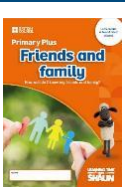
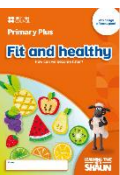
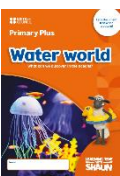


Primary English 3 (P3 CE & CM) – Course Description: Odd years (2026-27) (2028-29)

Title & Theme	Learning aims	Tasks and Project	Language focus
Sep – Oct Friends and family 	To understand family members Learn how to talk about people. Describe my family & friends likes. To tell story about an event. Talk about important people.	1. Draw/talk about a family tree. 2. Describe photo of your family or friends. 3. Create a video about something funny. 4. Write a thank-you card to someone. Project: Create a 'loved ones' album	Personality adjectives: clever, creative, friendly, funny, helpful, honest interesting, etc Possessive pronouns & adjectives: This is my dad. / This Jon's mum. Modifiers: He's really polite / She's very clever.
Nov – Dec Let's be fair! 	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. Create a poster about school rules. 2. Create a list of rules for playground. 3. Make a video guide for countryside. 4. Create a comic strip story of adventure. Project: Create rules for a desert island. Progress report 1 – sent by email (Dec)	Rules: Don't drop litter. Don't feed the pigeons. Keep your dog on a lead. Look before you cross the street. Queue here. Say 'please' & 'thank you'. Imperatives and modals: We should wait for the... / You must use the zebra crossing.
Jan – Feb My story 	To understand people's way of life Learn how to talk about my life. Learn how to describe a life story. Talk about a special memory. Talk about life in the past.	1. Create a timeline of your life so far. 2. Create story about person from photo. 3. Write a special memory. 4. Write about life of older relatives. Project: Present a photo exhibition. Parent Teacher meetings online (Feb)	Life events for children: changed schools, grew up, learned to swim, made friends, was born, moved house/to a new city, started school, took up a hobby Simple past: I was born in 2011. / I made friends in kindergarten.
Mar – Apr Be prepared 	To understand emergency situations Talk about emergencies. Talk to the emergency services. What to do if I get lost. Explain what to do in an emergency.	1. Create a quiz about emergencies. 2. Role-play calling emergency services. 3. Create a missing person poster. 4. Write a first aid card for what to do. Project: Interview about emergency situations Recommended levels – Re-registration (April)	Emergencies: break a leg, cut your finger, fall into the water, get lost, get sunburnt, etc Dealing with emergencies: call an ambulance, put on a plaster, swim to the side, use sun lotion First conditionals: If I saw a friend fall into a river, I'd look for a lifebuoy.
May – June Dress up! 	To understand people's tastes in clothes Learn about what clothes are like. Talk about past fashions. Create clothes from recycled material. Learn about fashion trends.	1. Survey your classmates about fashion. 2. Present a fashion trend from the past. 3. Create an item of recycled clothing. 4. Create a timeline for item of clothing. Project: Design and make an outfit. Progress Report 2 – sent by email (June)	Adjectives for clothes: colourful, comfortable, cotton, denim, plain, soft, striped, warm, wool Adjectival order: I've got a new denim dress. / My friends are wearing cool striped T-shirts. / Everyone loves colourful wool hats!

Primary English 3 (P3 CE & CM) – Course Description: Even years (2025-26) (2027-28)

Title & Theme	Learning aims	Tasks and Project	Language focus
Sep – Oct Let's eat 	To understand healthy food. Talk about food good for body. To give advice on food & dishes. To talk about what like to eat. To write a restaurant review.	1. Write a description of a healthy meal. 2. Act out a restaurant role play. 3. Create & do a survey about popular food. 4. Write a review of your favourite restaurant. Project: Design a new menu and canteen for your school.	Food count nouns: a piece of cake, a slice of pizza, biscuits, chips, olives, peppers, strawberries Food non-count nouns: bread, butter, cereal, honey, ice cream, jam, sauce, yoghurt Adjectival quantifiers: Would you like a piece of cake? I've got some honey.
Nov – Dec Free time fun 	To talk about aft-school activities. To invite friends for a day out. To talk about school trips. To talk about activities, we enjoy. To describe places of interest.	1. Invite your classmates for a day out. 2. Choose a fun place to go on a class trip. 3. Carry out a survey on popular activities. 4. Create a tourist information leaflet. Project: Plan and present a day trip for your class, working as part of a committee. Progress report 1 – sent by email (Dec)	Free time activities: go hiking, go shopping, go to the beach, go to the cinema, go to the park, have a picnic, play tennis, visit a museum, watch a football match Invite others: Would you like to come for a hike? Suggest activities: How about going to ..? Accept or decline invitations: Sure! I'd love to!
Jan – Feb Fit and healthy 	To understand the importance of diet and exercise. To warm up before doing sport. To talk about sport at school. To set and achieve fitness goals. To talk about eating healthily.	1. Create warm-up routine for favourite sport. 2. Give a presentation on sports in school. 3. Create a progress tracker for a sport. 4. Write a meal plan for getting fit and healthy. Project: Design a fitness plan for your sports team ahead of a big event. Parent Teacher meetings online (Feb)	Sports actions: bend, hop on the spot / from foot to foot, jog on the spot, leap, lift your arms/legs, make circles with your arms/legs/feet, sprint, squat, stand on one leg Advice with should and shouldn't: You should warm up your arms for tennis.
Mar – Apr Water world 	To understand sea animals. To describe sea creatures. To talk about marine habitats. To talk about endangered animals. To describe unusual sea creatures.	1. Research & describe a sea creature. 2. Make an action plan for marine habitat. 3. Create a poster of endangered marine animal. 4. Create a fact file about a sea creature. Project: Present a new sea creature that you have just discovered. Recommended levels – Re-registration (April)	Sea creature body parts: blowhole, claw, fin, flipper, gills, scales, sharp teeth, shell, tentacle Wh- questions and questions with how: What does it eat? Where does it live? Which oceans do they live in? How long do they live?
May – June Having fun 	To understand entertainment at a theme park. To plan a route in a theme park. To talk about theme parks & rides. To create a game for a funfair. To write a review of a theme park.	1. Plan a day at Fun Times Theme Park. 2. Research and discuss a theme park rides. 3. Invent a new stall game. 4. Write a review of a theme park. Project: Design and present a new theme park. Progress Report 2 – sent by email (June)	Theme Park rides: big wheel, dodgems, drop tower, log flume, merry-go-round, river rapids, roller coaster, tea cups, etc Adjectives for rides: awesome, boring, fast, fun, long, scary, short, slow, tall, terrifying, twisty Superlatives: The big wheel is the longest ride. Comparatives: The log flume is more exciting than..

Course Objective

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 short texts
- Write simple texts 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 parents and teacher takes place online in February to discuss the child's progress, and progress reports are sent to parents in December and June.

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, and citizenship.
- watch videos including Shaun the Sheep animations, SKY For Your Info (FYI) news programmes and a BBC travel video.
- read texts such as a tourist leaflet, a diary entry, a news article, an email, a story chapter, a poster, and app descriptions.
- listen to audio passages such as songs, poems, conversations, interviews, monologues, a panel discussion, and a training session.