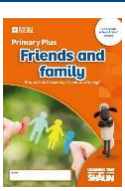
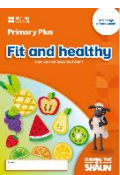
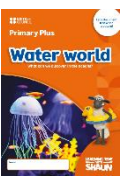


Primary English 3 (P3 CE & CM) – Course Description: Odd years (2026-27) (2028-29)

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..

Objectif 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 courtes conversations sur divers sujets / Comprendre l'anglais oral sur des sujets familiers /
Lire et comprendre une variété de textes courts / Écrire des textes 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 les parents et l'enseignant a lieu en ligne en février afin de discuter des progrès de l'enfant, et des bulletins de progression sont envoyés aux parents en décembre et en juin.

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 vidéos, notamment des animations de *Shaun le mouton*, les programmes d'actualité *SKY For Your Info (FYI)* et des vidéos de BBC
- lire différents types de textes tels qu'un dépliant touristique, une entrée de journal intime, un article d'actualité, un e-mail, un chapitre d'histoire, une affiche et des descriptions d'applications
- écouter des documents audio tels que des chansons, des poèmes, des conversations, des interviews, des monologues, une discussion de groupe et une séance de formation