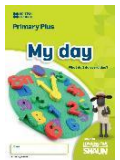
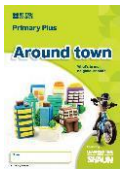


Title & Theme	Learning aims	Tasks and Project	Language focus
Sep – Oct Welcome to CP! 	Learn Simple songs in English To say the alphabet in English To be able to count (1-10) To understand & follow instructions To introduce myself and classmates. To take part in storytelling.	1. Create a set of mini-flashcards 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...
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.	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. Progress report 1 – sent by email (Dec)	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.
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.	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. Parent Teacher meetings online (Feb)	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.
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.	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. Recommended levels – Re-registration (April)	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.
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.	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. Progress Report 2 – sent by email (June)	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

Objectifs du cours

D'ici la fin de l'année, les apprenants seront capables de : Être plus motivés, plus confiants et mieux capables de comprendre et d'utiliser l'anglais / Comprendre et utiliser un éventail de vocabulaire dans de très courtes conversations sur divers sujets / Comprendre l'anglais oral sur des sujets familiers / Lire et comprendre une variété de textes très courts / Écrire des phrases très simples sur différents sujets

Approche pédagogique

Au British Council, nous proposons un enseignement de haute qualité, efficace, conçu pour renforcer la confiance des apprenants, les aider à mieux communiquer en anglais et les préparer pour l'avenir — le tout dans un environnement positif, sûr et inclusif.

Nous adoptons une approche communicative fondée sur l'utilisation de la langue dans des situations de la vie réelle. Cela permet de développer à la fois la fluidité et la précision en anglais, à l'écrit comme à l'oral, grâce à une grande variété d'activités en classe, soutenues par des exercices d'apprentissage en ligne disponibles sur notre plateforme pédagogique.

Pour nos cours de primaire, nous utilisons Primary English, notre matériel pédagogique exclusif et moderne. Chaque année, votre enfant étudiera cinq modules, chacun basé sur un thème intéressant et contemporain. Ces modules permettent de travailler la grammaire et le vocabulaire, les quatre compétences linguistiques (expression orale, compréhension orale, lecture et écriture), ainsi que des compétences essentielles : culture numérique, communication et collaboration, créativité et imagination, développement personnel, citoyenneté & esprit critique.

Chaque module se termine par un projet final basé sur une thématique authentique et concrète, offrant à votre enfant l'occasion d'appliquer ses compétences linguistiques de manière pratique.

Approche de l'évaluation

Le British Council adopte l'approche « Assessment for Learning » (évaluation au service de l'apprentissage), qui privilégie une évaluation continue plutôt que des évaluations sommatives (examens).

Tout au long de l'année, les enseignants fournissent des retours oraux et écrits sur le travail en classe, les devoirs et les projets de module. Les apprenants ajoutent ces retours, ainsi que les travaux dont ils sont fiers, à leur portfolio personnel.

Une rencontre entre l'élève, les parents et l'enseignant a lieu en décembre afin de discuter des progrès de l'enfant, et un bulletin de mi-année est envoyé aux parents en avril.

Les apprenants sont également encouragés à participer à l'autoévaluation et à l'évaluation entre pairs lors des activités et projets en classe. Cela les aide à réfléchir à leur apprentissage et aux progrès réalisés, ainsi qu'à identifier leurs points forts et leurs axes d'amélioration.

À la fin de chaque cours, les enseignants aident les élèves à revoir leurs acquis et à consigner leurs réflexions dans leur cahier d'apprentissage des langues.

À ce niveau, vous allez :

- développer des compétences clés en collaboration et communication, créativité et imagination, culture numérique, esprit critique et résolution de problèmes, ainsi que citoyenneté
- regarder des animations de *Shaun le mouton* dans chaque magazine
- lire différents types de textes tels que des bandes dessinées, des descriptions, une histoire, une invitation à une fête et un dépliant
- écouter des documents audio & écouter et chanter des chansons