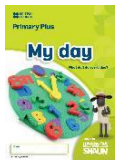
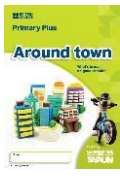


Primary English 1 CP (P1 CP) – Course Description: (2025-26) (2026-27) (2027-28)

Title & Theme	Learning aims	Tasks and Project	Language focus
Sep – Oct Welcome to CP! 	Learn Simple songs in English To say the alphabet in English To be able to count (1-10) To understand & follow instructions To introduce myself and classmates. To take part in storytelling.	1. Create a set of mini-flashcards to review language at home. 2. Make a 'lollipop' stick puppet to support practice of 'introductory language'. 3. To talk about myself and classmates. 4. To talk about classroom activities. Project: To use the flashcards to play a review board game.	Classroom instructions: stand up, sit down, cut, colour, open your books, close your books Classroom language: book, bag, pencil, pencil case, scissors, glue. Can I have a _ ? Classroom activities: Reading, listening, speaking, writing, singing, drawing. I like Introduce yourself: What's your name? My name is..... How old are you? I'm ... years old.
Nov – Dec My home 	To talk about shelters. Describe homes age & size. Identify & name areas of a home. Talk about activities at home. Describe what's in a room/home. Describe items colour and size. Categorise items at home.	1. Draw and write/talk about your home. 2. Talk about what you do at home. 3. Draw a pet at home. Say what it does. 4. Make a list of what there is in your home. Project: Draw & talk/write about dream home. Progress report 1 – sent by email (Dec)	Areas of the home: balcony, bathroom, bedroom, garden, kitchen, living room Adjectives for size and age: big, old, small, new Sentences with there are/is: There is a kitchen. There are two bedrooms.
Jan – Feb Ready steady... 	To understand types of exercise. Identify and name sports. Identify and name sports items. Identify and name sports actions. Give and follow instructions. Describe how to play a sport.	1. What is your favourite sport? 2. Say/Write what actions you do for a sport. 3. Design a new team sport for sheep to play. 4. Design & label/write about sports clothes. Project: Plan an exercise routine. Parent Teacher meetings online (Feb)	Sports: badminton, basketball, cycling, gymnastics, swimming, table tennis Present continuous: She is swimming. Can and cannot for ability: I can jump. I cannot touch my toes. Imperatives: Touch your toes!
Mar – Apr The weather 	To understand the different weather types. Identify & name kinds of weather. Express weather I like and dislike. To talk about & kinds of weather. Identify clothing for weather.	1. Make a weather report. 2. What weather do you like? 3. Activities can we do hot & sunny weather. 4. What do you wear in different weather? Project: Make a weather mobile. Recommended levels – Re-registration (April)	Weather: cloudy, foggy, rainy, snowy, sunny, windy, hot, cold. Describe the weather: It's cloudy today. Describe the future with will: On Monday, it will be hot and sunny. Can for possibility: The weather can be windy in autumn.
May – June My day 	To understand daily routines. Identify and name daily routine activities. Read times with o'clock. Categorise activities by time of day.	1. What do you do in the morning? 2. Create a new verse for the song. 3. Draw & write a daily routine for the sheep. 4. What time classmates do different activities. Project: Make activity wheel daily activities. Progress Report 2 – sent by email (June)	Daily activities: brush my teeth, comb my hair, eat breakfast, get dressed, have a shower, wake up Talk about time: At 11 o'clock, Molly goes to sleep. Present simple for routine: I brush my teeth.

Title & Theme		Learning aims	Tasks and Project	Language focus
Sep – Oct Say hello!		To understand humans interacting Greet others / Say names / Count & say numbers. Say age & likes. Introduce and describe friends. Understand the importance of friendship and helping classmates.	1. Make a name card. 2. What do you like doing? 3. Talk about a new friend for the animals. 4. Make a poster to show classmates. Project: Make friendship chain & describe friends.	Numbers: 1–12 / Greetings: Hello! / Hi! Ask & answer introductory questions: What's your name? / My name's Tom. How old are you? / I'm six years old. What do you like? I like singing. Introduce others: Her name is... She is...
			1. Draw/talk about a place that you like. 2. Talk about your favourite place. 3. Draw a farm. Describe it. 4. Draw a comic strip. Project: Make a town & show around.	Places around town: cafe, cinema, fire station, hospital, library, park, police station, school, shop, sports centre, swimming pool, supermarket Prepositions of place: Where is the park? The cafe is next to the park.
Nov – Dec Around town		To understand what is in a town. Identify/describe & name places in neighbourhood. Identify where things are. Ask for & give directions to places.	Progress report 1 – sent by email (Dec)	
			1. Draw/talk about what you like & dislike. 2. Design & talk about a special breakfast. 3. Design a menu for farmer & his friend. 4. Act out a story. Project: Create and present a lunchbox.	Foods and drinks: chicken, egg, ice cream, juice, milk, pasta, sandwich, soup Present simple: My breakfast is a pancake. Ask about and express preferences: Do you like fish? / I don't like to drink milk.
Jan – Feb Yummy!		To understand different foods and drinks. Identify & name food, drinks & meals. Identify & express likes & dislikes. Talk about when I like to eat and drink.	Parent Teacher meetings online (Feb)	
			1. Draw/write about favourite farm animal. 2. Describe a farm scene. 3. Make/Talk about an animal. 4. Describe a new animal for Sunny Farm. Project: Make a home for a farm animal.	Farm animals: cat, chicken, cow, dog, duck, goat, horse, sheep Parts of animals: beak, claws, feathers, horns, tail, wing, wool, etc Sentences have/has got: A cow has got. Present simple: Lily sleeps in the barn. Can for ability: Lucky can run fast.
Mar – Apr On the farm		To understand habitats. Identify/describe & name farm animals. Identify & name parts of farm animals. Identify & name baby animals. Identify & name places on a farm.	Recommended levels – Re-registration (April)	
			1. Talk about present for a classmate. 2. Draw/talk a party scene. 3. Design party game for animals to play. 4. Make a birthday card for Sally. Project: Make invitation for birthday party.	Party items: balloon, birthday card, candle, clown, decorations, party food, hat, present. Months: January–December / Questions with when: When's your birthday? Expressing wishes: Would you like? I'd like. Dates & times: Mon 7th March at 6 o'clock
May – June Party time!		To understand cultures & special days Name items for birthday parties. Ask about birthday months/dates. Identify party games & activities. Read/understand party invitations.	Progress Report 2 – sent by email (June)	

Course Objectives

By the end of the year, learners will:

- Be more motivated, more confident, and better able to understand and use English
- Be able to understand and use a range of vocabulary in very short conversations on various topics
- Understand spoken language on familiar topics
- Read and understand a variety of very short texts
- Write very simple sentences on a range of subjects.

Learning Approach

At the British Council, we provide high-quality, effective teaching designed to build learners' confidence, help them communicate better in English, and prepare for the future—all within a positive, safe, and inclusive environment. We use a communicative approach based on using language in real-life situations. This helps develop both fluency and accuracy in written and spoken English through a wide variety of classroom activities, supported by online learning exercises available on our learning platform.

For our primary courses, we use Primary English, our exclusive and modern teaching material. Each year, your child will study five modules, each based on an interesting and contemporary theme. These modules allow learners to study grammar and vocabulary, the four language skills (speaking, listening, reading, and writing), as well as core skills: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking. Each module ends with a final project based on a real-life and authentic theme, giving your child the opportunity to apply their language skills in a practical way.

Assessment Approach

The British Council uses the 'Assessment for Learning' approach, which supports continuous assessment rather than summative assessment (exams). Throughout the year, teachers provide oral and written feedback on classwork, homework, and module projects. Learners add this feedback, along with any work they are proud of, to their personal portfolio. A meeting between the learner, parents, and teacher takes place in December to discuss the child's progress, and a mid-year report is sent to parents in April.

Learners are also encouraged to take part in self-assessment and peer assessment during class activities and projects. This helps students reflect on their learning and the progress they are making, and to identify what they do well and what they need to improve. At the end of each lesson, teachers help students review their learning and write their reflections in their Language Learning Notebook.

At this level, you will:

- develop key skills in collaboration and communication, creativity and imagination, digital literacy, critical thinking and problem solving, and citizenship.
- watch Shaun the Sheep animations in each magazine.
- read texts such as comics, descriptions, a story, a party invitation, and a leaflet.
- listen to audio passages.
- listen to and sing songs.