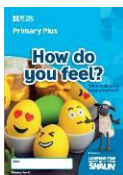
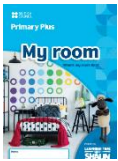


Title & Theme	Learning aims	Tasks and Project	Language focus
Sep – Oct How do you feel? 	To understand how to talk feelings Identify & name feelings. Identify how others feel. Express personal feelings & why. Understand certain feelings.	1. How do you feel today? Draw & write. 2. Draw & write what makes you happy. 3. Talk about why sheep happy & sad. 4. What makes you feel unhappy? Project: Create a photo album of feelings.	Feelings: angry, bored, excited, happy, scared, sick, surprised, tired. Talk about feelings: How do you feel? Link sentences with because and when: I feel excited because it's my birthday. Ideas - when: When I see a spider, I feel...
Nov – Dec Special days 	To understand festivals Identify & name world festivals. Identify features of festivals. Identify ways people celebrate. Respect cultures for special days.	1. Write about your favourite festival. 2. Make a poster about a festival. 3. Plan New Year's Eve party on farm. 4. Interview classmates about festivals. Project: Write email friend about festival. Progress report 1 – sent by email (Dec)	Festivals: Bonfire Night, Cinco de Mayo, La Tomatina, Lunar New Year, Songkran Festival activities: dance, dress up, listen to music, watch fireworks, wear a mask, etc Can for possibility: You can dress up. Passive voice: It's celebrated in Spain.
Jan – Feb Let's shop! 	To understand how we shop Identify and name different shops. Identify products & where sold. Comprehend & identify specific information adverts & offers.	1. Write a shopping list. Tell classmates. 2. Draw/write about favourite shop. 3. Plan a stall. Draw and label it. 4. Create an advert for a toy shop. Project: Plan & make advert for new shop. Parent Teacher meetings online (Feb)	Shops: bakery, bookshop, butcher's shop, clothes shop, florist's shop, grocery shop, pet shop, pharmacy, shoe shop, toy shop Can for ability: We can buy games at toy shop. Express needs and wants: We need some fruit. / I'd like a magazine.
Mar – Apr What's on TV? 	To understand TV entertainment Identify & name TV programmes. Understand timings for TV. Describe TV programmes. Talk about different things to watch.	1. Do a class survey about TV. 2. Describe your favourite TV programme. 3. Plan a TV programme for sheep to make. 4. Write your own email to the TV website. Project: Make your own TV guide. Recommended levels – Re-registration (April)	TV programmes: cartoon, comedy, documentary, drama, game show, kids' show, sports show, the news Times: o'clock, a quarter past, half past, a quarter to, a.m., p.m. Adverbs of frequency: I never watch cartoons.
May – June Holiday! 	To understand tourist attractions Identify and name types of holidays. Identify and name holiday activities. Explore holiday destinations. Make suggestions places to visit.	1. Where have you visited? Draw and write. 2. Describe your dream holiday! 3. Plan a holiday for the sheep. 4. Ask classmates about place they visited. Project: Make poster about holiday. Progress Report 2 – sent by email (June)	Holidays: adventure holiday, beach holiday, camping holiday, city break Holiday activities: go climbing, go cycling, go shopping, go sightseeing, go snorkelling. Simple past: I went to Peru in May. Express wishes: I want to visit Victoria Falls.

Title & Theme	Learning aims	Tasks and Project	Language focus
Sep – Oct My room 	To understand our homes. Name furniture & bedroom items. Identify similarities & differences. Describe what bedrooms look like. Describe where items are. Name bedroom activities	1. Draw and describe your bedroom. 2. Play a guessing game with furniture. 3. Design a new classroom for your class. 4. Write about what you do in your bedroom. Project: Design & talk about dream bedroom.	Bedroom items: bed, bookcase, chair, desk, drawers, lamp, poster, rug, table, wardrobe Prepositions of place: There is a table next to the bed. Describe items: My bedroom is small and tidy.
Nov – Dec At school 	To understand good behaviour Talk about everyday rules. Talk about how rules keep us safe. Learn how to behave in countryside. Talk about how rules help us.	1. What's your favourite subject? Draw & write. 2. Talk about what you like doing at school. 3. Write a new rule for your English class! 4. Interview your classmates about schools. Project: Make a comic strip about school day. Progress report 1 – sent by email (Dec)	School subjects: Art, Computing, Drama, English, Geography, Maths, Music, PE, Science Adjectives for subjects: I agree that Music is fun. I think Computing is boring. Maths is interesting.
Jan – Feb Go wild 	To talk about endangered animals. Identify and name wild animals. Say what animals can & can't do. Identify & name parts of animals. Describe animal habitats. Understand why endangered.	1. Draw and write about your favourite animal. 2. Talk about a fantastic animal you drew. 3. Create a poster for a fantastic new animal. 4. Create a fact file for an endangered animal. Project: Make poster of endangered animal. Parent Teacher meetings online (Feb)	Wild animals: koala bear, macaw, meerkat, monkey, penguin, tiger Animal actions: climb, dig, fly, jump, swim, swing Can and cannot for ability: Pandas can climb trees. Meerkats cannot fly.
Mar – Apr Busy me 	To talk how we use our time. Identify leisure activities. To talk about days of the week. Identify and write times. Places where we do activities. Describe where activities happen.	1. Draw & write about an activity that you do. 2. Create a poster for a club. 3. Talk about an activity that you want to try. 4. Write about your favourite day of the week. Project: Make a weekly reminder diary. Recommended levels – Re-registration (April)	Free-time activities: have a music lesson, have an art lesson, go to Book Club, go to Swimming Club, play in the park, watch TV Prepositions for time: On Sundays, I go cycling. I go from 4 o'clock to 5 o'clock
May – June What do you do? 	To understand different jobs. Identify and name jobs/tasks. Describe working days and hours. Understand where people work. Talk about different kinds of jobs. Describe what jobs involve. Understand how jobs contribute to society.	1. Imagine that you do a job for a day. 2. Ask your classmates about their dream jobs. 3. Make a list of tasks Bitzer does on the farm. 4. Write about a family member's job. Project: Make and present a poster about jobs that you want to try. Progress Report 2 – sent by email (June)	Jobs: chef, dentist, firefighter, scientist, police officer, vet Job tasks: do experiments, check people's teeth, cook food, keep animals healthy, keep people safe, put out fires Talk about time: I work Monday to Saturday. Express dreams: I want to be a vet. Present simple: I work in a hospital.

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 short conversations on various topics
- Understand spoken language on familiar topics
- Read and understand a variety of simple texts
- Write simple phrases and 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.

In this level, you will:

- develop core skills in collaboration and communication, creativity and imagination, digital literacy, critical thinking and problem solving, & citizenship.
- watch Shaun the Sheep animations in each magazine.
- read texts including advertisements, personal experiences, fact files, postcards, an email, an article, and a schedule.
- listen to audio passages, including presentations, personal recounts, a guessing game, a documentary, and an interview.
- listen to and sing song