

Note to Parents/guardians: Your child will be assigned one of the two pathways below in each week of the camp, based on their score in the diagnostic check, which will be conducted on the first day. The academic team will then determine the best pathway to support your child's learning, tailored to their language ability.

Week 1: Pathway 1: How Do You Feel? (18–22 January 2027)

How Do You Feel?

In this module, learners explore different feelings and learn simple ways to talk about how they and others feel. Through stories, games and creative activities, they practise naming emotions, giving simple reasons for their feelings and responding to other people's feelings. By the end of the unit, learners will be able to identify common emotions, talk about situations that cause different feelings and share simple ideas for helping themselves and others feel better.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
How Do You Feel?	• Learn and use words to describe common feelings such as happy, sad, angry, worried, excited, scared and surprised. • Use simple sentence patterns to talk about feelings and their causes. • Use I feel... when... to connect feelings with experiences.	• Listen for and identify different feelings. • Ask and answer simple questions about how people feel. • Talk about situations that make them feel happy, excited, worried or sad. • Share simple ideas about how to help a friend feel better.	• Develop empathy by recognising how other people might feel. • Work with classmates to share ideas and make decisions. • Build confidence expressing personal feelings in English.	• Read short texts and identify how characters feel. • Match feelings with situations and pictures. • Write simple sentences about personal feelings and experiences.	• Create a Feelings Toolkit showing different emotions and situations that cause them. • Add simple ideas for what someone can do when they experience difficult feelings. • Create feeling cards, pictures and short written reflections. • Share and explain parts of the toolkit to classmates.

Project Portfolio work

The “How Do You Feel?” Project Portfolio extends students’ learning about feelings into the familiar context of their classroom. Students will explore how different classroom situations can make people feel and think about simple ways they can help themselves and others feel happy, calm, confident and included. They will work together to identify positive classroom behaviours and discuss what makes a classroom a friendly and supportive place to learn. The project culminates in students creating a Feel-Good Classroom poster and sharing their ideas with classmates. Through these activities, students will develop language for talking about emotions while building empathy, collaboration and confidence in expressing their ideas.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Create a Feel-Good Classroom Students will explore feelings and classroom life by considering: How do we feel at school? What can make us feel happy, worried, excited or upset? What can we do when someone is feeling sad or worried? How can we help our classmates? What makes a classroom a happy and friendly place to learn?	Students will work together to discuss different classroom situations and how these might make people feel. They will share ideas about things classmates can say and do to help each other and decide which ideas they would like to include in their Feel-Good Classroom. Students will practise taking turns, listening to different ideas and making decisions together.	Students will practise vocabulary for feelings and emotions from the module. They will use simple language to describe how someone feels and what might help them, for example: I feel... / He feels... / She feels... / Are you OK? / We can... / Let's... / You can... They can also use positive classroom language such as Can I help you? / Let's play together. / You can join us. / Don't worry.	Students will explore different classroom situations using pictures, short scenarios or role plays. They will identify how the children might be feeling and discuss what another child could say or do to help. They will collect their favourite ideas for making a classroom feel friendly, welcoming and supportive.	Students will think about their own experiences at school and at the British Council. What makes them feel happy in class? What can make them feel worried or frustrated? What helps them feel better? What can a good friend or classmate do to help? They will share ideas they are comfortable sharing and think about ways they can help make their own classroom a positive place to learn.	At the end of the project, students will work in teams to create a Feel-Good Classroom poster. Their poster will show different ways students can help make their classroom a happy, friendly and supportive place. It can include pictures, feelings vocabulary, helpful phrases and simple examples of things students can say or do in different situations. Teams will present their posters and explain some of their favourite ideas.

Week 1: Pathway 2: Friends and Family (18–22 January 2027)

Friends and Family

In this module, learners explore the inquiry question “How well do I know my friends and family?” They learn to describe family members and friends, talk about hobbies and interests, and explain why particular people are important to them. Through family trees, photo descriptions, thank-you cards, storytelling and discussion, learners develop confidence describing relationships and expressing appreciation. By the end of the unit, learners will be able to give richer descriptions of people they know and explain why those people are special to them.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Friends and Family	• Learn and use vocabulary for family members, personality, hobbies and interests. • Use modifiers such as very, really and isn't very to make descriptions more precise. • Use structures for describing people, their interests and relationships.	• Describe photos of friends and family and talk about what people like doing. • Ask and answer questions about family members, friends and interests. • Present a family tree and explain relationships between people. • Tell a short story about a special or funny event.	• Reflect on the qualities that make relationships important. • Develop empathy and appreciation by considering how people help, listen and support one another. • Organise and present personal information for an audience. • Give and respond to questions about personal presentations.	• Read thank-you cards and identify how writers express appreciation. • Write a thank-you card explaining why someone is important. • Write descriptions using personality, interests and reasons. • Organise information clearly for an album or presentation.	• Create a Loved Ones Album about important friends and family members. • Select images or illustrations and write descriptions explaining who each person is and why they are important. • Design and organise the album for an audience. • Present the finished album and answer questions about the people included.

Project Portfolio work

The “**Friends and Family**” **Project Portfolio** extends students’ learning about the people who are important in their lives by exploring family traditions, celebrations and shared experiences. Students will investigate how people celebrate special occasions, find out more about the interests and experiences of friends and family members, and use this information to complete a meaningful project challenge. Depending on the project pathway chosen, students may document a special family or community tradition, plan an ideal birthday experience for a friend, or work together to organise a class event. Through these activities, students will develop descriptive language, research and planning skills, collaboration and confidence presenting ideas for a real audience.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Students explore how family, friends and special occasions bring people together. Depending on the chosen pathway, they consider: How can we document a special family or community tradition? What would make an ideal birthday experience for a friend? How can we plan a successful class event that everyone will enjoy?	Students learn more about the people involved in their project through interviews, discussion and collaborative planning. They share experiences of celebrations, find out about other people’s interests and preferences, and, where appropriate, divide responsibilities for organising an event or producing their final work.	Students develop vocabulary for family members, celebrations, parties, activities and special occasions. They practise language for describing people and habitual activities, discussing preferences, asking questions and explaining plans. They also collect and record useful new vocabulary from their research and use it accurately in their final project.	Students develop questions and gather information relevant to their chosen challenge. They may interview family members, survey classmates, research activities and prices online, or investigate family and community traditions. They record their sources and identify information that will help them make decisions about their final project.	Students connect the project to their own experiences by exploring family traditions, celebrations, friendships and memorable occasions. They may investigate their family tree, examine photographs of family celebrations, compare celebrations across generations or consider what makes an enjoyable event for themselves and others.	At the end of the project, students will produce and present a response to their chosen Friends and Family project challenge. This may involve documenting a family or community tradition, presenting a planned birthday experience for a friend, or organising a class celebration within a budget. Students will use their research to justify their choices, present their work to an audience and reflect on how successfully they responded to the challenge.

Week 2: Pathway 1: My Room (25–29 January 2027)

My Room

In this module, learners explore bedrooms, homes and the objects we keep in them. They learn to describe what a room contains and where different objects are located. Through drawing, designing, making and speaking activities, learners use English creatively to imagine their perfect living space. By the end of the unit, learners will be able to name common furniture, describe a room using simple structures and explain where objects are located.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
My Room	• Learn and use vocabulary for furniture and common household objects. • Use There is / There are and I've got... to describe rooms. • Use simple prepositions of place such as on, under, next to and between.	• Listen to descriptions and identify rooms and objects. • Ask and answer simple questions about bedrooms and homes. • Describe where different objects are located. • Talk about what they like and would like to have in their room.	• Use creativity and imagination to design a new space. • Make choices and explain simple preferences. • Work collaboratively to share ideas and create a design.	• Read short descriptions of rooms and identify key information. • Label furniture and objects. • Write simple sentences describing a room and where objects are located.	• Design and create a Dream Room using drawing, collage or simple craft materials. • Choose furniture, decorations and special features. • Label important parts and write simple descriptions. • Give classmates a short Dream Room Tour.

Project Portfolio work

The “My Room” Project Portfolio extends students’ learning about rooms, furniture and the location of objects into a new and familiar setting: their classroom. Students will think about what makes a classroom a great place to learn, play and work together. They will explore classroom furniture and learning spaces, share ideas about what they would like in their ideal classroom, and decide where different things should go. The project culminates in students working together to design Our Dream British Council Classroom, which they will label, describe and present to classmates. Through these activities, students will develop spatial language, creativity, collaboration and confidence in sharing and explaining their ideas.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Our Dream British Council Classroom Students will explore classrooms by considering: What do we need in a classroom? What helps us learn? Where should we put different things? What makes a classroom fun and comfortable? What would your dream British Council classroom look like?	Students will work together to identify useful classroom furniture, objects and learning areas. They will share ideas about what their dream classroom should include and decide together where different things should go. Students will practise taking turns, asking questions, listening to their teammates and making decisions as a group.	Students will practise vocabulary for rooms, furniture and classroom objects, such as table, chair, desk, shelf, door, window, board, books and computer. They can also learn language for special areas they choose to include, such as a reading corner, games area or art area. Key structures include: There is... / There are... / We've got... / It's next to... / It's under... / It's on... / It's between... / We would like...	Students will explore their British Council classroom and other examples of interesting classrooms. They will investigate what furniture and learning areas classrooms contain, where different things are placed and what helps make a classroom enjoyable and useful. They will collect ideas for exciting features they could include in their own dream classroom	Students will think about the classroom where they learn English. What do they like about it? Where do they like to sit or work? What helps them learn? What would they add to make their classroom even better? They will share their favourite ideas with their group and use them to help plan their dream classroom.	At the end of the project, students will work in teams to design Our Dream British Council Classroom. Teams will create a classroom design using a drawing, collage or simple model. Their design will include furniture and learning areas, labels for important objects and simple sentences describing what is in the classroom and where different things are located. Students will also include some special features that they think would make their classroom a fun and exciting place to learn. Students will give classmates a short Dream Classroom Tour, showing their design and explaining some of their favourite ideas.

Week 2: Pathway 2: Having Fun! (25–29 January 2027)

Having Fun!

In this module, learners explore the inquiry question “What makes a great theme park?” They develop language for rides and attractions and use adjectives, comparatives and superlatives to describe and compare experiences. Learners plan routes, research real theme parks, review attractions and consider what makes a funfair game successful. By the end of the unit, learners will be able to evaluate theme parks and use their ideas to design and promote an original park.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Having Fun!	• Learn and use vocabulary for theme park rides, facilities and attractions. • Use descriptive adjectives such as awesome, scary, fast, tall, twisty and terrifying. • Use comparatives and superlatives to compare rides and attractions. • Use sequencers and should/shouldn't when planning and giving recommendations.	• Listen to and compare information about theme parks. • Research a theme park and explain a chosen ride to a partner. • Discuss preferences and justify which park or attraction they would choose. • Plan and present a route through a theme park with classmates.	• Evaluate attractions using agreed criteria. • Use creativity and problem-solving to invent a new stall game and theme park. • Collaborate to make design decisions and divide responsibilities. • Use feedback to improve a design before presenting it.	• Read theme park reviews and identify opinions and supporting details. • Write a review using descriptive, comparative and superlative language. • Organise information for an advertisement or promotional text. • Use persuasive language to explain why an attraction is worth visiting.	• Work as a team of theme park designers to create a new theme park. • Choose the park name, theme, rides, facilities and food stalls. • Design a park plan and create an advertisement. • Present the park and explain why it is the best choice for visitors.

Project Portfolio work

The “Having Fun!” Project Portfolio extends students’ learning about theme parks and exciting rides into an engineering challenge. Students will become rollercoaster engineers and investigate what makes a rollercoaster exciting, exploring real rides as well as the basic forces and motion that make rollercoasters work. They will use their research to plan, build and test their own model rollercoaster before evaluating its performance. The project culminates in teams presenting their finished rollercoaster and explaining why their design would make an exciting attraction. Through these activities, students will develop descriptive and comparative language, research skills, scientific thinking, creativity, collaboration and problem-solving.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
What makes a rollercoaster ride exciting? Students explore: What makes some rollercoasters faster, taller or more exciting than others? How do rollercoasters move without engines? How do gravity, friction and motion affect a ride? How can we design and build an exciting rollercoaster of our own?	Students work as a team of rollercoaster engineers, sharing ideas and taking responsibility for different parts of the challenge. They may take roles such as Chief Design Engineer, Supply Coordinator, Public Liaison or Mechanical Engineer, using their individual strengths to contribute to the success of the project.	Students develop vocabulary for rollercoasters, forces and motion, including <i>track, loop, peak, drop, gravity, friction, speed, push, pull</i> and <i>resistance</i> . They extend their descriptive vocabulary with synonyms for exciting and use comparatives and superlatives to compare rides and promote their own design.	Students research real rollercoasters around the world, investigating features such as their speed, height, length and cost. They explore how rollercoasters work and use what they discover about forces and motion to inform their own design.	Students connect their research to their own experiences of theme parks and rollercoasters. They consider which rides they have experienced, what they found exciting or frightening, and which features they would want to include in a ride of their own. They also explore how scientific ideas such as gravity, friction and motion can be observed in familiar experiences.	At the end of the project, students will work in teams to design, build and test a model rollercoaster. They will create a labelled plan, select appropriate materials and use their understanding of forces and motion to improve their design. Teams will test and evaluate their rollercoasters and present the finished attraction, explaining how it works and what makes it exciting.

Week 3: Pathway 1: What Do You Do? (1–4 February 2027)

What Do You Do?

In this module, learners explore different jobs and the people who do them. They learn where people work, what they do and which jobs they might like to try in the future. Through role-play, interviews and creative activities, learners build confidence talking about the world of work. By the end of the unit, learners will be able to name a range of jobs, describe simple job tasks and talk about a job they would like to do.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
What Do You Do?	• Learn and use vocabulary for common jobs and workplaces. • Use simple language to describe what people do at work. • Use I want to be... and I'd like to... to talk about future jobs.	• Listen for and identify different jobs and workplaces. • Ask and answer simple questions about jobs. • Give clues for classmates to guess a job. • Talk about a job they would like to try and give a simple reason.	• Develop curiosity about different jobs and workplaces. • Use imagination through role-play and creative tasks. • Work with others to ask questions, exchange information and share ideas.	• Read short descriptions and match people with their jobs. • Match jobs with workplaces and activities. • Write simple sentences describing a chosen job.	• Create a When I Grow Up career poster or display. • Show where the person works, what they do and things they might need. • Take part in simple job role-plays and interviews. • Present a chosen job to classmates in a class Career Fair.

Project Portfolio work

The “What Do You Do?” Project Portfolio extends students’ learning about different jobs and the people who do them. Students will explore where people work, what they do and how different workers help others. They will work with classmates to think about the jobs and workplaces that can be found in a town and decide which ones to include in their own town. The project culminates in students working together to Build a Town, adding and describing the different people who work there. Through these activities, students will develop vocabulary for jobs and workplaces, creativity, collaboration and confidence talking about the world of work.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Students will explore jobs and workplaces by considering: What different jobs do people do? Where do different people work? What do they do at work? What things do they need for their jobs? How do different workers help people? Which jobs and workplaces will we include in our town?	Students will work together to choose the jobs and workplaces they would like to include in their town. They will decide where different places should go and match workers to the places where they work. Students will share ideas, listen to their teammates and make decisions together as they create their town.	Students will practise vocabulary for jobs and workplaces, including teacher, doctor, vet, firefighter, police officer, chef, scientist, pilot, journalist and designer. Key structures include: He/She is a... / A ____ works at/in... / A ____ helps... / A ____ needs... / They work at/in...	Students will explore different jobs and workplaces and investigate where people work, what they do and the tools or equipment they use. They will match workers with workplaces and consider how different jobs help people. Students will use what they discover to choose the workers and places they want to include in their town.	Students will think about the workers and workplaces they see around them. Who teaches them? Where do they go when they are sick? Where can they buy food? Who helps people in an emergency? They will think about which jobs they see in their own community and use these ideas to help create their town	At the end of the project, students will work in teams to Build a Town that brings together the different jobs and workplaces they have explored in the “What Do You Do?” module. Students will create a town map or simple model showing a range of workplaces and the people who work there. They will add labels and simple descriptions showing what different people do, where they work and how they help others. Teams will give classmates a short tour of their town, introducing some of its workers and explaining what they do.

Week 3: Pathway 2: Super Science (1–4 February 2027)

Super Science

In this module, learners explore the inquiry question “What can we learn from science?” They learn the language of experiments, including instruction verbs, measurements, sequencing and subordinate clauses with when, if and because. Learners give instructions, explore science safety and read and write scientific reports. By the end of the unit, they will be able to plan and carry out a simple experiment safely, record results accurately and communicate findings in a structured scientific report.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Super Science	• Learn and use science action verbs such as add, compare, fill, measure, mix, pour, observe, record and squeeze. • Use measurements and quantity language accurately. • Use when, if and because to explain processes and results. • Use sequencers such as First, Next, Then, After that and Finally.	• Listen to and follow instructions for simple experiments. • Give clear step-by-step instructions explaining how to make or do something. • Describe an experiment they have seen or completed. • Present results and compare findings with other teams.	• Plan investigations and identify equipment, materials and safety requirements. • Predict, observe, record and compare results. • Work collaboratively using defined scientific responsibilities. • Evaluate findings and suggest reasons for differences between results.	• Read a scientific report and identify its organisation and key information. • Record methods, measurements, observations and results clearly. • Write a structured scientific report using headings such as Experiment, Equipment, Materials, Method, Results and Safety tips. • Use diagrams where helpful to clarify a process.	• Work as a team of scientists to recreate a volcanic eruption experiment. • Plan materials, equipment, method and safety procedures. • Carry out the experiment and record results accurately. • Write and present a scientific report and compare results with other teams.

Project Portfolio work

The “**Super Science**” **Project Portfolio** extends students’ learning about scientific experiments by giving them opportunities to investigate questions, collect evidence and communicate scientific findings. Students will explore how scientists make predictions, conduct fair tests, record results and explain what they discover. Depending on the project pathway chosen, students may investigate estimation and measurement, design a classroom experiment that another group can replicate, or work as volcanologists investigating volcanic eruptions. Through these activities, students will develop scientific vocabulary, research skills, accuracy, collaboration and confidence communicating scientific processes and results.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Students explore the overarching question How do scientists think? Depending on their chosen pathway, they investigate: How accurate are our estimates? How can we explain an experiment clearly enough for someone else to repeat it? How can a model help us understand how volcanoes work?	Students work as scientists, sharing responsibilities for asking questions, carrying out research, planning investigations, collecting evidence and communicating results. They compare ideas and results and use feedback from classmates or their teacher to improve their work.	Students develop scientific vocabulary including experiment, hypothesis, materials, method, results and conclusion, alongside instructional verbs and language for describing observations. Depending on the project, they also develop vocabulary for measurement, estimation or volcanoes and use appropriate scientific language to explain processes and findings.	Students develop questions before conducting research relevant to their investigation. They may explore units of measurement and estimation, examples of classroom experiments and scientific reports, or how volcanoes form and erupt. Students record useful information and sources before applying what they discover to their own investigation.	Students explore how scientific thinking connects to everyday life. They investigate where people use estimation, measurement, observation and testing, and consider how scientific investigation helps us understand the world around us. Depending on the pathway, this may include estimating everyday prices, testing a classroom experiment or investigating where volcanoes are located around the world.	At the end of the project, students will complete and communicate a scientific investigation. Depending on the pathway chosen, they may produce an estimation test and results table, a scientific report that another team can use to replicate an experiment, or a working model volcano accompanied by a scientific video report. Students will present their findings, evaluate how successful their investigation was and reflect on what they learned about how scientists work.

Week 4: Pathway 1: Busy Me (9–12 February 2027)

Busy Me

In this module, learners explore hobbies, clubs and activities they enjoy doing in their free time. They learn to talk about what they do, when and where they do it, and what activities they would like to try. Through games and collaborative tasks, learners discover shared interests and use English to make simple plans. By the end of the unit, learners will be able to talk about favourite activities, identify information about clubs and describe a simple club idea.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Busy Me	• Learn and use vocabulary for hobbies, clubs and free-time activities. • Use days of the week and simple time expressions. • Use simple structures to say what they like doing and when they do it.	• Listen for information about people's hobbies and activities. • Ask and answer questions about favourite activities. • Talk about clubs and activities they would like to try. • Make simple plans with classmates.	• Develop confidence talking about personal interests. • Find similarities and differences between their interests and those of classmates. • Use creativity and teamwork to develop ideas for a new club.	• Read short information about clubs and activities. • Identify important information such as activities, days, times and places. • Write simple sentences about hobbies and favourite activities.	• Work together to Create a New Club. • Choose a club name, activities, meeting place and meeting time. • Design a colourful poster or sign advertising the club. • Present the club and encourage classmates to join at a Class Club Fair.

Project Portfolio work

The “Busy Me” Project Portfolio extends students’ learning about hobbies, clubs and free-time activities by challenging them to plan a fun activity day for children at the British Council. Students will explore different activities, talk about what they enjoy doing and discover which activities are popular with their classmates. They will work together to choose a variety of activities and decide when and where they should take place. The project culminates in students creating and presenting their Perfect Activity Day. Through these activities, students will develop vocabulary for hobbies and activities, practise simple time language, and build collaboration, decision-making and confidence sharing their ideas.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Plan the Perfect Activity Day Students will explore hobbies and activities by considering: What activities do we enjoy? What activities would we like to try? Which activities do our classmates like? What can we do in the morning and afternoon? What would make a really fun activity day?	Students will work together to choose activities for their Perfect Activity Day. They will share their favourite activities, compare ideas and decide which activities to include. Teams will then decide when and where the different activities will happen and work together to create their programme.	Students will practise vocabulary for hobbies, clubs and free-time activities from the module. They will use days, times and simple sequencing language to organise their ideas. Key structures can include: I like... / I love... / I want to try... / We can... / At ___ o'clock... / In the morning... / In the afternoon...	Students will find out which hobbies and activities are popular with their classmates through a simple class survey. They can ask questions such as Do you like...? / What's your favourite activity? / Would you like to try...? Teams will use what they discover to help choose activities that other children might enjoy.	Students will think about what they do in their own free time. What activities do they enjoy? When do they do them? Where do they do them? Who do they do them with? What new activity would they like to try? They will share some of their interests with their group and discover activities they have in common.	At the end of the project, students will work in teams to create a Perfect Activity Day using the hobbies and free-time activities they have explored in the “Busy Me” module. Teams will create a simple activity-day timetable or poster showing the activities children can do, when they will happen and where they will take place. Students will use pictures, labels and simple sentences to describe their programme. Teams will present their Perfect Activity Day to classmates and explain some of the activities they have chosen.

Week 4: Pathway 2: Where We Live (9–12 February 2027)

Where We Live

In this module, learners explore the inquiry question “What can maps tell us?” They develop language for places, locations and directions and learn to describe neighbourhoods, towns and cities in detail. Learners follow and give routes, present local attractions and read and write tourist information. By the end of the unit, learners will be able to use maps confidently to communicate location, describe places persuasively and guide another person around an area.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Where We Live	• Learn and use vocabulary for places, transport features and city attractions. • Use prepositions of place such as around, behind, between, next to and opposite. • Use language for giving directions, including turn right, go straight on and take the second street on the left. • Use adjectives to describe places, including busy, crowded, noisy, peaceful, popular, quiet, spacious and touristy.	• Listen to descriptions of places and follow routes on maps. • Give and follow directions between locations. • Role-play directing a visitor from a station to an attraction. • Present an attraction in their hometown or local area.	• Interpret maps and select efficient routes. • Consider the needs of visitors when planning a journey. • Research and evaluate local attractions. • Plan, script, rehearse and improve information for a real audience.	• Read tourist information and identify descriptive and persuasive features. • Write descriptions of places and attractions. • Create a leaflet encouraging people to visit a hometown or city. • Write a clear route script using directions and landmarks.	• Create a map-based visitor route through a local area. • Research and select interesting places for visitors. • Write and record an audio guide giving clear directions from one location to another. • Test the guide, improve it using feedback and share the finished route with classmates.

Project Portfolio work

The “**Where We Live**” **Project Portfolio** extends students’ learning about maps, places and directions into a practical challenge for a real audience. Students will become cartographers and imagine that pen pals from another British Council are visiting their local area. They will investigate different types of maps and map features, identify useful landmarks and plan a route that visitors can follow successfully. The project culminates in students creating, recording and testing a **walking audio guide** for their visitors. Through these activities, students will develop map literacy, directional and descriptive language, research skills, problem-solving, collaboration and spoken communication.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
What can maps tell us? Students explore: What information can different maps show? How can maps help us find our way? What makes a useful landmark? How can we give directions that are clear and easy to follow? What information should we include in an audio guide for a visitor?	Students work as a team of cartographers. They explore maps together, investigate where different places are located and agree on an appropriate route for their visitors. Team members share responsibility for identifying landmarks, writing directions, recording the audio guide and testing whether their instructions work	Students develop vocabulary for maps and directions, including <i>map key, symbols, scale, compass, grid, location, destination</i> and <i>landmark</i> . They practise language for giving directions, describing locations and drawing attention to useful landmarks, and use this language when planning and recording their guide.	Students investigate different kinds of maps and consider what maps can tell us and how people use them. They develop their own questions about maps, coordinates, scale, compass directions, digital maps and other map features, using information from books, online sources and adults to build their understanding.	Students explore a real route in their local area and identify landmarks that would help someone unfamiliar with the area find their way. They consider whether road names, buildings or other visual features are most useful and use photographs, drawings or maps to record important points along the route.	At the end of the project, students will work in teams to create a walking audio guide for visiting British Council pen pals. They will plan a route, mark important landmarks and record clear spoken directions with useful information about the journey. Teams will test their audio guide by asking another person to follow the route on a map, evaluate whether their directions work and make improvements where necessary.

Week 5: Pathway 1: Let's Shop! (15–19 February 2027)

Let's Shop!

In this module, learners explore different shops, products and everyday shopping situations. They learn where different things can be bought and practise simple language for asking for and buying items. Through role-play and creative activities, learners develop confidence using English in a familiar real-world context. By the end of the unit, learners will be able to identify common shops and products, understand simple prices and offers, and take part in short customer-shopkeeper conversations.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Let's Shop!	• Learn and use vocabulary for common shops and products. • Use We can buy... at... to connect products with shops. • Use simple shopping expressions such as I'd like... and How much is...? • Learn simple language for prices and special offers.	• Listen for products, shops and prices. • Ask and answer simple questions about what shops sell. • Practise short conversations between customers and shopkeepers. • Talk about things they need or would like to buy.	• Make simple choices about what to buy and where to buy it. • Develop confidence using English in everyday role-play situations. • Work collaboratively to design and run a shop. • Begin to think about prices and simple spending choices.	• Read simple shop signs, adverts and special offers. • Match products with the shops where they are sold. • Write shopping lists, labels, prices and short advertisements.	• Work in groups to create a Class Shopping Mall. • Design a shop or market stall and decide what it sells. • Create products, signs, prices and simple special offers. • Take turns being shopkeepers and customers using pretend money and shopping lists.

Project Portfolio work

The “Let’s Shop!” Project Portfolio extends students’ learning about shops, products, prices and everyday shopping into the familiar setting of the British Council. Students will explore what different shops sell and think about what children might like or need when they come to learn English. Working in teams, they will decide what kind of shop they would like to have at the British Council, what it should sell and how they can make it interesting for other students. The project culminates in students designing and presenting Our British Council Shop. Through these activities, students will develop practical shopping language, creativity, teamwork and confidence explaining their ideas.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
Create a Shop for the British Council! Students will explore shopping by considering: What do students need or enjoy at the British Council? What kind of shop could we have here? What would our shop sell? How much would things cost? What would make students want to visit our shop?	Students will work together to decide what kind of British Council shop they would like to create. They will choose a shop name, decide what products to sell and agree on simple prices. Students will share ideas, listen to their teammates and make decisions together about what would make their shop useful, fun and interesting for other children.	Students will practise vocabulary for shops, products and prices from the module. Key structures include: We sell... / You can buy... / We have... / It's \$. / They're \$. / I'd like... / How much is...? Students can also use simple persuasive language such as Come to our shop! / Try our...!	Students will explore different types of shops and consider what makes each one different. They will investigate what shops sell, how products are organised, prices, signs and simple advertisements. They will also think about the things children use or enjoy at the British Council and collect ideas for products their own shop could sell.	Students will think about their own experiences at the British Council. What do they bring to class? What do they use when learning English? What do they enjoy doing during breaks or before and after class? What would they be excited to find in a British Council shop? They will use these ideas to help decide what their shop should sell.	At the end of the project, students will work in teams to Create a Shop for the British Council, using the shops, products, prices and shopping language they have explored in the “Let’s Shop!” module. Teams will design their shop and create a simple shop display or poster showing its name, the products it sells and their prices. They will add signs, labels and simple advertisements to make their shop attractive to other students. Teams will present their British Council shop to classmates, explain what they sell and why students might want to visit it.

Week 5: Pathway 2: Film Time! (15–19 February 2027)

Film Time!

In this module, learners explore the inquiry question “How do filmmakers show emotions in their films?” They develop film-industry vocabulary, review films, interview actors and learn how scripts and storyboards communicate ideas. Learners examine emotions such as happiness, fear, worry, confusion, relief and embarrassment and consider how acting, camera choices, sound and visual storytelling affect an audience. By the end of the unit, learners will be able to plan, create and explain a short film sequence designed to communicate emotion.

Module	Look at Language	Listening + Speaking	Core Skills	Reading + Writing	Craft / Project
Film Time!	• Learn and use film vocabulary such as actor, cast, director, location, prop, script, soundtrack, special effects and storyboard. • Use present and past simple passive forms when talking about how films are made. • Learn vocabulary for emotions and film features such as plot, lighting, CGI, acting and soundtrack.	• Listen to and evaluate a film review. • Role-play an interview between a journalist and an actor. • Give a spoken or video review of a film. • Explain how filmmakers and actors communicate particular emotions to viewers.	• Analyse how visual choices communicate meaning without dialogue. • Collaborate in filmmaking roles and make creative decisions about character, setting, action and emotion. • Use storyboards to plan ideas clearly. • Give and use peer feedback to improve a creative product.	• Read a film script and identify scenes, characters, dialogue and camera directions. • Write or continue a film scene using script conventions. • Create storyboards that sequence action visually. • Write planning notes explaining intended emotions and filmmaking techniques.	• Work in filmmaking teams to create a series of short silent films showing different emotions. • Research silent-film techniques and plan characters, settings, props and actions. • Write plans and create storyboards before filming. • Film, review and present the final pieces, explaining how each emotion was communicated.

Project Portfolio work

The “Film Time!” project challenges students to become young filmmakers and communicate emotion without relying on dialogue. Teams will research how filmmakers and actors show emotion, then plan a series of short silent films using acting, movement, setting, props, camera choices and visual storytelling. Students will develop ideas, write plans, create storyboards, receive peer feedback and refine their work before filming. The project culminates in a class film screening where teams explain the techniques they used to communicate each emotion. Through these activities, students will develop visual literacy, creativity, collaboration, planning, performance and critical reflection.

Project Question/ challenge	Team	Language	Research	My world	Outcomes
How do filmmakers create emotion? Students explore: How can colour create a mood? How do movement, setting and performance communicate feelings? How can sound or silence affect an audience? What choices can filmmakers make to represent emotions without simply telling the audience how a character feels?	Students work as a film crew and explore different filmmaking roles such as producer, director, screenwriter, art director, cinematographer, editor and actor. They share ideas, allocate responsibilities and collaborate to plan, produce and evaluate their series of films.	Students extend their vocabulary for emotions by finding synonyms for feelings such as <i>happy</i> , <i>calm</i> , <i>proud</i> , <i>anxious</i> , <i>bored</i> and <i>scared</i> . They also develop vocabulary connected to filmmaking and use descriptive language to explain how colour, sound, movement, images and other filmmaking choices can create mood.	Students investigate how filmmakers, photographers and other visual storytellers represent emotion. They explore the use of cinematography, colour, music, movement, lighting, sound effects, weather, characterisation and setting, collecting examples and ideas that can be used in their own films.	Students investigate how sounds in everyday environments affect emotion by completing a sound walk. They record what they hear in different locations, categorise sounds according to the emotions they create and consider how similar techniques could be used deliberately by filmmakers.	At the end of the project, students will work as a film crew to create a series of short films representing different emotions for a #mood Film Festival. They will use mood boards or storyboards to plan how colour, movement, sound, images, setting and performance can communicate each emotion. Students will present their films at a class festival, act as film critics by reviewing another crew's work and reflect on how effectively their own filmmaking choices created emotion.