make it at home. They research the invention’s history, materials, steps to create it, and how to present it clearly on a wikiHow page. Portfolio: Students write research questions, gather information online, in books, or through surveys, and summarise their findings in the ‘I found out...’ box. They record sources in the ‘My Sources’ circle.	Students explore clocks and the invention of time, research different types of clocks, make a water clock, and analyse wikiHow instructions. Portfolio: Students record findings or photos of their water clock and note observations about instruction clarity, history, steps, authors, reader questions, and tone.	Students plan, draft, test, and finalise their wikiHow instructions for their chosen invention. They check clarity, sequence, and quality, and may share or submit their wikiHow. Portfolio: Students list materials in the ‘My materials’ box, set at least three success criteria, and note if they need help or materials from home. They include a picture of a team following their wikiHow or themselves following another team’s instructions, and write about what they did.

Week 6 – Pathway 1: Wings & Things (23 Feb to 27 Feb 2026)

In this unit, learners explore the exciting theme of flight — from tiny insects to soaring birds and powerful flying machines. They will describe animals that can fly, learn about their life cycles and habitats, and compare them with helicopters and aeroplanes. Through stories, rhymes, songs, and creative projects, children will gain confidence in speaking, reading, writing, and presenting about the world of wings and flight.

By the end of the unit, learners will have expanded their vocabulary, improved their ability to describe and compare, and developed stronger communication skills through reading, presenting, and role play.

Module	Reading	Listening	Speaking	Writing	Use of English
Wings and Things	Read a range of texts about insects, birds, and flying machines, from poems and rhymes to non-fiction information texts. Explore stories such as <i>The Bird King</i> and <i>Daedalus and Icarus</i>, retelling and sequencing events. Identify and practise grammatical features (e.g. plurals, possessives, negatives) in context. Interpret maps, diagrams, and labelled pictures to connect language with visual information.	Follow rhymes, songs, and short presentations about insects, birds, and machines that fly. Listen for key details in talks about butterflies, helper birds, and cultural stories of flight. Practise comprehension skills by answering questions about stories and poems. Enjoy audio activities that build awareness of sounds and patterns in English.	Take part in discussions about why insects and birds are important and how animals make homes. Present short talks on minibeasts in pairs, using visual support. Role-play and act out stories such as <i>The Bird King</i> or <i>Daedalus and Icarus</i>. Share experiences and preferences about air travel and cultural traditions.	Write simple descriptive sentences about insects, birds, and machines, supported by visual prompts. Create short texts such as riddles, rhymes, safety instructions, or descriptive captions. Complete comprehension and writing tasks linked to information texts and stories. Use connectives and other linking words to join ideas clearly.	Build vocabulary for insects, minibeasts, birds, and flying machines. Review and practise grammar in context: plurals, possessives, negatives, and prepositions of place. Use connectives and determiners to extend sentences. Consolidate understanding of verb tenses (past simple, present continuous) through stories and descriptions.

Project Portfolio work

Students will work in groups to create a **mini-exhibition or class book** about flying creatures (insects, birds, or flying machines). Each group will choose a focus (e.g., butterflies, eagles, bats, planes, or mythical creatures like Icarus) and prepare information, visuals, and creative writing pieces (poems, riddles, captions) to present.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Wings & Things	What makes your chosen creature or machine special? How does it move or fly? What challenges does it face (e.g., predators, pollution, technical problems)? What interesting facts or stories are connected to it?	Students can work in 4–5 groups, each focusing on a different insect, bird, flying machine, or cultural story of flight. Teams can be mixed in terms of ability so that roles (researcher, writer, presenter, artist) can be shared.	Vocabulary: insects, birds, flying machines, body parts, movement words (e.g., wings, feathers, soar, glide, crawl). Grammar: plurals (<i>butterflies, wings</i>), possessives (<i>the bird's nest</i>), negatives (<i>birds don't...</i>), verb tenses (<i>past simple for myths, present continuous for descriptions</i>). Structures for speaking: <i>I think... / In my opinion... / It can... / It should...</i>	Look at non-fiction texts, diagrams, and maps about insects, birds, or machines. Collect fun facts (e.g., fastest bird, largest wingspan, how planes stay in the air). Watch short videos or listen to talks to gather extra details.	Students may share personal experiences of seeing insects, birds, or taking flights. They can connect road and air safety to their own daily routines. They will discuss how creatures like birds or insects are important in their local environment.	Research and present information about insects, birds, or flying machines in a clear and engaging way. Take part in discussions, role-plays, and short presentations using appropriate vocabulary and visual support. Connect their learning to real-world contexts by sharing personal experiences of animals, cultural stories, or air travel. Collaborate with peers to design and present a project that integrates reading, listening, speaking, writing, and language awareness.

Week 6 – Pathway 2: Imagine If (23 Feb to 27 Feb 2026)

This week, students will step into the exciting world of storytelling and game design. Through acting out scenes, planning story arcs, designing game characters, and writing interactive narratives, they will practise English while learning how to engage readers and players. By the end of the week, students will have built vocabulary for storytelling and game design, practised using descriptive language and zero conditionals, written a chapter of a science fiction story, and developed confidence by creating and pitching their own adventure game story.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Project
Imagine if...	Students will expand vocabulary for story genres (<i>adventure, fairy tale, mystery, science fiction, crime, fantasy, history</i>). They will practise adverbs of manner (<i>quickly, eerily, secretly, suddenly</i>) to make narratives more dynamic and vivid. They will use zero conditionals to describe choices and consequences in tricky or imaginative situations.	Students will plan a story with a clear story arc and act out selected scenes, using story vocabulary such as <i>build-up, climax, resolution, scene, plot, character, and setting</i>. They will listen to an interview with a famous author and identify key techniques for engaging storytelling. They will create and discuss dangerous or exciting situations for a secret agent, using zero conditionals (e.g., <i>If there's no one inside, enter the room silently</i>) to suggest actions.	Students will design game characters for a team, describing their strengths, weaknesses, skills, and powers using vocabulary such as <i>target, feature, fight, puzzle, level, and goal</i>. They will practise teamwork and problem-solving while combining character abilities to achieve shared objectives. They will connect storytelling and game design by turning classmates into interactive characters for a simulated game scenario.	Students will read the opening chapter of a science fiction novel to identify descriptive techniques and narrative structure. They will use rich adjectives (<i>amazing, ancient, gigantic, miniature, multicoloured</i>) and adverbs (<i>hastily, immediately, fluently, rapidly</i>) to make their writing more engaging. They will write the second chapter of <i>The Last Flight of Planet 05X</i>, building on the story and making sentences more interesting and descriptive.	Students will work as a team of writers to plan and write a story for a new adventure game in a gamebook style, allowing readers to make decisions that affect the plot. They will pitch their story to producers, practising persuasive language, presentation, and collaboration. They will integrate storytelling, creativity, and game design skills to develop an engaging interactive narrative.

Project Portfolio work

In this project, students work as a team of writers to create a 'Choose Your Own Adventure' story for BC Gaming Inc. They will research the genre, plan the narrative using flow charts, develop characters, settings, and decision points, and write or present the story in a chosen format, such as a written draft, slides, video, or online interactive version. Finally, they will pitch their story to the producers, aiming to impress and potentially have their storyline developed into a computer game. Students will research, plan, draft, and revise their story, collaborate as a team, and record their work and reflections in their portfolio.

Project	Question/ challenge	Team	Language	Research	My world	Outcomes
Imagine If	How do authors grab a reader's attention? In this project, students work as a team of writers for BC Gaming Inc. to create a "Choose Your Own Adventure" story for a new kids' game. They explore story elements like settings, characters, props, and challenges, brainstorm with their team, and pitch their idea to the game producers. Portfolio: Students write their challenge question on the front page, decorate it to show the story genre, and create a mind-map of adventure story elements.	Students work as a team of writers and get to know each other by conducting interviews. They ask questions about each writer's background, writing experience, favorite stories or games, and creative ideas for adventure characters. Students take notes and turn them into a short summary paragraph for each team member. Portfolio: Write a summary paragraph for each writer and include a picture if possible.	Students will practice descriptive writing to bring their adventure story setting to life. They choose a setting and describe it using all five senses—sight, sound, touch, smell, and taste—using new language and translations if needed. Portfolio: Write the setting at the top of the page. Use the speech bubbles for each sense with descriptive ideas, and draw or stick a picture of the setting below.	Students will research the 'Choose Your Own Adventure' genre to understand its structure, decision points, writing style, and tips for creating gripping stories. They will explore online resources and tools to help plan and write their own adventure story. Portfolio: Write research questions neatly in the box and include a question mark. Take notes on what you find, highlight useful information, and add any extra questions that come up during research.	Students will explore why interactive stories, like 'Choose Your Own Adventure' books, are engaging. They will ask five people for their opinions, translate if needed, and reflect on the responses. Portfolio: Record the answers from the people you ask. In the 'Things I've noticed' box, summarise the different opinions in one paragraph.	Students will plan and pitch a 'Choose Your Own Adventure' story to BC Gaming Inc. They will create a flow chart to map story paths and decide on the format—full story, first pages, story mountain, video, or online version—considering characters, settings, narrative arcs, and choices. Portfolio: Include authors' bios, story title, characters, setting, narrative arc, opening scene, choices, and endings. List materials or tools needed and success targets. Record your pitch with a photo and write about your final story.