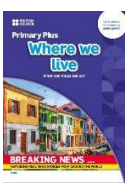
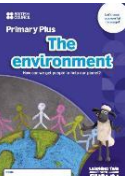
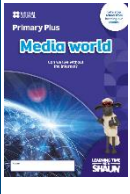


Primary English 5 (P5 CM) – Course Description: Odd years (2026-27) (2028-29)

Title & Theme	Learning aims	Tasks and Project	Language focus
Sep – Oct Where we live 	To understand different places Talk about maps & identify things Describe places & give directions. Describe where I live. Write descriptions of places.	1. Role-play showing student around. 2. Direct people from a bus or train station. 3. Give a presentation about hometown. 4. Make a leaflet to visit your hometown. Project: Create an audio guide.	Places in a town or city: <i>airport, bus stop, car park, library, school, train station, tunnel, etc</i> Adjectives for places: <i>busy, crowded, noisy, peaceful, popular, quiet, spacious, touristy</i> Prepositions of location: <i>Is the computer room next to the library? No, it's between...</i>
Nov – Dec Helping hands 	To understand why and how to fundraise Talk about helping people. Learn about helping animals. Help others in an emergency. Present information on webpage.	1. Plan events to raise money for school. 2. Role-play interview with volunteer. 3. Create animal information leaflet. 4. Write diary entry about a day at event. Project: Create & present a webpage to promote an event at an animal shelter. Progress report 1 – sent by email (Dec)	Fundraising: collect money, donate toys, organise a clean-up day, sell cakes, sponsor someone, take part in a charity race, visit a nursing home, volunteer at an animal shelter The future with going to and will: Who is going to collect donations? I'm going to sell cakes. This charity race will be popular.
Jan – Feb Shape up! 	To understand how keep fit & healthy Talk about sports interests. Give advice for healthy lifestyle. Ask role models how to be best. Write a healthy training plan.	1. Ask classmates which sports like. 2. Give advice for problems on website. 3. Role-play journalist interview. 4. Write training plan for sports day event. Project: Guinness Book of World Records. Parent Teacher meetings online (Feb)	Sports: <i>badminton, basketball, climbing, gymnastics, hockey, ice skating, rugby, table tennis, volleyball</i> Question tags: <i>We're playing really well, aren't we? They've finished last again, haven't they?</i>
Mar – Apr The environment 	To understand environment damage. Talk about environment problems. Talk about how to use less plastic. Learn to keep community clean. Write news article green initiative.	1. Describe the actions of a friend. 2. Plan a plastic-free day at school. 3. Plan a community clean-up project. 4. Write an article for a local newspaper. Project: Write speech about the planet. Recommended levels – Re-registration (April)	Environmental problems: <i>deforestation, drought, flood, global warming, hurricane, pollution, rising sea level, wildfire</i> First conditionals: <i>He takes long showers! If he takes a short shower, he'll use less water. If he spends less time in the shower, he won't need...</i>
May – June Things I collect 	To understand the different interests Talk about things I like to collect. Describe objects in detail. Learning about film memorabilia. Look after different collectibles.	1. Talk about what your classmates collect. 2. Talk for two minutes about a collection. 3. Design collectible items for favourite film. 4. Write article about world-famous collection. Project: Plan & present a time capsule. Progress Report 2 – sent by email (June)	Adjectives: <i>cheap, cute, expensive, foreign, novelty, valuable</i> Prepositions after nouns, adjectives & verbs: <i>I'm really into keyrings. I'm completely obsessed with collecting badges. She's mad about all kinds of game characters.</i>

Primary English 5 (P5 CM) – Course Description: Even years (2025-26) (2027-28)

Title & Theme	Learning aims	Tasks and Project	Language focus
Sep – Oct Let's explore! 	To understand how to survive. To describe an adventure. To talk about exploration. To stay calm in a difficult situation. To write about real events.	1. Tell the class about a trip to a jungle. 2. Role-play an interview with an explorer. 3. Role-play talking to emergency services. 4. Write a travel diary for a trip. Project: Make a solar oven that can cook marshmallows.	Equipment for exploring and being outdoors: backpack, camping stove, compass, food and water, hiking boots, map, sleeping bag, tent, truck Sequencing words: I bought a good camera before we went on the trip. We took lots of photos while we were exploring. We uploaded our photos as soon as we arrived home.
Nov – Dec Amazing world 	To describe nature around world. To talk about amazing places. To give & ask for advice about visiting a national park. To talk about wildlife photography. To write about where I live.	1. Present a plan for a documentary. 2. Role-play a guide talking to a visitor. 3. Choose best photo for Wildlife Competition. 4. Write reply to email from Lahcen in Morocco. Project: Plan a photo-essay about local nature for the National Geographic. Progress report 1 – sent by email (Dec)	Natural features: active volcano, dark cave, deep lake, icy glacier, sandy coast, thundering waterfall, vast desert, wild grassland, winding river Functional language (suggestions): What about exploring a cave? Why don't we film ...? Functional language to respond to suggestions: I don't want to do that. That's a great/terrible idea!
Jan – Feb Media world 	To understand how technology affects our lives To talk about online habits. To talk about healthy ways of using technology. To describe phone problems. To write how technology helps us.	1. Do a survey of classmates' online habits. 2. Discuss pros and cons of tech rules. 3. Do a role play with a shop assistant. 4. Write a review of an app that you've used. Project: Give presentation to persuade a headteacher not to ban mobile phones. Parent Teacher meetings online (Feb)	Online habits: chat (with friends), comment (on a video), do research (online), get (a message), like (a photo), reply (to a message), send (an email),... Frequency expressions: How often do you chat with friends online? I often chat to them online. Reported speech: She said she uses. He said he likes..
Mar – Apr Great inventions 	To understand inventions in past. To talk about great inventions. To give my opinion. To talk about how inventions can help others. To present an idea.	1. Find out history of useful classroom object. 2. Hold class debate to decide best invention. 3. Invent a pair of glasses with special feature. 4. Pitch an idea for a new invention. Project: Write instructions on how to make a water clock for a webpage. Recommended levels – Re-registration (April)	Materials: cardboard, cotton, glass, metal, paper, plastic, wood, wool, etc Passives: The phone was invented by Alexander Graham Bell. The first phone call was made on 10 March 1876.
May – June Imagine if... 	To understand different genres. To make tricky choices. To plan and tell a story. To describe game characters. To make my sentences more interesting.	1. Invent dangerous situations for secret agent. 2. Plan & act out a story using a story arc. 3. Turn your classmates into game characters. 4. Write second chapter of The Last Flight of Planet 05X. Project: Plan and write a choose your own adventure plan/map/workflow diagram. Progress Report 2 – sent by email (June)	Adverbs of manner and sequence: slowly, quickly, suddenly, quietly, eerily, secretly, carefully Zero conditional: If there is no one inside, enter the room silently. First conditional: If you don't write down this information, you'll forget it. If you don't know where to go, you can flip a coin.

Course 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 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.