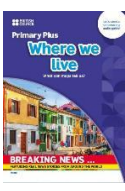
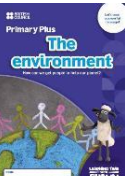
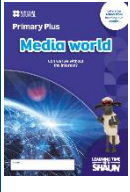


Primary English 5 (P5 CM) – Course Description: Odd years (2026-27) (2028-29)

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.

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 vidéos, notamment des animations de *Shaun le mouton*, les programmes d'actualité *SKY For Your Info (FYI)* et une vidéo de voyage de la 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