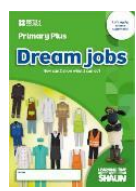
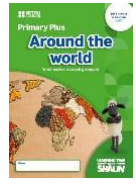
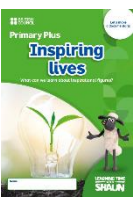


Primary English Level P4 CM – Course Description: Odd Years (2026-27) (2028-29)

Title & Theme		Learning aims	Tasks and Project	Language focus
Sep - Oct Dream jobs		To understand different types of jobs Talk about different jobs. Choose a dream job. Learning how to work 'smarter'. Talk about jobs of people I know do.	1. Write an advert for a job. 2. Complete a job quiz for best job for you. 3. Interview classmate for role farm helper. 4. Interview someone about their job. Project: Write application letter for superhero.	Jobs: actor, computer programmer, engineer, mechanic, musician, pilot, tour guide, etc Gerunds: She likes acting a lot. / He doesn't enjoy working so late. / She loves to do her job. Obligation with have to & don't have to: You have to fly a plane. / You don't have to wear....
			1. Play Two truths and a lie about a country. 2. Ask classmates about visiting new place. 3. Make an English phrase book for tourists. 4. Create a presentation on another country. Project: Create & pitch quiz for tour website.	Countries: Argentina, Brazil, Canada, Egypt, Germany, Greece, India, Japan, South Africa, USA Nationalities: American, Argentinian, Brazilian, Canadian, Egyptian, German, Greek, Indian, Japanese, South African Wh - questions: What is the name of India's film industry? / How many reefs and islands...?
Nov - Dec Around the world		To understand special features of a country Talk about countries & continents. Learning about visits somewhere new. Help tourists English-speaking country. Learn how to find out about a country.	1. Play Two truths and a lie about a country. 2. Ask classmates about visiting new place. 3. Make an English phrase book for tourists. 4. Create a presentation on another country. Project: Create & pitch quiz for tour website.	Progress report 1 – sent by email (Dec)
			1. Describe a scene from a well-known story. 2. Retell the story of The Prince. 3. Plan a play and perform it for the class. 4. Create a new script for Stone Soup. Project: Perform a traditional tale.	
Jan - Feb Fantastic stories		To understand features of a story Describe a scene from a story. Learn how to retell a story. Learn how to perform in a play. Talk about turning a story into a script.	1. Describe a scene from a well-known story. 2. Retell the story of The Prince. 3. Plan a play and perform it for the class. 4. Create a new script for Stone Soup. Project: Perform a traditional tale.	Story vocabulary: castle, forest, horse, key, king, knight, lake, map, queen, snake, treasure, wolf Adverbs of time and manner: 'What's the matter?' asked the queen impatiently. / Suddenly, the princess heard a noise outside her bedroom window.
			Parent Teacher meetings online (Feb)	Types of art: abstract painting, drawing, graffiti, installation, landscape, photograph, portrait, sculpture, statue Prepositions of location: There's a castle in the background with three towers. / Next to the mountain, there's a lake. / On the left we can see a man sitting under a tree.
Mar - Apr Let's be creative!		To understand different art forms Describe different works of art. Learn about what inspires works of art. Talk about different styles of art. Give opinions on works of art.	1. Describe picture to a classmate. 2. Tell your classmates about work of art. 3. Create different art styles with online tools. 4. Write a comment for a gallery webpage. Project: Present an art exhibition.	
			Recommended levels – Re-registration (April)	Science actions: add, compare, fill, measure, mix, observe, pour, record, squeeze Subordinate clauses with when and if: When you add the soap to the milk, the colours start to move. If you mix baking soda and vinegar, you get foam.
May - Jun Super science		To understand how scientists work Talk about scientific experiments. Learn how to do scientific experiments. Talk about safety doing experiments. Record experiments results.	1. Talk about a science experiment. 2. Give instructions to a classmate. 3. Create a guide to help people stay safe. 4. Write a report about a science experiment. Project: Conduct a volcano experiment.	
			Progress Report 2 – sent by email (June)	

Primary English Level P4 CM – Course Description: Even Years (2025-26) (2027-28)

Title & Theme		Learning aims	Tasks and Project	Language focus
Sep - Oct	Toys for the planet 	To understand the impact of recycling. To learn words to describe toys. To talk about what makes toys popular. To talk about how to use less energy. To read and write adverts.	1. Talk about your favourite toy of all time. 2. Design and carry out a questionnaire. 3. Design a toy for Shaun and his friends. 4. Choose a toy to make an advert for it. Project: Design and present a range of eco-friendly toys.	Materials: cardboard, cloth, metal, paper, plastic, plastic bottle, rubber, wood, wool, etc Passive verb forms: My dollhouse is made of wood. It was given to me on my first birthday.
Nov - Dec	Into space 	To understand the solar system. To learn words to describe space. To talk about different planets. To talk about aliens & life on another planet. To read and write a diary entry.	1. Do some research & make a quiz. 2. Research data about a planet. 3. Write a description of alien planet. 4. Write a diary entry about a spacewalk. Project: Design & present a landing device for Mars. Progress report 1 – sent by email (Dec)	Space travel: astronaut, planet, rings, rocket, spaceship, star, Earth, the Moon, the Sun Defining relative clauses with that, who and which: This is the planet that has the biggest rings. She was the first woman who travelled into space. This is an object which helps you travel into space.
Jan - Feb	Our future world 	To talk about how future might look. To talk about life in the future. To talk what we need in our cities. To talk about new technologies. To make predictions about the future.	1. Discuss what life will be like in the future. 2. Draw a map of your neighbourhood. 3. Invent gadget to improve people's lives. 4. Write a letter to your future self. Project: Design and present a new city or an improved version of your own city. Parent Teacher meetings online (Feb)	Features of future cities: driverless cars, eco-friendly transport, hi-tech clothes, jet packs, rocket-powered bikes, sky trains, teleportation machines, underground houses, virtual teachers Modal verbs for making predictions: There won't be room for everyone to live above ground. I think we'll be able to pay for ...
Mar - Apr	Solve it! 	To understand features of mystery story. To write good headlines. To find out info to solve a mystery. To plan and develop a story. To write a news article.	1. Make up a strange news story. 2. Create role play about solving a mystery. 3. Create a story mountain for a film. 4. Read mystery & write news story about it. Project: Write a news article about a strange event. Recommended levels – Re-registration (April)	Adjectives: ancient, famous, lucky, mysterious, strange, surprising, unexplained, unusual Simple present tense for headlines: Girl finds unexplained patterns in field. Past continuous tense with when and while: Jenny Baxter discovered the crop circle while she was walking her dog.
May - Jun	Inspiring lives 	To understand the importance of positive role models. To describe an inspiring life. To ask about other people's lives. To describe my childhood memories. To write an autobiography.	1. Write a short description of inspiring ppl. 2. Interview a classmate about his/her life. 3. Write description of memorable moment. 4. Write a biography about your life. Project: Create and present storyboard for a documentary on an inspirational figure. Progress Report 2 – sent by email (June)	Verbs for aspirations: build, design, discover, invent, learn, protect, study, win, etc Past simple tense with dates: She discovered radiation in 1898. Present perfect tense: He has invented a new system to clean the ocean. Present perfect tense with just, for, since: She has inspired children since she started.

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 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 animations de *Shaun le mouton* dans chaque magazine
- lire différents types de textes, notamment des autobiographies, des publicités, des commentaires sur un site web, un rapport scientifique, un conte de fées, un script et une entrée de journal intime
- écouter des documents audio, notamment des interviews, des contes de fées, des présentations, des documentaires, des consignes et un guide de musée & écouter et chanter ou réciter des chansons et des poèmes