

Example of School-based English Language Curriculum Framework for Students with Intellectual Disability (Mild Grade) Primary 1 – Secondary 3

The example is produced by “Seed” schools of The Collaborative Research and Development (“Seed”) Project (2018/19). This serves only as a reference for special schools admitting students with intellectual disability (ID) when adapting the central curriculum for developing their school-based English Language Curriculum, in order to cater for the special needs of students with ID. The Special Educational Needs Section would like to express its gratitude to the Seconded Teachers and the representatives of the “Seed” schools for their invaluable and useful input on curriculum development for students with ID.

Rationale:

Schools for children with intellectual disability (ID schools) are encouraged to refer to **CDC English Language Education Key Learning Area Curriculum Guide (Primary 1-Secondary 6)** when planning and implementing the school curriculum. The English Language Education Key Learning Area is an important part of our school curriculum that provides students with a wide range of learning experiences to enhance their:

- a. English Language proficiency for study, work and leisure;
- b. personal and intellectual development, and social skills;
- c. cultural understanding; and
- d. global competitiveness.

We believe that every student is entitled to English Language Education. Regardless of their special educational needs, we should provide the students with a wide range of learning experiences that help them develop capabilities for lifelong learning and prepare them better for further studies, future careers and the demands of the modern world by:

- a. developing a suitable, balanced and coherent curriculum to encompass integrated language skills through diversified, effective and meaningful learning materials, experiences and teaching pedagogy enhancing horizontal coherence and vertical progression in curriculum development across key stages with reference to **students' interest and abilities**;
- b. strengthening students' literacy development and reading across the curriculum by encouraging students to read different print and non-print materials (multi-modal text) with different text types (fictional and non-fictional) to facilitate 'reading across the curriculum' (RaC);
- c. helping students acquire effective reading strategies and genuine interest in reading through establishing and reviewing school-based reading initiatives and enhancing the integration of reading with other language learning skills;
- d. promoting the development of students' language learning skills, strategies, values and attitudes that are conducive to effective, self-directed and life-long learning by engaging students in learning and using English in meaningful and purposeful ways outside and inside classrooms;
- e. developing reading, writing, listening, and speaking (e.g. vocabulary building skills, phonics skills, writing skills for different genres, presentation skills and discussion skills) that help students master both language forms and functions for communication in different contexts;
- f. fostering among students positive attitude and values in learning and using English through their participation in life-wide learning, e-learning and language arts appreciation activities.

Assessment:

It is important to enhance assessment literacy by effectively assessment system. Assessment methods in our school includes formative assessment by

- a. classroom observation;
- b. student work analysis; and
- c. summative assessments at the beginning and the end of a school-year

Both summative assessments are carried out at the first and the last week of a school year. Different form of questions, including matching, blanks filling, sentence making and sentence making are tailor-made for student's different educational needs. All assessments data collected is important to feedback on learning and teaching to extend assessment-for-learning to assessment-as-learning through encouraging students to foster their roles and responsibilities in relation to their own learning progress.

We are always aware of the need to have an effective curriculum planning and appropriate learning, teaching and assessment strategies to suit our students' different learning styles, socio-economic backgrounds and learning and abilities.

Distribution of Units across key stages:

Units Stages	Language Items								
	KS1			KS2			KS3		
	P1	P2	P3	P4	P5	P6	S1	S2	S3
1	Phonological Awareness (Letters A to L)	Unit: Me and My Friends Review alphabets and sounds: t, b, r, a, j, p, y and l	Unit: This is my Home Review alphabets and sounds: c, l	Unit: Weather and Seasons Ending sounds: t, b	Unit: Families - A New Home Ending sounds: m	Unit: Healthy Eating Ending sounds revision	Unit: Growing Up Vowels revision	Unit: Leisure and Hobbies Rimes revision	Unit: School Event Consonant blends: sc, sk, sl
2	Phonological Awareness (Letters M to Z)	Unit: Me and My Family Review alphabets and sounds: h, m	Unit: Out for Fun Review alphabets and sounds: n, e	Unit: Jobs People Do Ending sounds: b, r	Unit: Travelling Around Ending sounds: f	Unit: We can Cook Vowel: i	Unit: Being Fashionable Rimes: ot	Unit: Great Stories Rimes: ob, og, op	Unit: Friendship Consonant blends: sm, sn, sp, st
3	Unit: This is me Review alphabets and sounds: t, b	Unit: Colours around Us Review alphabets and sounds: s, o	Unit: Play Safe Review alphabets and sounds: d, g	Unit: Eating Out – At a food fair Ending sounds: p	Unit: Send a Message Ending sounds: h	Unit: Festival: New Year Fun Vowel: a	Unit: Knowing my Community Rimes: at	Unit: Good Behaviour Rimes: ed, eg, em, en	Unit: Respect for Life Consonant blends: bl, cl, sl
4	Unit: People at School Review alphabets and sounds: r, a	Unit: Shapes and Numbers Review alphabets and sounds: f, w	Unit: We can Review alphabets and sounds: k	Unit: My New Neighbour Ending sounds: d, g	Unit: A Bag of Laugh Ending sounds: n	Unit: Beautiful Sea Animals Vowel: e	Unit: Amazing Deeds – John the Helper Rimes: un	Unit: In the Town Rimes: ib, id, ig, im, in, it, ix	Unit: At the Clinic Consonant blends: gl, pl
5	Unit: School Days Review alphabets and sounds: j, p	Unit: Amazing Pets Review alphabets and sounds: u	Unit: Sunrise, Sunset Review alphabets and sounds: w, x	Unit: A Birthday Party Ending sounds: k	Unit: Holiday Time Ending sounds: w	Unit: Cleaning Up the Beach Vowel: o	Unit: Hong Kong Food Rimes: ip	Unit: Countries and Cities Rimes: ud, ug, um, up	Unit: What do you want to be? Consonant blends: br, cr, dr, fr
6	Unit: Touch it (My Face) Review alphabets and sounds: y, l	Unit: Keeping Pets Review alphabets and sounds	Unit: Looking and Seeing Review alphabets and sounds: y, z	Unit: Let's go Shopping Ending sounds: p	Unit: Now and Then Ending sounds: x	Unit: Games: Past and Present Vowel: u	Unit: We Love Water Rimes: et	Unit: Where have you been? Rimes revision	Unit: Sharing Old Clothes Consonant blends: gr, pr, tr

Learning Targets for Key Stage 1

Interpersonal Strand (IS)

To develop the attitude and confidence in interacting with people and things around using simple English

IS(a)	to understand English words and conversations related to everyday life
IS(b)	to enjoy using simple English words, phrases or sentences to respond to questions, requests or instructions related to their life and school experiences

Knowledge Strand (KS)

To gradually develop basic concepts of English

KS(a)	to gradually understand the English alphabet and simple English words
KS(b)	to develop the basic concepts of print and books, and develop basic reading skills
KS(c)	to recognise some obvious features of the English language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one's initial learning and use of the language

Experience Strand (ES)

To build an interest in English

ES(a)	to display interest in English signage or broadcasts in their surroundings
ES(b)	to enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities
ES(c)	to find pleasure in listening to or reading English stories

Learning Targets for Key Stage 2

Interpersonal Strand (IS)

IS(a)	to establish and maintain relationships and routines in carrying out classroom activities
IS(b)	to converse about feelings, interests and experiences
IS(c)	to obtain and provide objects and information in simple classroom situations and through activities such as interactive games and role play

Knowledge Strand (KS)

KS(a)	to provide or find out and present simple information on familiar topics
KS(b)	to interpret and use simple given information through processes or activities such as labelling, matching, sequencing, describing, classifying; and to follow simple instructions
KS(c)	to state opinions using information and ideas in simple spoken and written texts

Experience Strand (ES)

ES(a)	to develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes, singing songs
ES(b)	to respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one's related experiences (iii) participating in the telling of stories
ES(c)	to give expression to imaginative ideas through oral, written and performative means such as supplying captions to and/or describing pictures that depict a scene, object or character
ES(d)	to give expression to one's experience through activities such as making illustrations of selected events and describing and/or providing captions for them

Learning Targets for Key Stage 3

Interpersonal Strand (IS)

IS(a)	to establish and maintain relationships and routines in school and other familiar situations
IS(b)	to converse about feelings, interests, preferences, ideas and experiences
IS(c)	to exchange messages through activities such as writing simple texts, making telephone calls
IS(d)	to obtain and provide objects, services and information in classroom situations and through activities such as interactive games and simple open-ended role play

Knowledge Strand (KS)

KS(a)	to provide or find out, organise and present information on familiar topics
KS(b)	to interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions
KS(c)	to identify ideas in simple spoken and written texts, form opinions and express them
KS(d)	to recognise and solve simple problems in given situations

Experience Strand (ES)

ES(a)	to develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting poems and rhymes, singing songs
ES(b)	to respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: (i) making predictions (ii) describing one's feelings towards characters and events (iii) imagining oneself to be a character in the story and describing one's feelings and reactions (iv) participating in dramatic activities
ES(c)	to give expression to imaginative ideas through oral, written and performative means such as: (i) constructing with appropriate support simple stories that show some understanding of "setting" and events (ii) providing simple oral and written descriptions of a situation, object or character

Language Skills and Language Development Strategies (KS1)

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS1
<p>1. Understand the basic conventions of written English</p> <ul style="list-style-type: none"> - follow left to right directionality - identify and name all the letters of the English alphabet - distinguish between capital and small letters <p>2. Construct meaning from texts</p> <ul style="list-style-type: none"> - recognise common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.) - work out the meaning of unknown words by recognising the base word within other words (e.g. mother/grandmother, rain/rainy) - understand the information provided on the book cover (e.g. title, author, illustrator), contents page and page numbers - guess the topic by using personal experiences and knowledge of the world - guess the meaning of unfamiliar words by using pictorial clues 	<p>1. Identify and discriminate sounds, stress and intonation</p> <ul style="list-style-type: none"> - identify basic consonant sounds (e.g. pen, thin, head, ball, rang) - identify basic vowel sounds - recognise features of language use (e.g. rhythm) in simple spoken texts - recognise the difference in the use of intonation in simple questions and commands <p>2. Listen for explicit and implicit meaning</p> <ul style="list-style-type: none"> - work out the meaning of unknown words using pictorial clues - recognise that audio clues (tone, volume) convey meaning - recognise that clues from gestures and facial expressions convey speakers' intention, feelings and opinions 	<p>1. Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - pronounce correctly letters of the alphabet and words in isolation (e.g. girl /gɜ:l/) - pronounce correctly words in connected speech by linking words together and using appropriate stress (e.g. Thank you /'θæŋkjʊ:/) - produce simple phrases and sentences involving repetition - use simple phrases and sentences to communicate with others with the help of cues <p>2. Participate and communicate effectively in a conversation or an interaction</p> <ul style="list-style-type: none"> - use simple formulaic expressions to greet someone politely - use single words and formulaic expressions to acknowledge, agree and disagree - get help from other students or the teacher (e.g. Can you help me?) - use simple formulaic expressions (e.g. Good-bye.) 	<p>1. Use the basic conventions of written English</p> <ul style="list-style-type: none"> - use the left to right directionality sequence - use print script - combine letters to form words - space letters, words - use capital and small letters <p>2. Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - reproduce sentences based on the teacher's model and use words from print in the campus 	<p>1. Develop thinking skills</p> <ul style="list-style-type: none"> - distinguish between positive and negative values <p>2. Develop reference skills</p> <ul style="list-style-type: none"> - use given materials to find out required information - locate simple information in materials (e.g. price lists and menus) <p>3. Develop information skills</p> <ul style="list-style-type: none"> - extract information and ideas from texts with the help of visual clues - apply simple IT skills to search and process information and ideas in multimodal texts <p>4. Plan, manage and evaluate one's own learning</p> <ul style="list-style-type: none"> - concentrate on one's work - make use of opportunities to learn and use English in the classroom (e.g. trying to talk to the teacher and classmates in English) <p>5. Develop self-motivation and positive attitudes</p> <ul style="list-style-type: none"> - participate actively in tasks in an English classroom although there is the possibility of making mistakes or encountering difficulties - tell the teacher one's feelings concerning English learning in general and specific tasks <p>6. Work with others</p> <ul style="list-style-type: none"> - work with others to complete a task

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS1
		<ul style="list-style-type: none"> - provide information in response to factual or yes/no questions - introduce oneself by naming themselves (e.g. I am John.) 		

Language Skills and Language Development Strategies (KS2)

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS2
<p>1. Understand the basic conventions of written English</p> <ul style="list-style-type: none"> - recognise the beginning and end of sentences - sight read common, phonically irregular words, (e.g. are, a, you) - recognise familiar words in new texts - use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts <p>2. Construct meaning from texts</p> <ul style="list-style-type: none"> - guess the meaning of unfamiliar words by using contextual clues - guess the likely development of the topic by using personal experiences and knowledge of the world - understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and 	<p>1. Identify and discriminate sounds, stress and intonation</p> <ul style="list-style-type: none"> - discriminate between a small range of initial and final consonant sounds in words (e.g. walk/talk, cat/cap) - recognise features of language use (e.g. rhyme) in simple spoken texts - recognise the difference in the use of intonation in statements <p>2. Listen for explicit and implicit meaning</p> <ul style="list-style-type: none"> - work out the meaning of unknown words using contextual clues - identify key words in short utterances by recognising the stress - guess the topic and the likely development of the topic by using personal experiences and knowledge of the world 	<p>1. Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - produce simple phrases and sentences involving lists (e.g. I like bananas, apples and oranges) - imitate appropriate stress, rhythm and intonation - use appropriate register when speaking to familiar interlocutors such as teachers and peers (e.g. May I go to the toilet?) - use gestures and facial expressions to convey meaning and intention - connect ideas by using cohesive devices (e.g. and, but, or) <p>2. Participate and communicate effectively in a conversation or an interaction</p> <ul style="list-style-type: none"> - use single words and formulaic expressions to ask 	<p>1. Use the basic conventions of written English</p> <ul style="list-style-type: none"> - use basic sentence punctuation <p>2. Present information, ideas and feelings clearly and coherently</p> <ul style="list-style-type: none"> - put words in a logical order to make meaningful phrases or sentences - use appropriate cohesive devices (e.g. and, but, or, too) - use appropriate formats and conventions of short written texts (e.g. greeting cards, signs) - make changes to incorrect spelling and punctuation 	<p>1. Develop thinking skills</p> <ul style="list-style-type: none"> - recognise and solve simple problems in a given situation - find out, organise and classify information on familiar topics <p>2. Develop reference skills</p> <ul style="list-style-type: none"> - classify the materials and put them into files of different topics or themes with teacher support - use organised information to check spelling or meaning (e.g. locating vocabulary cards in a word bank) <p>3. Develop library skills</p> <ul style="list-style-type: none"> - obtain information from the different parts of a publication (e.g. the cover, title, table of contents, blurb) <p>4. Develop information skills</p> <ul style="list-style-type: none"> - organise words into alphabetical order and refer to them as a resource for spelling when writing <p>5. Develop self-motivation and positive attitudes</p> <ul style="list-style-type: none"> - make positive statements to oneself as an encouragement before and while engaging in a language task <p>6. Work with others</p> <ul style="list-style-type: none"> - ask others for help with the meaning and pronunciation of words - appreciate the use of English by others

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS2
pronouns (e.g. he, them, my) - understand the information provided on the book cover, spine or blurb and index 3. Locate information and ideas - locate specific information in a short text in response to questions - scan a text with teacher support to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters	- recognise the connection between ideas supported by appropriate cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my) - identify the gist or main ideas in simple spoken texts (e.g. short stories) with the help of cues - locate or provide specific information in response to simple instructions or questions - recognise repeated expressions in simple spoken texts	questions and reply - elicit a response (e.g. How are you?) - greet someone in an appropriate manner - verbalise inability to understand or asking for slower repetition of an utterance (e.g. Pardon?) - introduce oneself briefly - ask for spelling (e.g. Can you spell "Mary" for me?)		- work cooperatively with others and treat others' suggestions positively to complete a task

Language Skills and Language Development Strategies (KS3)

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS3
1. understand the basic conventions of written English - use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts - sight read a wide range of common, phonically irregular words (e.g. have, said, was) - recognise known clusters of letters in unknown words (e.g. in, chin, thin) 2. Construct meaning from texts	1. Identify and discriminate sounds, stress and intonation - discriminate between different middle vowel sounds in words (e.g. hot, tape, sit/sat) - identify a small range of consonant blend sounds (e.g. black, milk, school) and discriminate between a small range of initial and final consonant blend sounds in words (e.g. glass/grass)	1. Present information, ideas and feelings clearly and coherently - apply grammar rules such as subject-verb agreement correctly (e.g. Peter plays football every Sunday.) - connect ideas by using cohesive devices (e.g. also, at last, before) - use appropriate intonation and stress, and vary volume, tone of voice and speed to convey	1. Use the basic conventions of written English - use paragraphs, capitalisation and conventional punctuation 2. Present information, ideas and feelings clearly and coherently - provide personal ideas and information based on a model or framework provided - use appropriate formats, visual elements, conventions and language features	1. Develop thinking skills - recognise and solve simple problems with reasons - compare and contrast ideas to find similarities and differences 2. Develop reference skills - categorise the materials of different topics or themes into different files for easy access - use directories for purposes such as locating places, services and addresses - use an English dictionary to check meaning or spelling 3. Develop information skills - skim and scan through texts with teacher support

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS3
<ul style="list-style-type: none"> - work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world -predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world -recognise the format, visual elements and language features of some common text types (e.g. signs, stories) - make predictions about stories, characters, topics of interest using pictorial clues and the book cover - obtain a general impression and the gist or main ideas with teacher support - identify key words for the main idea in a sentence - recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation0 3. Locate information and ideas -scan a text with teacher support to locate specific information by using strategies such as looking at 	<ul style="list-style-type: none"> - identify long vowel sounds (e.g. boy, chain, care) and discriminate between different long vowel sounds in words (e.g. dear/pear, drew/dry) - recognise differences in the use of intonation in expressing approval, disapproval, queries and doubts 2. Listen for explicit and implicit meaning - use audio clues (tone, volume), contextual clues and knowledge of the world to work out the meaning of simple spoken texts - identify the gist or main ideas by recognising the stress in connected speech - locate specific information in spoken texts - predict the likely development of a topic by recognising key words, using personal experiences, and making use of context and knowledge of the world - recognise language patterns and vocabulary items previously encountered in new spoken texts with teacher's support 	<ul style="list-style-type: none"> intended meanings and feelings 2. Participate and communicate effectively in a conversation or an interaction introduce oneself giving some details - elicit a response by asking questions or providing information on a topic (e.g. I've borrowed three very interesting books. Would you like to have a look?) - maintain an interaction by participating, contributing and responding appropriately to others during an interaction: - taking one's turn at the right moment and recognising others' desire to speak (e.g. It's my turn . . . It's your turn now.) - asking and responding to others' opinions (e.g. Do you like that book? What do you think of (name of a character in the book)?) - acknowledging, agreeing or disagreeing, asking questions and replying - use appropriate formulaic expressions to end a conversation (e.g. 	<ul style="list-style-type: none"> when writing/creating a variety of text types (e.g. notes, personal letters, emails, procedures) - gather and share information, ideas and language by using strategies such as brainstorming, questioning and interviewing with teacher support - express imaginative ideas with the help of cues - make changes to incorrect grammar and add details if necessary - use appropriate cohesive devices (e.g. also, at last, because) - use concepts of order and time (e.g. last night, this morning) - draft, revise and edit short written texts with teacher support by: - using available references or resources (e.g. dictionaries, glossaries, Apps) - presenting writing using appropriate layout and visual support such as illustrations, tables and charts 	<ul style="list-style-type: none"> or listen to locate relevant information and ideas - focus on important information in reading materials through a variety of emphasis techniques (e.g. underlining, starring, colour coding) - share prudently information and ideas through the use of online communication tools 4. Develop self-motivation and positive attitudes - push oneself to take risks in an English learning situation although there is the possibility of making mistakes or encountering difficulties 5. Work with others - ask questions to clarify information - offer help to others in English learning situation when appropriate

Reading Skills	Listening Skills	Speaking Skills	Writing Skills	Language Development Strategies for KS3
headings and repeated phrases	- understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions	See you tomorrow.)		

Generic skills

Generic skills are fundamental in enabling students to learn how to learn. The following nine generic skills have been identified as essential for student learning for the 21st century in our school curriculum:

- Collaboration Skills
- Communication Skills
- Creativity
- Critical Thinking Skills
- Information Technology Skills
- Mathematical Skills
- Problem Solving Skills
- Self-learning Skills
- Self-management Skills

The nine generic skills are grouped in three clusters of related skills, namely Basic Skills, Thinking Skills and Personal and Social Skills for better integrative understanding and application in a holistic manner (see the table below for details)

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills (CS)	Critical Thinking Skills (CTS)	Self-management Skills (SMS)
Mathematical Skills (MS)	Creativity (CR)	Self-learning Skills (SLS)
IT Skills (IT)	Problem Solving Skills (PSS)	Collaboration Skills (CLS)

Values and Attitudes

PV - Perseverance / RO - Respect for Others / RP - Responsibility / NI -National Identity /
 CI - Commitment / CO - Care for Others / IG - Integrity

Unit Overview

In this unit, students are oriented with alphabets in small and large capitals. Students are expected to familiarised themselves with writing letters, and to identify alphabets have their names and their phonic sounds. They will also read the letter books to learn and chant the vocabulary starts with the target sound, e.g. /a/ is for apple.

Key Stage 1 – P1

Unit 1	Phonological Awareness Unit 1 (“a” to “l”)	Text types	Songs, Chants, Story
Learning Targets	IS(a)	To understand English words, e.g. apple, boy related to everyday life	
	IS(b)	To enjoy using simple English words, e.g. boy, girl to respond to teacher’s questions and instructions related to their school life	
	KS(a)	To gradually understand the English alphabet and simple English words	
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills	
	KS(c)	To recognise some obvious features of the English language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one’s initial learning and use of the language	
	ES(b)	to enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to write the letter large and small capital “a” to “l” (SLS) - able to aware English syllables (SLS) - able to identify alphabets “a” to “l” have their names and their phonic sounds (SLS) - able to chant the nursery songs with classmates (CLS)(SLS) - able to read the letter books (adapted from PLP-R/W) with some teacher support (CS)(SLS) 	<ul style="list-style-type: none"> - able to write the letter large and small capital “a” to “l” in dotted line with some teacher support (SLS) - able to aware English syllables (SLS) - able to identify alphabets “a” to “l” have their names and their phonic sounds with teacher support (SLS) - able to chant some words in nursery songs with classmates with teacher support (CLS)(SLS) - able to read the letter books (adapted from PLP-R/W) with teacher support (CLS)(SLS) 	<ul style="list-style-type: none"> - able to follow the curves, strokes and lines of the large and small capital letter “a” to “l” with teacher support (SLS) - able to show attempt to identify English syllables with teacher support (SLS) - able to identify alphabets “a” to “l” have their names and their sounds with teacher support (SLS) - able to follow to chant some words in nursery songs with classmates with teacher support (CLS)(SLS) - able to read some letters on the letter books (adapted from PLP-R/W) with teacher support (CLS)(SLS)

Unit Overview

In this unit, students continue to be oriented with alphabets in small and large capitals. Students are expected to familiarised themselves with writing letters, and to identify alphabets have their names and their phonic sounds. They will also read the letter books to learn and chant the vocabulary starts with the target sound, e.g. /m/ is for man.

Key Stage 1 – P1

Unit 2	Phonological Awareness Unit 1 (“m” to “z”)	Text types	Songs, Chants, Story
Learning Targets	IS(a)	To understand English words, e.g. man, nose related to everyday life	
	IS(b)	To enjoy using simple English words, e.g. nose, pen to respond to teacher’s questions and instructions related to their school life	
	KS(a)	To gradually understand the English alphabet and simple English words	
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills	
	KS(c)	To recognise some obvious features of the English language in simple spoken and written texts such as the direction of writing in English, the characteristics of an alphabetic script and the sound patterns of English; and apply this awareness to one’s initial learning and use of the language	
	ES(b)	to enjoy singing nursery songs and saying rhymes in English and to participate in English learning activities	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to write the letter large and small capital “m” to “z” (SLS) - able to aware English syllables (SLS) - able to identify alphabets “m” to “z” have their names and their phonic sounds (SLS) - able to chant the nursery songs with classmates (CLS)(SLS) - able to read the letter books (adapted from PLP-R/W) with some teacher support (CS)(SLS) 	<ul style="list-style-type: none"> - able to write the letter large and small capital “m” to “z” in dotted line with some teacher support (SLS) - able to aware English syllables with teacher support (SLS) - able to identify alphabets “m” to “z” have their names and their phonic sounds with teacher support (SLS) - able to chant some words in nursery songs with classmates with teacher support (CLS)(SLS) - able to read the letter books (adapted from PLP-R/W) with teacher support (CS)(SLS) 	<ul style="list-style-type: none"> - able to follow the curves, strokes and lines of the large and small capital letter “m” to “z” with teacher support (SLS) - able to aware English syllables with teacher support (SLS) - able to identify alphabets “m” to “z” have their names and their sounds with teacher support (SLS) - able to follow to chant some words in nursery songs with classmates with teacher support (CLS)(SLS) - able to read some letters on the letter books (adapted from PLP-R/W) with teacher support (CS)(SLS)

Unit Overview

In this unit, students learn to greet each other and learn to introduce themselves. Students are expected to familiarised themselves with some formulaic expressions for greeting, e.g. “Good morning”, “Hello”. For consolidation, students continue to practise particular letter sounds and read the letter books. They also start reading some simple texts in “My sister – My Pet” adapted from PLP-R/W.

Key Stage 1 – P1

Module: Me, My Family and Friends

Unit 3	This is me!		Text types	Conversation, Personal descriptions
Learning Targets	IS(a)	To understand English words and conversations related to everyday life, e.g. greeting others politely		
	IS(b)	To enjoy using simple English words and phrases to respond to questions, e.g. “What’s your name?”, related to their life and school experiences		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title		
	KS(c)	To recognise some obvious features of the English language in simple spoken texts, like the “loud”, “soft” and “quiet” and written texts such as the direction of writing in English.		
	ES(b)	To enjoy singing nursery songs, e.g. greeting songs in English and to participate in English learning activities		
	ES(c)	To find pleasure in listening to or reading English stories, e.g. My Pet (letter book)		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to initiate an interaction by using simple formulaic expressions by greeting politely, e.g. “Good morning”, “Good afternoon” (CLS)(SLS)(CS) - able to use formulaic expressions to introduce oneself briefly, e.g. “My name is...” (CS)(CLS)(SLS) - able to give responses to the question “What’s your name?” (CS)(CLS)(SLS) - able to read short text (SLS) - able to initiate conversation to ask about people’s names using “What’s your name?” (CS)(CLS)(SLS) 		<ul style="list-style-type: none"> - able to initiate an interaction under teacher hints to use simple formulaic expressions, e.g. “Good morning”, “Good afternoon” for greeting with teacher support (CLS)(SLS)(CS) - able to follow teacher’s model to introduce oneself briefly, e.g. “My name is....” with teacher support (CS)(CLS)(SLS) - able to response to the question “What’s your name?” with teacher support (CS)(CLS)(SLS) - able to focus on reading short text along with teacher support (SLS) - able to initiate conversation to ask about people’s names using “What’s your name?” with teacher support (CS)(CLS)(SLS) 	<ul style="list-style-type: none"> - able to imitate the sounds of words of greeting phrases, e.g. “Good morning”, “Good afternoon” (CLS)(SLS)(CS) - able to imitate to introduce oneself briefly, e.g. “My name is...” with teacher support (CS)(CLS)(SLS) - able to focus on reading some of the words in a short English text along with teacher (SLS) - able to show attempt to initiate conversation to ask about people’s names using “What’s your name?” with teacher support (CS)(CLS)(SLS)

Unit Overview

In this unit, students continue to practise the greeting phrases “Good morning/Good afternoon/ Hello” and use “What’s your name?” to initiate conversation with others. Students are introduced with more formulaic expressions, e.g. “This is ____” for introducing people relate to himself/herself. Students are expected to familiarised themselves with more formulaic expressions for daily conversation at school. For consolidation, students continue to practise particular letter sounds and read the letter books. They will read some simple texts in “My sister – My Bag” adapted from PLP-R/W.

Key Stage 1 – P1

Module: Me, My Family and Friends

Unit 4	People at school	Text types	Conversation, Captions
Learning Targets	IS(a)	To understand English words and conversations related to everyday life, e.g. greeting different people at school	
	IS(b)	To enjoy using simple English words and phrases to respond to questions, e.g. “What’s your name?”, related to their life and school experiences	
	KS(a)	To gradually understand the English alphabet and simple English words	
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title	
	KS(c)	To recognise some obvious features of the English language in simple spoken texts, like the “loud”, “soft” and “quiet” and written texts such as the direction of writing in English.	
	ES(b)	To enjoy singing nursery songs, e.g. greeting songs in English and to participate in English learning activities	
	ES(c)	To find pleasure in listening to or reading English stories, e.g. My Bag (letter book)	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong) - able to identify some simple features of a text type, “captions”, e.g. words (SLS) - able to identify different people in school, e.g. classmates, teachers (SLS) - able to use the language structures “This is ____” when introducing others in conversations (CLS)(CS)(SLS) - able to use the greeting phrases to greet others in different situations properly (CS)(SLS)(CLS) - able to locate information, e.g. alphabets in reading books (PSS)(SLS)	Group (b) (Medium) - able to identify some simple features of a text type, “captions”, e.g. words with teacher support (SLS) - able to identify different people in school, e.g. classmates, teachers with teacher support (SLS) - able to follow teacher to use language structures “This is ____” for introducing others in conversation (CLS)(CS)(SLS) - able to read greeting phrases with teacher support (CLS)(SLS) - able to locate information, e.g. alphabets in reading books with teacher support (PSS)(SLS)	Group (c) (Low) - able to identify the pictures in the text type, “captions” with teacher support (SLS) - able to aware surrounding people, e.g. classmates, teachers at school (SLS) - able to show attempt to use “This is ____” for introducing others with teacher support (CLS)(SLS) - able to imitate the sounds of words and repetitive language patterns, e.g. greeting phrases with teacher support (CLS)(SLS) - able to locate information, e.g. alphabets when reading with teacher support (PSS)(SLS)

Unit Overview

In this unit, students are introduced with some basic classroom instructions, e.g. “Close the windows”, “Sit down”. They learn how to give instructions and act upon teacher’s instructions at school. Students are expected to familiarised themselves with some formulaic expressions for daily life at school. For consolidation, students continue to practise particular letter sounds and read the letter books. They will read some simple texts in “A Paper Plate Mask- The Mask” adapted from PLP-R/W.

Key Stage 1 – P1

Module: Places and Activities

Unit 5	School days		Text types	Signs, Rules
Learning Targets	IS(a)	To understand English words and conversations related to everyday life		
	IS(b)	To enjoy using simple English words, phrases to respond to questions related to their school life, e.g. “Sit down, please” and classroom instructions related to their school experiences		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title		
	KS(c)	To recognise some obvious features of the English language in simple spoken and written texts, e.g. imperatives; and apply this awareness to one’s initial learning and use of the language		
	ES(a)	To display interest in English signage, e.g. classroom rules in their surroundings		
	ES(c)	To find pleasure in listening to or reading English stories		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to identify simple features of the text type, “rules”, e.g. numbering (MS) - able to identify the meaning of some classroom instructions and rules by responding in actions (CLS) - able to give simple instructions, e.g. “Stand up, please” to classmates (CS) - able to read aloud some classroom signs and rules with the help of pictorial clues - able to match the classroom rules with pictures with classmates (PSS) - able to design a classroom signs in group with teacher support (CR) 	<ul style="list-style-type: none"> - able to identify simple features of the text type, “rules”, e.g. numbering with teacher support (MS) - able to identify the meaning of some classroom instructions and rules by responding in actions with teacher support (CLS) - able to give some simple instructions to classmates, e.g. “Stand up, please” with teacher support (CS) - able to read the classroom signs and rules with the help of pictorial clues and teacher support - able to match the classroom rules with pictures with teacher support (PSS) - able to design a classroom signs in group with teacher support (CR) 	<ul style="list-style-type: none"> - able to identify simple features of the text type, “rules”, e.g. numbering with teacher support (MS) - able to identify the meaning of some classroom and rules by responding in actions with teacher support (CLS) - able to show attempt to read the classroom instructions and signs with teacher support (CS) - able to match some of the classroom instructions and rules with pictures with teacher support (PSS) - able to design a classroom signs in group with teacher support (CR) 	

Unit Overview

In this unit, students learn to talk about things they can touch, e.g. toys, nose, eyes. Students also learn to use the modal verb “can” to show his/her own ability when doing the actions. They also learn the names of some facial features, e.g. eyes, mouth. Then they complete a paper plate mask in class for consolidating. Students also continue to practise particular letter sounds and read the letter books. They also read some simple texts in “A Paper Plate Mask- The Cat” adapted from PLP-R/W.

Key Stage 1 – P1

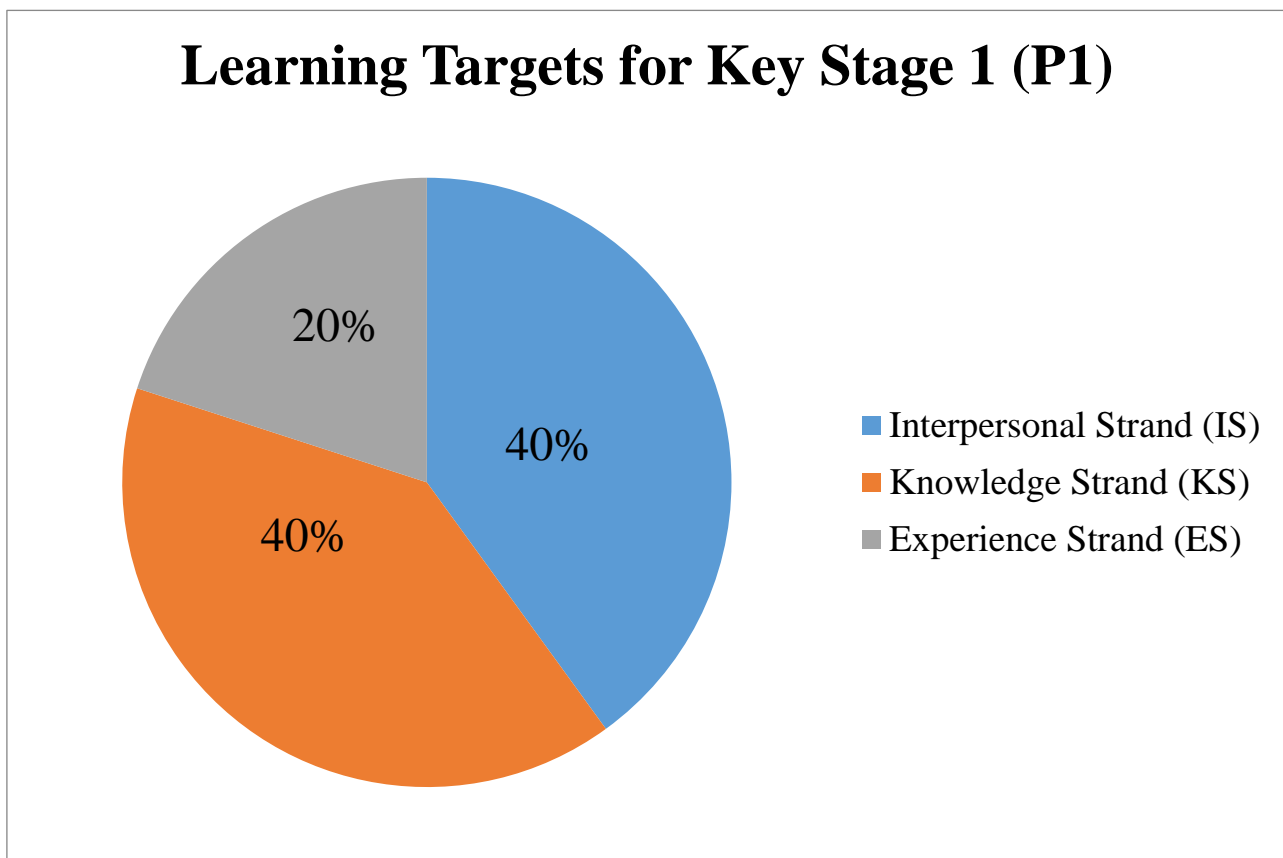
Module: Using My Five Senses

Unit 6	(Touch it) My face		Text types	Songs, Instructions, Poems
Learning Targets	IS(a)	To understand English words, e.g. eyes, ears, mouth related to everyday life		
	IS(b)	To enjoy using simple English words or phrases to respond to requests or instructions, e.g. “Touch the ears” related to their life		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title		
	KS(c)	To recognise some obvious features of the English language in simple written texts such as the direction of writing in English and numbering in procedural text ; and apply this awareness to one’s initial learning and use of the language,		
	ES(b)	To enjoy singing nursery songs in English and to participate in English learning activities		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to identify some common features of procedural text, e.g. numbering (MS) - able to identify and read the names of facial features - able to participate in and make a paper plate mask with classmates with teacher support (CLS) (CR) - able to use imperatives to give simple instructions for acting out, e.g. “Touch the nose.” (CS) (CR) - able to give simple positive comment to other students’ work - able to match phrases of different actions with classmates with teacher support (PSS) 		<ul style="list-style-type: none"> - able to identify some common features of procedural text, e.g. numbering with teacher support (MS) - able to identify and read some of the names of facial features with teacher support - able to participate in making a paper plate mask with classmate’s teacher support (CLS) (CR) - able to use some imperatives to give instructions for acting out, e.g. “touch the nose” with teacher support (CS) (CR) - able to give simple positive comment to other students’ work - able to match some phrases of different actions with classmates with teacher support (PSS) 	<ul style="list-style-type: none"> - able to identify the common features of procedural text, e.g. numbers with teacher support (MS) - able to imitate the pronunciations of the names of facial features with teacher support - able to participate in making paper plate mask with teacher support (CLS) (CR) - able to show attempt to give and follow instructions for acting out, e.g. “touch the nose” with teacher support (CS) (CR) - able to give simple positive comment to other students’ work - able to match phrases with pictures with classmates with teacher support (PSS)

P1 Learning Summary

- able to identify English alphabets have their names and their sounds
- able to identify small and large capital letters
- able to recognise the basic conventions of written English, e.g. from left to right and capitalisation
- able to make and respond to greetings
- able to introduce himself/herself in front of others, using “My name is _____”, “I am a boy/girl”, “This is my teacher/classmate”
- able to listen to and follow some simple classroom rules
- able to follow teacher’s instructions to complete learning tasks with classmates

Emphasis on Learning Targets



P1 Teaching Contents	Unit	
Me, My family and Friends	Unit 3	This is me
	Unit 4	People at School
Using My Five Senses	Unit 6	(Touch it) My Face
Places and Activities	Unit 5	School Days

Unit Overview

In the first P2 unit, students are given chances to revise the formulaic expressions on greetings, e.g. “Good morning”, and to introduce himself/herself using “My name is ____”. In this unit, students are introduced with the pronoun “he” and “she” instead of using “this” when introducing others. Students are expected to familiarised themselves with the use of “he” and “she” for gender differentiation. To strengthen students’ English competence, they also learn to talk about ages using formulaic expressions, e.g. I am _____. For consolidation, students revise some initial letter sounds learnt in P1 and read the letter books. They will read some simple texts in “My sister – Kimmy in the Toy Shop” adapted from PLP-R/W.

Key Stage 1 – P2

Module: Me, My Family and Friends

Unit 1	Me and My friends	Text types	Conversation, Stories, Songs
Learning Targets	IS(a)	To understand English words, e.g. “he” or “she” and conversations related to everyday life	
	IS(b)	To enjoy using simple English words, phrases or sentences to respond to questions, e.g. “How old are you?” related to their life and experiences	
	KS(a)	To gradually understand the English alphabet and simple English words	
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title and page number	
	KS(c)	To recognise some obvious features of the English language in simple spoken and written texts such as the direction of writing in English and capitalisation; and apply this awareness to one’s initial learning and use of the language	
	ES(b)	To enjoy singing nursery songs in English and to participate in English learning activities	
	ES(c)	To find pleasure in listening to or reading English stories	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to initiate an interaction by using simple formulaic expressions by greeting politely, e.g. “Good morning” (CS)(CLS) - able to use formulaic expressions to introduce oneself to others, e.g. “My name is ____ . I am ____.” (CS)(CLS) - able to respond to the question “What’s your name?” and “How old are you?” (CLS)(CS) - able to initiate questions about people’s names and ages (CLS)(CS) - able to give a simple description of oneself and others in terms of name, age, gender and relationship (e.g. teacher, classmate) (CS)(CLS) - able to focus on reading short stories with teacher support (PSS) 	<ul style="list-style-type: none"> - able to use some simple formulaic expressions for greeting, e.g. “Good morning” with teacher support (CS) - able to use formulaic expressions to introduce oneself and others, e.g. “My name is ____ . I am ____.” with teacher support (CS) - able to give short responses to the question “What’s your name?” and “How old are you?” with teacher support (CLS) - able to focus on reading short stories with teacher (PSS) - able to give a simple description of oneself in terms of name, age and gender with teacher support (PSS) - able to use capitalisation in writing names of oneself with teacher support (SLS) 	<ul style="list-style-type: none"> - able to imitate the formulaic expressions for greeting others, e.g. “Good morning” (CS) - able to imitate the formulaic expressions to introduce oneself and others, e.g. “My name is ____ . I am ____.” with teacher support (CS) - able to give some responses to the questions, “What’s your name?” and “How old are you?” with teacher support (CLS) - able to focus on reading some words in stories with teacher support (PSS) - able to write capitalisation in dotted lines in first words of sentences and names with teacher support (SLS) - able to use full stop at the end of sentences (SLS)

	<ul style="list-style-type: none">- able to use capitalisation in first words of sentences with some teacher support (SLS)- able to use capitalisation in writing names of oneself (SLS)- able to use full stops at the end of sentences (SLS)	<ul style="list-style-type: none">- able to use full stops at the end of sentences (SLS)	
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Unit Overview

In this unit, students are given more chances to practise the use of “he” and “she” for gender identification. They are also introduced with the names of family members. They also learn how to give the identity of a person and to describe a person’s physical appearance. Then students write and talk about a family member in class. For consolidation, students continue practise some initial letter sounds and read the letter books. They will read some simple texts in “My friend, Oscar- Ten Books and Ten Pencils” adapted from PLP-R/W.

Key Stage 1 – P2

Module: Me, My Family and Friends

Unit 2	Me and My family		Text types	Rhyme, Captions
Learning Targets	IS(a)	To understand English words, e.g. “mother”, “father” and conversations related to everyday life		
	IS(b)	To enjoy using simple English words, phrases or sentences, e.g. “She is my mother.” to respond to questions, e.g. “Who is she?” related to their life		
	KS(a),	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title and page number		
	KS(c)	To recognise some obvious features of the English language in written texts such as use of bubbles and short text in caption; and apply this awareness to one’s initial learning and use of the language		
	ES(b)	To enjoy saying rhymes in English and to participate in English learning activities		
	ES(c)	To find pleasure in listening to or reading English stories		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to respond to questions “Who is he?” and “Who is she?” (CLS) (CS) - able to identify “he” or “she” as subjects of sentences (CLS) (CS) - able to use “my” to express possession and connections (CLS) (CS) - able to use family words to describe the relationships (SLS) - able to use “I have” to express personal possessions (CLS) (CS) - able to use the adjectives of appearances to describe the appearances of family members in class (CLS) (CS) - able to write short captions for a family photo with classmates (CLS) (CS) - able to read short stories (PSS) (SLS) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) 		<ul style="list-style-type: none"> - able to give short responses to the question “Who is he?” and “Who is she?” with teacher support (CLS) (CS) - able to identify the use of “he” and “she” as subjects of sentences with teacher support (CLS) (CS) - able to identify the use of “my” to express possession and relationships with teacher support (CLS) (CS) - able to use “I have” to express personal possessions with teacher support (CLS) (CS) - able to use the adjectives of appearances to describe the appearances of family members in class with teaching support (CLS) (CS) - able to write short captions for a family photo with classmates with teacher support (CS) (CR) - able to read short stories with teacher (PSS) - able to use capitalisation in first words of names of oneself with teacher support (SLS) 	<ul style="list-style-type: none"> - able to give short responses to the question “Who is he?” and “Who is she?” with teacher support (CLS) (CS) - able to imitate the expressions, e.g. “<u>He</u> is my ____.” and “<u>She</u> is my ____” to talk about family members with teacher support (CLS) (CS) - able to identify “he” and “she” with picture clues (SLS) - able to use “have” to express personal possessions with teacher support (CLS) (CS) - able to use some adjectives of appearances to describe family members in class with teacher support (CLS) (CS) - able to do the matching for the captions on a family photo with teacher support (CS) (CR) - able to focus on reading some words in a story with teacher (PSS) - able to write capitalisation in dotted lines in first words of sentences and names of people with teacher support (SLS)

	- able to use full stops at the end of sentences (SLS)	- able to use full stops at the end of sentences (SLS)	- able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students learn to name different toys. They learn to talk about colours. They use some formulaic noun phrases to describe appearance, e.g. “a blue car” when talking about their favourite toys. They also learn to use “it” as subject when referring an object. Then they design a poster on favourite toys in class. For consolidation, students continue practise some initial letter sounds and read the letter books. They will read some simple texts in “My friend, Oscar-What is on the Mat” adapted from PLP-R/W.

Key Stage 1 – P2

Module: Using My Five Senses

Unit 3	Colours around us		Text types	Rhyme, Poster, Conversations
Learning Targets	IS(a)	To understand English words, e.g. “red”, “green”, “blue” and conversations related to everyday life		
	IS(b)	To enjoy using simple English words, phrases or sentences, e.g. “It is <u>blue</u> .” to respond to questions, e.g. “What colour is it?” related to their life		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title and page number		
	KS(c)	To recognise some obvious features of the English language in written texts such as use of pictures and short text in posters; and apply this awareness to one’s initial learning and use of the language		
	ES(b)	To enjoy saying rhymes in English and to participate in English learning activities		
	ES(c)	To find pleasure in listening to or reading English stories		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to use the colour words for describing things correctly (SLS) - able to use the subject pronoun “it” when answering the question “What colour is <u>it</u>?” (SLS)(CLS) - able to use nouns to describe “toys” (SLS)(CLS) - able to give positive comment to other students’ work (CLS) - able to work with others to match phrases with pictures when designing posters in class (CS)(CR) - able to read short stories (PSS) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<ul style="list-style-type: none"> - able to use the colour words describing things with teacher support (SLS)(CLS) - able to use the subject pronoun “it” when answering the question “What colour is <u>it</u>?” with teacher support (SLS)(CLS) - able to give positive comment to other students’ work (CLS) - able to work with others to match pictures with phrases when designing posters in class with teacher support (CS)(CR) - able to read short stories with teacher support (PSS) - able to use capitalisation in first words of names of oneself with teacher support(SLS) - able to use full stops at the end of sentences (SLS) 	<ul style="list-style-type: none"> - able to imitate the sounds of the colour words with teacher support (SLS) - able to participate in the colouring activity in designing posters in class with teacher support (CLS)(CS) - able to give positive comment to other students’ work with teacher support (CLS) - able to match some of the phrases with pictures correctly with teacher support (CS)(CR) - able to read some words in stories with teacher support (PSS) - able to write capitalisation in dotted lines in first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS) 	

Unit Overview

In this unit, students learn the number and names of different shapes. Students recycle the use of the modal verb “can” and the verb “see” learnt in P1 when talking about shapes and number, e.g. “I can see two triangles”. Instead of using indefinite article “a” to refer an object, students learn the plural form by adding “s”. Then students use different shapes to design and write birthday cards in class. For consolidation, students continue practise some initial letter sounds and read the letter books. They will read some simple texts in “Can they see me” adapted from PLP-R/W.

Key Stage 1 – P2

Module: Using My Five Senses

Unit 4	Shapes and numbers		Text types	Conversation, Cards, Songs
Learning Targets	IS(a)	To understand English words, e.g. “one”, “two”, “three” and conversations related to everyday life		
	IS(b)	To enjoy using simple English words, phrases e.g. “circle” or sentences “I can see a circle.”, to respond to questions, e.g. “What shape is it?” related to their life		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title and page number		
	KS(c)	To recognise some obvious features of the English language in written texts such as the format for writing birthday cards; and apply this awareness to one’s initial learning and use of the language		
	ES(b)	To enjoy singing nursery songs s in English and to participate in English learning activities		
	ES(c)	To find pleasure in listening to or reading English stories		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to identify names of shapes and use numbers to describe the quantity - able to participate in and finish the birthday cards in class (CLS)(CS)(CR) - able to give responses to question “What can you see?” and use the modal verb “can” in the answers - able to use the phrases “I can see ___” in different situations, e.g. “I can see a <u>girl</u>”. (MS) - able to match the phrases with pictures correctly (SLS) - able to read short stories (PSS) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<ul style="list-style-type: none"> - able to identify names of shapes and use numbers to describe the quantity with teacher support - able to participate in and finish the birthday card in class with teacher support (CLS)(CS)(CR) - able to give simple responses to question “What can you see?” and show attempt to use the modal verb “can” in the answers. - able to use the phrases, e.g. “ten circles” for describing pictures with teacher support (MS) - able to match the phrases with pictures with teacher support (SLS) - able to read short stories with teacher support (PSS) - able to use capitalisation in first words of names of oneself with teacher support (SLS) - able to use full stops at the end of sentences (SLS) 	<ul style="list-style-type: none"> - able to imitate the names of shapes and number words with teacher support - able to participate in and finish the birthday card with teacher support (CLS)(CS)(CR) - able to match some of the pictures with phrases with teacher support - able to show attempt to use modal verb “can” and count the number when giving simple responses to question “What can you see?” (MS) - able to read some words in stories with teacher (PSS) - able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS) 	

Unit Overview

In this unit, students are given chance to revise some formulaic noun phrases to describe appearance, e.g. “a black cat”, “a white dog”, in addition, they are also given chance to revise using colour words when describing the pets. They will then learn the names of some pets and to use verb “to have” with subjects “he” or “she” to imply the meaning of possession. This leads on to composing simple poems about their favourite pets in class. For consolidation, students continue practise some initial letter sounds and read the letter books. They will read some simple texts in “Where am I- What can I see” adapted from PLP-R/.

Key Stage 1 – P2

Module: The World around Us

Unit 5	Amazing pets	Text types	Poems, Songs
Learning Targets	IS(a)	To understand English words about pets , e.g. “cat, “dog”, “turtle” and conversations related to students’ life	
	IS(b)	To enjoy using simple English phrases, e.g. “a white cat” or sentences “It is a white cat.”, to respond to questions, e.g. “What is it?” related to their life and experiences	
	KS(a)	To gradually understand the English alphabet and simple English words	
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title and page number	
	KS(c)	To recognise some obvious features of the English language in written texts such as the format of poems; and apply this awareness to one’s initial learning and use of the language	
	ES(b)	To enjoy making rhyming when composing poems and to participate in English learning activities	
	ES(c)	To find pleasure in listening to or reading English stories	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong) <ul style="list-style-type: none"> - able to identify some common pets (SLS) - able to use the colour words to describe the appearance of pets (PSS) - able to follow the colouring activity in class (CS) - able to use verb “to have” when talking about possession (SLS)(CLS)(CS) - able to complete short poems about pet in class - able to point out some basic features of poems, e.g. rhyme (CS) (CR) - able to give positive comment to other students’ work (CLS) - able to match the phrases with pictures in class (CS) - able to read short stories (PSS) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself 	Group (b) (Medium) <ul style="list-style-type: none"> - able to identify some common pets with teacher support (SLS) - able to use the colour words to describe the appearance of pets with teacher support (PSS) - able to finish the colouring activity in class with teacher support (CS) - able to use verb “to have” when talking about possession with teacher support (SLS)(CLS)(CS) - able to point out some basic features of poems, e.g. rhyme with teacher support (CS)(CR) - able to give positive comment to other students’ work (CLS) - able to match the phrases with pictures in class with teacher support (CS) - able to read short stories with teacher support (PSS) - able to use capitalisation in first words of names of 	Group (c) (Low) <ul style="list-style-type: none"> - able to imitate the vocabulary of pets with teacher support (SLS) - able to follow teacher to use the colour words to describe the appearance of pets with teacher support (PSS) - able to participate in the colouring and poem writing activities with teacher support (CS) - able to imitate the sounds of rhyming words in poems with teacher support (CS) (CR) - able to show attempt to use verb “to have” when talking about possession with teacher support - able to give positive comment to other students’ work (CLS) - able to match some of the pictures with phrases with teacher support (CS) - able to read some words in stories with teacher (PSS)

	(SLS) - able to use full stops at the end of sentences (SLS)	oneself with teacher support (SLS) - able to use full stops at the end of sentences (SLS)	- able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students are given chance to revise some names of pets, e.g. “cat” and “dog” and also the adjectives that they have learnt in P1 for describing appearances, e.g. “short” and “fat”. In view of the need for more spiral learning, students also continue to practise using verb “to have” with subject “I”, “he/she” for talking about possession. Students then lead on to talking about the living of pets. They will learn some food names and use “It eats _____” when talking about pets’ living. They will also learn the features of posters. For consolidation, students continue practise some initial letter sounds and read the letter books adapted from PLP-R/W.

Key Stage 1 – P2

Module: Caring and Sharing

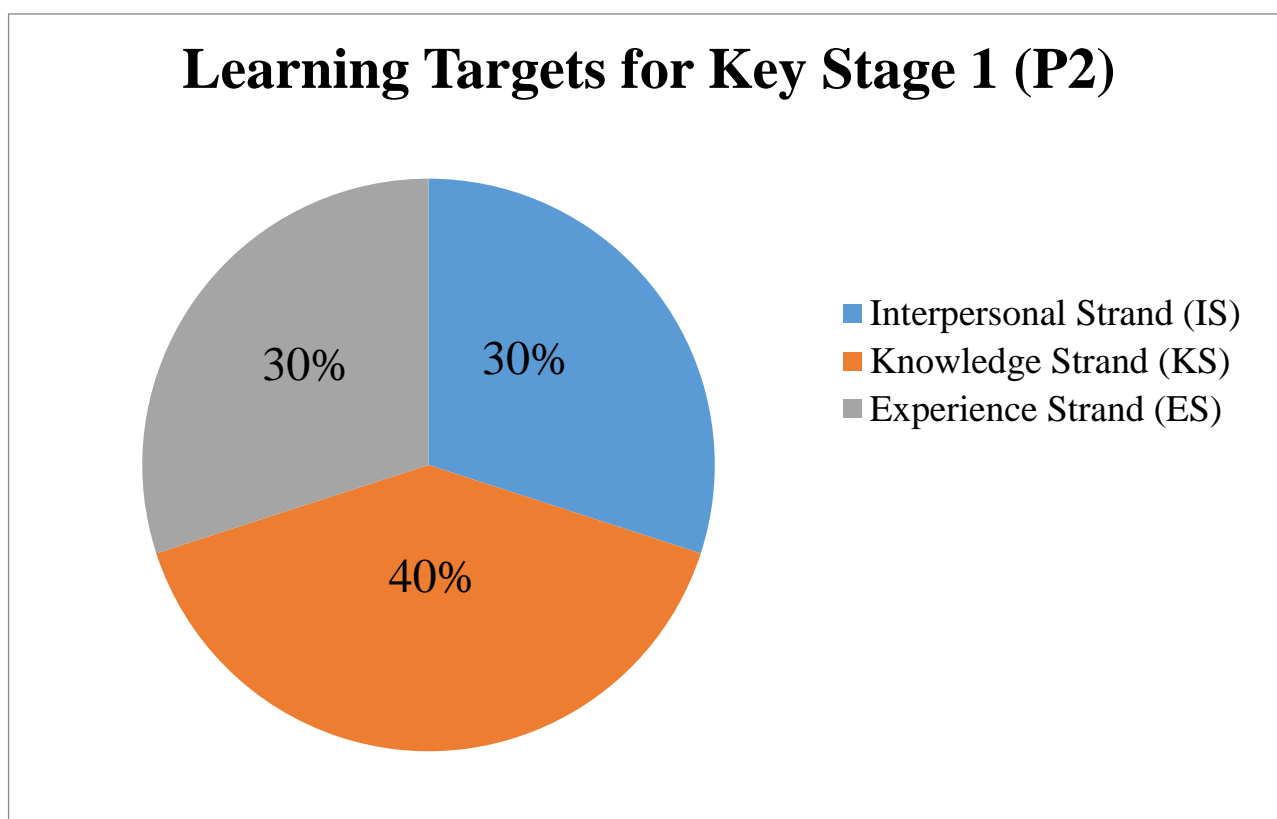
Unit 6	Keeping pets		Text types	Riddles, Posters
Learning Targets	IS(a)	To understand more English words for describing appearances of pets , e.g. “short, “tall” and “fat” and conversations related to students’ own experiences		
	IS(b)	To enjoy using simple English phrases, e.g. “a fat dog” or sentences “It is a fat dog.”, to converse with others about their life experiences		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title and page number		
	KS(c)	To recognise some obvious features of the English language in written texts such as the format for posters and apply this awareness to one’s initial learning and use of the language		
	ES(b)	To enjoy designing posters with other classmates and to participate in English learning activities		
	ES(c)	To find pleasure in listening to or reading English riddles		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to use adjectives to talk about the appearances of pets (SLS)(CLS)(CS) - able to complete a simple poster for introducing pets in class (CLS)(CS)(SLS) - able to point out some basic features of posters, e.g. pictures when designing posters (CLS)(CS)(CR) - able to identify the use of “have” with subject “I” and “has” with subjects “he” or “she” (SLS) - able to use correct adjectives when matching phrases with pictures in class (PSS)(SLS) - able to give positive comment to other students’ work (CS)(CLS) - able to read short stories (PSS) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) 	<ul style="list-style-type: none"> - able to use adjectives to talk about the appearances of pets with teacher support (SLS)(CLS)(CS) - able to point out some features of the text type “poster”, e.g. pictures with teacher support when designing posters in class (CLS)(SLS) - able to finish a simple poster for introducing pets with teacher support (CLS)(CS)(CR) - able to identify the use of “have” with subject “I” and “has” with subjects “he” or “she” with teacher support (SLS)(CS) - able to use correct adjectives when matching phrases with pictures with teacher support (PSS) - able to read short stories with teacher support (PSS) - able to use capitalisation in first words of names of oneself with teacher support 	<ul style="list-style-type: none"> - able to imitate the sounds of adjectives when talking about the appearances of pets with teacher support (SLS) - able to point out features of posters, e.g. pictures with teacher support (CLS)(SLS) - able to participate in making poster for introducing pets in class with teacher support (CLS)(CS)(CR) - able to show attempt to use “to have” with subject “I” and “he/she” with teacher (SLS)(CLS) - able to match some pictures with phrases with teacher support (PSS) - able to read some vocabulary in the stories with teacher support (PSS) - able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS) 	

	- able to use full stops at the end of sentences (SLS)	(SLS) - able to use full stops at the end of sentences (SLS)	
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P2 Learning Summary

- able to identify English alphabets, their names and sounds
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to recognise the basic conventions of written English, e.g. from left to right, capitalisation and punctuation, e.g. full stop
- able to make and respond to more question types using “what”, e.g. “What is it?”, “What shape is it?”
- able to use more subject pronouns, e.g. “he/she” in front of others, using “She is my teacher” or “He is my father” instead of using “this”
- able to aware the use of plural forms and the use of present tense with third person singular when talking about habits
- able to follow teacher’s instructions to complete more learning tasks with classmates

Emphasis on Learning Targets



P2 Teaching Contents	Unit	
Me, My family and Friends	Unit 1	Me and My Friends
	Unit 2	Me and My Family
Using My Five Senses	Unit 3	(Touch it) My Face
	Unit 4	Shapes and Numbers
The World Around Us	Unit 5	Amazing Pets
Caring and Sharing	Unit 6	Keeping Pets

Unit Overview

In the first P3 unit, students are given chances to revise the use of pronouns “he” and “she” as subjects of sentences and names of family members, e.g. “mother”, “father”. Students can familiarise themselves with the use of “he” and “she” in context, e.g. in a family. Students then learn to use the present continuous tense to describe actions taking place at the time of speaking.

For consolidation, students continue revise more initial letter sounds learnt in P1 and read the letter books. They will read some simple texts in “The Bus Is Coming” adapted from PLP-R/W.

Key Stage 1 – P3

Module: Me, My Family and Friends

Unit 1	This is my home		Text types	Diaries, Songs
Learning Targets	IS(a)	To understand more English phrases about their life experiences, e.g. wash the dishes, clean the tables		
	IS(b),	To enjoy using simple English phrases, e.g. “wash the dishes” or sentences “She is washing the dishes” to converse with others about life experiences		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title, page number and author		
	KS(c)	To recognise some obvious features of the English language in written texts such as the format of diaries and apply this awareness to one’s initial learning and use of the language		
	ES(b)	To enjoy writing diaries and to participate in English learning activities		
	ES(c)	To find pleasure in listening to or reading English story books		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to identify the use of “is + v+ing” with subject “he” or “she” in present continuous tense (PSS) - able to give responses to the question “What is he/she doing?” base on visual cues (PSS) - able to identify the text type features of diaries, e.g. date, title (SLS) - able to write at least two correct sentences to describe the picture (form of present continuous tense, use of subject, use of housework phrases) when writing diaries in class with some teacher support (CLS)(CS)(CR)(PSS) - able to read short stories and find out information from book covers, e.g. name and author (PSS) - able to use correct capitalisation and punctuation (full stop) when writing sentences (SLS) - able to use capitalisation in writing names of oneself (SLS) 	<ul style="list-style-type: none"> - able to use “is + v+ing” with subject “he” or “she” in present continuous tense with teacher support (PSS) - able to give some responses to the question “What is he/she doing?” base on visual cues with teacher support (PSS) - able to identify the text type features of diaries, e.g. date with teacher support (SLS) - able to write at least one sentence to describe the picture (form of present continuous tense, use of subject, use of housework phrases) when writing diaries in class with some teacher support (CLS)(CS)(CR)(PSS) - able to read short stories and find out information from book covers, e.g. name with teacher support (PSS) - able to use correct capitalisation and punctuation (full stop) when writing sentences with teacher support (SLS) - able to use capitalisation in 	<ul style="list-style-type: none"> - able to show attempt to use “is + v+ing” with subject “he” or “she” in present continuous tense with teacher support (PSS) - able to point out the text type features of diaries, e.g. date with teacher support (PSS) - able to match pictures with phrases when designing diaries in class with teacher support (PSS)(CLS)(CS)(CR) - able to match housework phrases with pictures with teacher support (PSS) - able to read some vocabulary in stories and point out the name of books with teacher (PSS) - able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS) 	

		writing names of oneself (SLS)	
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Unit Overview

In this unit, students continue practise the form and function of present continuous tense with subject pronouns “he” and “she”. By continual recycling previous knowledge, students can familiarise themselves with the use of present continuous tense in context, e.g. in a park. Students then learn to use the personal pronoun “we” with present continuous tense. They also learn the phrases to indicate time and more adjectives about their own feelings, e.g. “hungry” and “tired”. Students then lead to writing simple short stories about a fun outing with classmates. For consolidation, students continue revise more initial letter sounds and read letter books. They will read some simple texts in “We are running” adapted from PLP-R/W.

Key Stage 1 – P3

Module: Places and Activities

Unit 2	Out for fun		Text types	Picture descriptions, Stories
Learning Targets	IS(a)	To understand more English words, e.g. “happy”, “hungry” and sentences about their feelings and life experiences, e.g. “I am hungry”.		
	IS(b)	To enjoy using more English adjectives for talking about life experiences with others, e.g. “happy”, “hungry” or phrases “in the morning”, “in the afternoon” to converse with others about their feelings and life experiences		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title, author and page number		
	KS(c)	To recognise some obvious features of the English language in written texts such as characters in a story and apply this awareness to one’s initial learning and use of the language		
	ES(b)	To enjoy writing stories and to participate in English learning activities		
	ES(c)	To find pleasure in listening to or reading English stories		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to identify the use of “is + v+ing” with subject “he” or “she” in present continuous tense (PSS) - able to give responses to the question “What is he/she doing?” base on visual cues (PSS) - able to write at least two correct sentences (form of present continuous tense, use of subject, use of prepositional phrases to indicate time) when writing stories in class (CLS)(CS)(CR)(PSS) - able to use correct prepositional phrases to indicate time (PSS) - able to read short stories and find out information from book covers, e.g. name and author (PSS) - able to use correct capitalisation and punctuation (full stop) when 	<ul style="list-style-type: none"> - able to use “is + v+ing” with subject “he” or “she” in present continuous tense with teacher support (PSS) - able to give some responses to the question “What is he/she doing?” base on visual cues with teacher support (PSS) - able to write at least one sentence (form of present continuous tense, use of subject, prepositional phrases to indicate time) when writing stories in class (CLS)(CS)(CR)(PSS) - able to use correct prepositional phrases to indicate time with teacher support (PSS) - able to read short stories and find out information from book covers, e.g. name with teacher support (PSS) - able to use correct capitalisation and 	<ul style="list-style-type: none"> - able to show attempt to use “is + v+ing” with subject “he” or “she” in present continuous tense with teacher support (PSS) - able to show attempt to give responses to the question “What is he/she doing?” base on visual cues with teacher support (PSS) - able to match prepositional phrases of time with pictures with teacher support (PSS) (CLS)(CS)(CR) - able to read some vocabulary in the stories with teacher (PSS) - able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS) 	

	writing sentences (SLS) - able to use capitalisation in writing names of oneself (SLS)	punctuation (full stop) when writing sentences with teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS)	
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Unit Overview

In this unit, students continue to learn with the context “in a park”. They revise the use of modal verb “can” in P1 to talk about abilities and the use of “we” as subject, learnt in U2, to talk about the rules and name different facilities in a park. Students then finish composing rules in parks in class.

For consolidation, students continue to revise more initial letter sounds and read letter books. They will read some simple texts in “Fun in the Park” adapted from PLP-R/W.

Key Stage 1 – P3

Module: Fun and Games

Unit 3	Play safe		Text types	Rules, Posters
Learning Targets	IS(a)	To understand more English words, e.g. “see-saw”, “slide” and sentences about their life experiences, e.g. “We can play the see-saw”.		
	IS(b)	To enjoy using more English verbs for talking about life experiences with others, e.g. “read” and “sing” or sentences “We can sing” to converse with others about their life experiences		
	KS(a)	To gradually understand the English alphabet and simple English words		
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title, author and page number		
	KS(c)	To recognise some obvious features of the English language in written texts such as the format for writing rules and apply this awareness to one’s initial learning and use of the language		
	ES(b)	To enjoy writing park rules in class and to participate in English learning activities		
	ES(c)	To find pleasure in listening to or reading English stories		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to give responses to the question “What can you/we do?” base on visual cues with some teacher support (PSS) - able to write at least two correct sentences to describe the picture (use of modal verb “can”, use of subject pronoun, use of prepositional phrases to indicate places) when writing rules for a park in class (PSS)(CLS)(CS)(CR) - able to use correct prepositional phrases to indicate places (PSS) - able to point out some common features of text type “rules”, e.g. numbering when writing rules for a park in class (PSS)(CS) - able to read short stories and find out information from book covers, e.g. name and author (PSS) - able to use correct capitalisation and punctuation (full stop) when writing sentences (SLS) - able to use capitalisation in 	<ul style="list-style-type: none"> - able to give some responses to the question “What can you/we do?” base on visual cues with teacher support (PSS) - able to write at least one sentence to describe the picture (use of modal verb “can”, use of subject pronoun, use of prepositional phrases to indicate places) when writing rules for a park in class with teacher support (PSS)(CLS)(CS)(CR) - able to use prepositional phrases to indicate places with teacher support (PSS) - able to point out some common features of text type “rules”, e.g. numbering when writing rules for a park in class with teacher support (PSS)(CS) - able to read short stories and find out information from book covers, e.g. name with teacher support (PSS) - able to use correct capitalisation and punctuation 	<ul style="list-style-type: none"> - able to show attempt to give responses to the question “What can you/we do?” base on visual cues with teacher support (PSS) - able to match phrases to indicate places when writing rules for a park in class with teacher support (PSS)(CLS)(CS)(CR) - able to point out some features of text type “rules”, e.g. numbering when writing rules for a park in class with teacher support (PSS)(CS) - able to read some vocabulary in the stories with teacher (PSS) - able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS) 	

	writing names of oneself (SLS)	(full stop) when writing sentences with teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS)	
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Unit Overview

In this unit, students continue to learn to make plural forms of some common foods and things by adding “s”. Students also learn to ask and answer using the auxiliary verb “do”. They have the chance to revise some adjectives and using “I have ___” to talk about possessions learnt in P1 and previous chapters in P2. Students then finish composing rules in parks in class.

For consolidation, students continue revise more initial letter sounds and read letter books. They will read some simple texts in “I Am Scared” adapted from PLP-R/W.

Key Stage 1 – P3

Module: Caring and Sharing

Unit 4	We can	Text types	Songs
Learning Targets	IS(a)	To understand more English words, e.g. “milk”, “robot” and sentences about their life experiences	
	IS(b)	To enjoy using more English adjectives for talking about life experiences and feelings with others, e.g. “I am hungry/thirsty” to converse with others.	
	KS(a)	To gradually understand the English alphabet and simple English words	
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title, author and page number	
	KS(c)	To recognise some obvious features of the English language in written texts such as the text type of “songs” and apply this awareness to one’s initial learning and use of the language	
	ES(b)	To enjoy composing songs with classmates and to participate in English learning activities	
	ES(c)	To find pleasure in listening to or reading English stories	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong) - able to use “Yes” or “No” when giving answers to questions starting with auxiliary verb “do” (PSS) - able to use “Yes, please” or “No, thank you” to accept or decline offers when conversing with classmates (PSS)(CS) - able to make plural forms by adding “s” base on visual clues (PSS) - able to use imperative “Let’s ___” to make suggestions for sharing with other classmates (PSS)(CS) - able to use correct adjectives to describe feelings (PSS) - able to compose a song about sharing things in class with teacher support (CR)(PSS)(CS)(CLS) - able to read short stories and find out information from book covers, e.g. name and author (PSS) - able to use correct	Group (b) (Medium) - able to use “Yes” or “No” when giving answers to questions starting with auxiliary verb “do” with teacher support (PSS) - able to use “Yes, please” or “No, thank you” to accept or decline offers when conversing with classmates with teacher support (PSS)(CS) - able to make plural forms by adding “s” base on visual clues with teacher support (PSS) - able to use imperative “Let’s ___” to make suggestions for sharing with teacher support (PSS)(CS) - able to use correct adjectives to describe feelings with teacher support (PSS) - able to fill in the blanks in a song about sharing things in class with teacher support (CR)(PSS)(CS)(CLS) - able to read short stories	Group (c) (Low) - able to use “Yes” or “No” when giving answers to questions starting with auxiliary verb “do” with teacher support (PSS) - able to use “Yes” or “No” to accept or decline offers when conversing with classmates with teacher support (PSS)(CS) - able to show attempt to make plural forms by adding “s” base on visual clues with teacher support (PSS) - able to show attempt to use imperative “Let’s ___” to make suggestions for sharing with teacher support (PSS)(CS) - able to match correct adjectives with pictures describing feelings with teacher support (PSS) - able to do the matching when composing songs about sharing things in class with teacher support (CR)(PSS)(CS)(CLS)

	<p>capitalisation and punctuation (full stop) when writing sentences (SLS)</p> <ul style="list-style-type: none"> - able to use capitalisation in writing names of oneself (SLS) 	<p>and find out information from book covers, e.g. name with teacher support (PSS)</p> <ul style="list-style-type: none"> - able to use correct capitalisation and punctuation (full stop) when writing sentences with teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) 	<ul style="list-style-type: none"> - able to read some vocabulary in the stories with teacher (PSS) - able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students learn to make questions about time using interrogative adverb, “when”. Students revise using appropriate noun phrases, e.g. “in the morning”, “in the afternoon” when talking about time. Students then learn different habitual activities they do at each period. Then they find about their classmates’ daily activities by asking and answering questions by finishing timetables in class.

For consolidation, students continue revise more letter sounds and read letter books. They will read some simple texts in “Fun Time At The Science Museum” adapted from PLP-R/W.

Key Stage 1 – P3

Module: The World Around Us

Unit 5	Sunrise, sunset	Text types	Diaries, Timetable
Learning Targets	IS(a)	To understand more English words and phrases, e.g. “in the morning”, “brush the teeth” about their life experiences, e.g. “We brush the teeth in the morning”.	
	IS(b)	To enjoy using more questioning words to share their life experiences with others, e.g. “what” and “when”	
	KS(a)	To gradually understand the English alphabet and simple English words	
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title, author and page number	
	KS(c)	To recognise some obvious features of the English language in written texts such as the format for writing a timetable and apply this awareness to one’s initial learning and use of the language	
	ES(b)	To enjoy making their own timetables and to participate in English learning activities	
	ES(c)	To find pleasure in listening to or reading English stories	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong) - able to use interrogative adverb “when” to ask about time with others (CS)(PSS) - able to give correct responses (in the morning/in the afternoon/in the evening/at night) to questions with “when” base on visual clues (PSS) - able to write at least two correct sentences to describe the picture (use of subject, use of prepositional phrases to indicate time) in the class (CS)(CLS)(PSS) - able to use correct prepositional phrases to indicate time (PSS) - able to complete the timetables with classmates in class with some teacher support (CR)(PSS)(CS)(CLS)(MS) - able to read short stories and find out information from book covers, e.g. name and author (PSS) - able to use correct capitalisation and punctuation	Group (b) (Medium) - able to use interrogative adverb “when” to ask about time with others with teacher support (CS)(PSS) - able to give correct responses (in the morning/in the afternoon/in the evening/at night) to questions with “when” base on visual clues (PSS) - able to write at least one sentence to describe the picture (use of subject, use of prepositional phrases to indicate time) with teacher support (CS)(CLS)(PSS) - able to use correct prepositional phrases to indicate time with teacher support (PSS) - able to fill in the blanks when writing timetable in class with teacher support (CR)(PSS)(CS)(CLS) (MS) - able to read short stories and find out information from book covers, e.g. name with teacher support (PSS) - able to use correct	Group (c) (Low) - able to show attempt to use interrogative adverb “when” to ask about time with others with teacher support(CS)(PSS) - able to match correct pictures (in the morning/in the afternoon/in the evening/at night) with questions using “when” with teacher support (PSS) - able to match pictures in timetable when writing timetable in class with teacher support (CS)(CLS)(CR)(MS) - able to read some vocabulary in the stories with teacher (PSS) - able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher support (SLS) - able to use full stop at the end of sentences (SLS)

	(full stop) when writing sentences (SLS) - able to use capitalisation in writing names of oneself (SLS)	capitalisation and punctuation (full stop) when writing sentences with teacher support (SLS)	
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Unit Overview

In this unit, students learn to make questions by using more interrogative adverb, e.g. “where” and “who” to find out specific information about locations and people. Students revise using numbers to show quantities (1-10) and using modal verb “can” to talk about ability. They also revise using plural nouns appropriately to show the quantities. Instead of using prepositions to indicate time, they use prepositions “in” and “at” to indicate places. Then they lead on to learning different places and people at school. Then they make class poster for a dream school

For consolidation, students continue revise more letter sounds and read letter books. They will read some simple texts in “Fun Time in our Classroom” adapted from PLP-R/W.

Key Stage 1 – P3

Module: Using My Five Senses

Unit 6	Looking and Seeing	Text types	Stories, Posters
Learning Targets	IS(a)	To understand more English words and phrases, e.g. “in the classroom”, “in the playground” about their school life experiences	
	IS(b)	To enjoy using more questioning words to share their life experiences with others, e.g. “who” and “where”	
	KS(a)	To gradually understand the English alphabet and simple English words	
	KS(b)	To develop the basic concepts of print and books, and develop basic reading skills, e.g. skimming for book title, author and page number	
	KS(c)	To recognise some obvious features of the English language in written texts such as posters and stories, and apply this awareness to one’s initial learning and use of the language	
	ES(b)	To enjoy making their own timetables and to participate in English learning activities	
	ES(c)	To find pleasure in listening to or reading English story	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong) - able to identify the use of interrogative adverbs, “who”, “where” and “what” to find out specific information about people, locations and objects (PSS)(MS) - able to give responses to the question “who” and “where” base on visual clues with teacher support in class (PSS)(CLS) - able to write at least two correct sentences to describe the picture (use of subject, use of prepositions to indicate places, use of adjectives to show quantities with correct plural nouns, use of modal verb) when designing posters in class (CR)(CLS)(CS)(PSS) - able to use correct preposition to indicate places (PSS) - able to read short stories and find out information from book covers, e.g. name and author (PSS)	Group (b) (Medium) - able to identify the use of interrogative adverbs, “who”, “where” and “what” to find out specific information about people, locations and objects with teacher support and picture clues (PSS)(MS) - able to give some responses to the question “who” and “where” base on visual clues with teacher support in class (PSS)(CLS) - able to fill in the blanks for describing the picture (use of subject, use of prepositions to indicate places, use of adjectives to show quantities with correct plural nouns, use of modal verb) when designing posters in class (CR)(CLS)(CS)(PSS) - able to use correct prepositions to indicate places with teacher support (PSS) - able to read short stories and find out information from	Group (c) (Low) - able to show attempt to use interrogative adverbs, “who”, “where” and “what” to find out information about a people, locations and objects with teacher support and pictures clues (PSS) (MS) - able to give some responses to the question “who” and “where” base on visual clues with teacher support in class (PSS)(CLS) - able to match pictures with words when designing posters in class with teacher support (CR)(CLS)(CS)(PSS) - able to match pictures with phrases when talking about different places and people with teacher support (PSS) - able to read some vocabulary in the stories with teacher (PSS) - able to write capitalisation in dotted lines in the first words of sentences and names of people with teacher

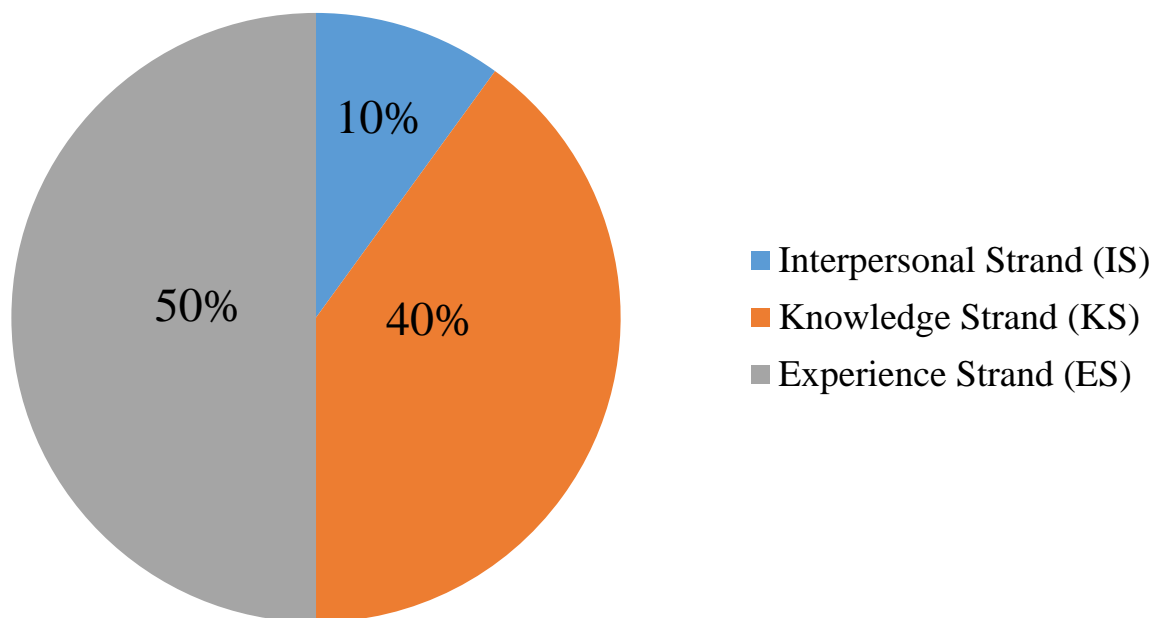
	<ul style="list-style-type: none"> - able to use correct capitalisation and punctuation (full stop) when writing sentences (SLS) - able to use capitalisation in writing names of oneself (SLS) 	<ul style="list-style-type: none"> book covers, e.g. name with teacher support (PSS) - able to use correct capitalisation and punctuation (full stop) when writing sentences with teacher support (SLS) 	<ul style="list-style-type: none"> support (SLS) - able to use full stop at the end of sentences (SLS)
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P3 Learning Summary

- able to identify all English alphabets, their names and sounds
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic conventions of written English, e.g. from left to right, capitalisation and punctuation, e.g. full stop
- able to make and respond to more question types using “what”, “where”, “when” and “who”
- able to use more subject pronouns except “he/she” in context, e.g. “we”
- able to identify plural forms of nouns when talking about quantities and the use of present and present continuous tenses
- able to follow teacher’s instructions to participate different learning tasks with classmates

Emphasis on Learning Targets

Learning Targets for Key Stage 1 (P3)



P3 Teaching Contents	Unit	
Me, My family and Friends	Unit 1	This is my home
Places and Activities	Unit 2	Out for Fun
Fun and Games	Unit 3	Play Safe
Caring and Sharing	Unit 4	We can
The World Around Us	Unit 5	Sunrise, sunset
Using My Five Senses	Unit 6	Looking and Seeing

Unit Overview

In the first unit of P4, students start with reading a postcard about the season and weathers. Students learn different adjectives to describe weather and seasons and learn to use connective “and” to add information in sentences. Students are expected to familiarised themselves with more weather and seasons vocabulary to ask and respond to the question, “What season do you like?” with classmates. They also learn to find information about weather on the Web.

For letter sounds, students start with familiarising with the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in “My sister – My Pet” adapted from PLP-R/W.

Key Stage 2 – P4

Module: The Magic of Nature

Unit 1	Weather and Seasons		Text types	Postcards, Weather reports
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about feelings, e.g. I like/ I don't like in familiar topic, e.g. seasons and weather		
	IS(c)	To provide information through interactive classroom activities		
	KS(a)	To find out simple information e.g. weather chart, on familiar topics, e.g. weather		
	KS(b)	To interpret and use simple given information, e.g. weather reports through processes or activities such as matching, and classifying		
	ES(b)	To respond to characters in the texts through describing one's related experiences		
	ES(d)	To give expression to one's experience through classroom activities such as making guesses on the names of seasons		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to give answer, “I like/don't like <u>spring/summer</u>” to questions about favourite seasons, e.g. “What seasons do you like?” in class (PSS)(CLS) - able to talk about the weather in accordance with picture clues, e.g. “It is <u>cold</u> and <u>dry</u>” with classmates (CLS)(CS)(PSS) - able to write at least two correct sentences to describe the pictures about weather and seasons (use of present tense, use of correct prepositions to indicate days, e.g. on Monday) when writing weather reports in class (PSS)(CLS)(CS) - able to point out some common features of text type “postcard” and “weather report”. (PSS)(IT) - able to write and design simple postcards in class with teacher support (CR)(CLS)(CS)(PSS) - able to use capitalisation in first word of sentences (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<ul style="list-style-type: none"> - able to give answer, “I like/don't like <u>autumn/winter</u>” to questions about favourite seasons, e.g. “What seasons do you like?” with teacher support in class (PSS)(CLS) - able to talk about the weather with classmates in accordance with picture clues with teacher support in class, e.g. “It is <u>cold</u> and <u>dry</u>”. (CLS)(CS)(PSS). - able to fill in the blanks to complete sentences describing he pictures about weather and seasons, e.g. “It is <u>cold</u> and <u>dry</u>”, “<u>on</u> Monday” with teacher support when writing weather report in class (PSS)(CLS)(CS) - able to point out some common features of text type “postcard” and “weather report” with teacher support (PSS)(IT) - able to fill in a simple postcard in class with teacher support (CR)(CLS)(CS)(PSS) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<ul style="list-style-type: none"> - able to give short responses to the question “What seasons do you like?” with teacher support in class (PSS)(CLS) - able to show attempt to talk about the weather with classmates with teacher support in class, e.g. “It is <u>cold</u> and <u>dry</u>”. (CLS)(CS)(PSS) - able to match words with pictures to complete sentences for describing weather and seasons, e.g. “It is <u>cold</u> and <u>dry</u>”, “<u>on</u> Monday” with teacher support (PSS)(CLS) - able to point out some common features of text type “postcard” and “weather report” with teacher support (PSS)(IT) - able to do the matching for designing postcard in class with teacher support (CR)(CLS)(CS)(PSS) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS) 	

Unit Overview

In this unit, students read about jobs. Students learn the names of some jobs and workplaces. This leads on to talking about what his/her family members do and where they work. Students also learn the text type features of “advertisements”. This unit ends in a task of writing about the job of one of his/her family members. They also learn to find information about jobs on the Web.

For letter sounds, students continue practise the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in “My sister – My Bag” adapted from PLP-R/W.

Key Stage 2 – P4

Module: We Love Hong Kong

Unit 2	Jobs People do		Text types	Description, Advertisement
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about life experiences, e.g. “My father is a <u>driver</u> ”		
	IS(c)	To provide information through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics, e.g. names of jobs and workplaces		
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying		
	ES(d)	To give expression to one’s feelings and opinions through classroom activities such as describing jobs of one’s family members.		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to give answer, “He/She is a [job]” to questions about jobs people usually do, e.g. “What is your mother’s job?” (PSS) - able to talk about the jobs that people usually do, e.g. teacher, driver with classmates (CLS)(CS)(PSS) - able to use simple present tense to express present state and simple truths when talking about jobs with classmates with teacher support (CS)(CLS)(PSS) - able to use prepositions “at” to indicate places when talking about jobs with classmates (CS)(CLS)(PSS) - able to write at least two correct sentences to describe the picture (use of present tense, use correct personal pronoun “He/She”, use of correct preposition, use of proper nouns to refer to people and places) when writing about jobs with classmates (CS)(CLS)(PSS) - able to point out some common features of text type “advertisements”, e.g. job title 	<ul style="list-style-type: none"> - able to give short answer, “He/She is a [job]” to questions about jobs people usually do, e.g. “What is your mother’s job?” with teacher support(PSS) - able to talk about jobs that people usually do, e.g. teacher, driver with picture clues with classmates with teacher support (CLS)(CS)(PSS) - able to fill in the blanks to complete sentences for describing the pictures about jobs when writing about jobs with classmates, e.g. “a driver”, “a teacher” with teacher support (CS)(CLS)(PSS) - able to indicate personal pronouns “he” and “she” as subjects to identify people with picture clues (PSS) - able to indicate prepositions “at” to indicate places with picture clues (PSS) - able to point out some common features of text type “advertisements”, e.g. job title when browsing webpages about jobs (IT)(PSS) - able to use capitalisation in 	<ul style="list-style-type: none"> - able to give short responses to the question “What’s your mother’s job?” with teacher support (PSS) - able to show attempt to talk about jobs that people usually do, e.g. teacher, driver with picture clues with classmates with teacher support (CLS)(CS)(PSS) - match the pictures of jobs with words, e.g. teacher, driver for describing the pictures about jobs when writing about jobs with classmates, e.g. “a driver”, “a teacher” with teacher support (CS)(CLS)(PSS) - able to match prepositions to indicate the places base on visual cues with teacher support (PSS) - able to match personal pronouns “he” and “she” with pictures with teacher support (PSS) - able to locate proper information, e.g. job title on a job advertisement when browsing webpages with teacher support (IT)(PSS) - able to write capitalisation in dotted lines in first words of 	

	<p>when browsing webpages about jobs (IT)(PSS)</p> <ul style="list-style-type: none"> - able to use capitalisation in first words of sentences (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<p>first words of sentences with some teacher support (SLS)</p> <ul style="list-style-type: none"> - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<p>sentences and names of oneself with teacher support (SLS)</p> <ul style="list-style-type: none"> - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students are given the situation as in a food fair, trying different kinds of food. They read a conversation about food that they like to eat in the food fair with their family. Students learn to use modal 'would' to make offers and its contractions in written form. Then students read some coupons in the food fair. They then design food coupons for the food they like in groups. Students are expected to familiarised themselves with more food and drinks vocabulary to ask and respond to the question, "What'd you like to eat?" with classmates. They also learn to find information about different food dishes on the Web.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in "A Paper Plate Mask – The Mask" adapted from PLP-R/W.

Key Stage 2 – P4

Module: Food and Drink

Unit 3	Eating Out – At a food fair		Text types	Conversations, Coupons
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about interests, e.g. I'd like to eat sandwiches".		
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics, e.g. favourite food and drinks		
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying		
	KS(c)	To state opinions using information and ideas in simple spoken and written texts		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as designing a food coupon of one's restaurant		
	ES(d)	To give expression to one's interest through classroom activities such as designing a food coupons for one's restaurant		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to answer question "What'd you like to eat?" with teacher and classmates (CS)(PSS)(CLS) - able to give answer, "I'd like to eat ___". to question about favourite food (PSS)(CS) - able to talk about different food, e.g. salad, fish balls with teacher and classmates (CS)(PSS) - able to write correct sentences to describe the picture (use of present tense, use of correct food names) when designing food coupons with classmates (CS)(CR)(PSS)(CLS) - able to point out some common features of text type "coupons", e.g. prices (PSS) - able to identify different 		<ul style="list-style-type: none"> - able to give responses to question "What'd you like to eat?" with teacher support (CS)(PSS) - able to give answer, with picture clues and teacher support to the question about favourite food, "I'd like to eat ___". (PSS)(CS) - able to fill in the blanks to complete food coupons (use of present tense, use of correct food names) with classmates (CS)(CR)(PSS)(CLS) - able to point out some common features of text type "coupons", e.g. prices with teacher support (PSS) - able to identify different pictures of dishes of food, e.g. Japanese food, Chinese food on webpages with 	<ul style="list-style-type: none"> - able to show attempt to give responses to question "What'd you like to eat?" with teacher support (CS)(PSS) - able to match the pictures of different food with words when talking about food with classmates (PSS)(CS) - able to match pictures and words when designing food coupons with classmates with teacher support (CS)(CR)(PSS)(CLS) - able to point out some common features of text type "coupons", e.g. prices with teacher support (PSS) - able to identify different pictures of dishes of food, e.g. Japanese food, Chinese food on webpages with teacher support (IT)(PSS)

	<p>dishes of food, e.g. Japanese food, Chinese food on webpages with teacher support (IT)(PSS)</p> <ul style="list-style-type: none"> - able to use capitalisation in first words of sentences (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<p>teacher support (IT)(PSS)</p> <ul style="list-style-type: none"> - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<ul style="list-style-type: none"> - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students read an e-mail to his uncle about new neighbours. They learn more adjectives to describe people and vocabulary about jobs and workplace. Students are given the chance to revisit the teaching contents that they have come across in previous chapters. Students are expected to familiarised themselves more with adjectives of appearances and vocabulary about jobs and workplaces. Students then lead on to designing birthday invitation cards to new neighbours. For letter sounds, students continue practicing the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in “Fun In The Park” adapted from PLP-R/W.

Key Stage 2 – P4

Module: Relationships

Unit 4	My New Neighbours		Text types	Email, Invitation cards
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about feelings, interests and experiences, e.g. I am happy		
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics		
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as writing invitation cards to neighbours		
	ES(d)	To give expression to one’s interest through classroom activities such as designing invitation cards for new neighbours		
Expected Learning Outcome	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to use adjectives of appearances to describe the appearances of a new neighbour, e.g. “He is <u>tall</u> and <u>thin</u>” with pictures clues with classmates. (CLS)(CS)(PSS) - able to talk about the jobs that a new neighbour does, e.g. a <u>teacher</u>, a <u>waiter</u> with classmates (CLS)(CS)(PSS) - able to use proper nouns to relate different jobs with different working places, e.g. waiter=> restaurant, housewife=> home (CLS)(CS)(PSS) - able to use personal pronouns “he” and “she” as subjects to identify people (CLS)(CS)(PSS) - able to use simple present tense to express present state and simple truths (CS)(PSS) - able to use prepositions “at” to indicate places(CS)(PSS) - able to write at least two 		<ul style="list-style-type: none"> - able to use the adjectives of appearances to describe the appearances of a new neighbour, e.g. “He is <u>tall</u> and <u>thin</u>”. with picture clues with teacher support (CLS)(CS)(PSS) - able to talk about the jobs that a new neighbour does, e.g. a <u>teacher</u>, a <u>waiter</u> with classmates with teacher support (CLS)(CS)(PSS) - able to use proper nouns to relate different jobs with different working places, e.g. waiter=> restaurant, housewife=> home with teacher support (CLS)(CS)(PSS) - able to indicate personal pronouns “he” and “she” as subjects to identify people with teacher support and picture clues (CLS)(CS)(PSS) - able to indicate prepositions “at” to indicate places with teacher 	<ul style="list-style-type: none"> - able to give some correct adjectives to describe the appearances of a new neighbour, e.g. “thin”, “fat” with pictures clues and teacher support (CLS)(CS)(PSS) - able to match some pictures of jobs with different working places, e.g. waiter=> restaurant, housewife=> home with picture clues and teacher support (CLS)(CS)(PSS) - able to point out some common features of text type “invitation card”, e.g. places and time of an event (CLS)(CS)(CR)(PSS) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
At the end of the unit, students would be...				

	<p>correct sentences to describe the picture (use of present tense, use correct personal pronoun “He/She”, use of correct preposition, use of proper nouns to refer to jobs and working places) in classroom activities(CLS)(CS)(CR)(PS S)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “invitation card”, e.g. time and places of an event (PSS) - able to fill in the blanks to complete an invitation card to a new neighbour with classmates(CLS)(CS)(CR) (PSS) - able to use capitalisation in first words of sentences (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<p>support and picture clues (CS)(PSS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “invitation cards”, e.g. time and places of an event with teacher support (PSS) - able to fill in the blanks to complete an invitation card with classmates with classmates and teacher support (CLS)(CS)(CR)(PSS) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	
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Unit Overview

In this unit, students read a simple text about how children prepare for birthday party. Students have the chance to revisit using verb “do” to seek information to obtain “Yes/no” responses. They also learn how to use formulaic expressions to accept or decline offers. Students also learn how to use adjectives to different food tastes and revisit the names of some food items. Students then lead on to designing shopping list for one of his/her friend’s birthday party.

For letter sounds, students continue practicing the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in “I Am Scared” adapted from PLP-R/W.

Key Stage 2 – P4

Module: Happy Days

Unit 5	Special Event – A Birthday Party		Text types	Simple Text, List
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about experiences of a birthday party, e.g. I am happy		
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics, e.g. asking for others’ favourite food		
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as writing a shopping list		
	ES(d)	To give expression to one’s interest through classroom activities such as writing a shopping list for preparing a birthday party		
Expected Learning Outcome	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
At the end of the unit, students would be...	<ul style="list-style-type: none"> - able to use “Yes” or “No” when giving answers to questions starting with auxiliary verb “do” with teacher and classmates (PSS)(CLS) - able to use “Yes, please” or “No, thank you” to accept or decline offers (CLS)(PSS) - able to use adjectives to describe tastes of different food, e.g. sweet, sour (CLS)(PSS) - able to use proper nouns to talk about things needed for a birthday party, e.g. birthday cake, candles (CLS)(PSS) - able to use personal pronouns “he” and “she” as subjects to identify people (CLS)(PSS) - able to use simple present tense to express present state and simple truths (CLS)(PSS) - able to write at least two correct sentences to describe the picture (use of present tense, use correct personal 	<ul style="list-style-type: none"> - able to use “Yes” or “No” when giving answers to questions starting with auxiliary verb “do” with teacher support in class (PSS)(CLS) - able to use “Yes, please” or “No, thank you” to accept or decline offers (CLS)(PSS) - able to use some adjectives and nouns to describe tastes of different food, e.g. sweet, cake, sour with picture clues (CLS)(PSS) - able to use some proper nouns to talk about things needed for a birthday party, e.g. birthday cake, candles with picture clues with teacher support (CLS)(PSS) - able to fill in the blanks to complete sentences describing the picture, e.g. “a <u>birthday cake</u>”, “a <u>candle</u>” with teacher support (CLS)(PSS) - able to indicate personal pronouns “he” and “she” as subjects to identify people 	<ul style="list-style-type: none"> - able to show attempt to use “Yes, please” or “No, thank you” to accept or decline offers with teacher support (PSS)(CLS) - able to give correct adjectives and nouns to describe the tastes of different food, e.g. “sweet”, “sour”, “cake” with teacher support (CLS)(PSS) - able to match the pictures for birthday party with words (CLS)(PSS) - able to point out some common features of text type “list”, e.g. numbering with teacher support (CLS)(PSS) - able to match pictures with cards for a shopping list in groups for a birthday party with teacher support (CLS)(CS)(CR)(PSS) (MS) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support 	

	<p>pronoun “He/She”, use of proper nouns and adjectives to describe food with different tastes) (CLS)(PSS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “list”, e.g. numbering (MS)(PSS) - able to fill in the blanks to complete a shopping list for preparing a birthday party (CLS)(CS)(CR)(PSS)(MS) - able to use capitalisation in first words of sentences (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<p>with picture clues (CLS)(PSS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “list”, e.g. numbering when making shopping list for birthday party with classmates with teacher support (MS)(PSS) - able to fill in the blanks to complete a shopping list in groups for a birthday party with teacher support (CLS)(CS)(CR)(PSS)(MS) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<p>(SLS)</p> <ul style="list-style-type: none"> - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students read a simple poem different shopping places and activities for children. The poem adopts the AABB rhyming pattern (the 1st and 2nd line rhyme, and the 3rd and 4th line rhyme). This unit acts as a start-up for introducing students with more text types for the next learning stage.

Students then learn different learning places and activities in shopping centre. They use interrogative adverb “where” to ask about shopping location and “what” to ask about shopping activities. Students then lead on to designing shopping directories of a shopping centre. Students are expected to familiarised themselves with the vocabulary about places and activities at a shopping centre by initiating questions about where and what people want to go/do.

For letter sounds, students continue practicing the ending sounds of different letters by reading the letter books adapted from PLP-R/W. They will read some simple texts in “A Paper Plate Mask – The Mask” adapted from PLP-R/W.

Key Stage 2 – P4

Module: Happy Days

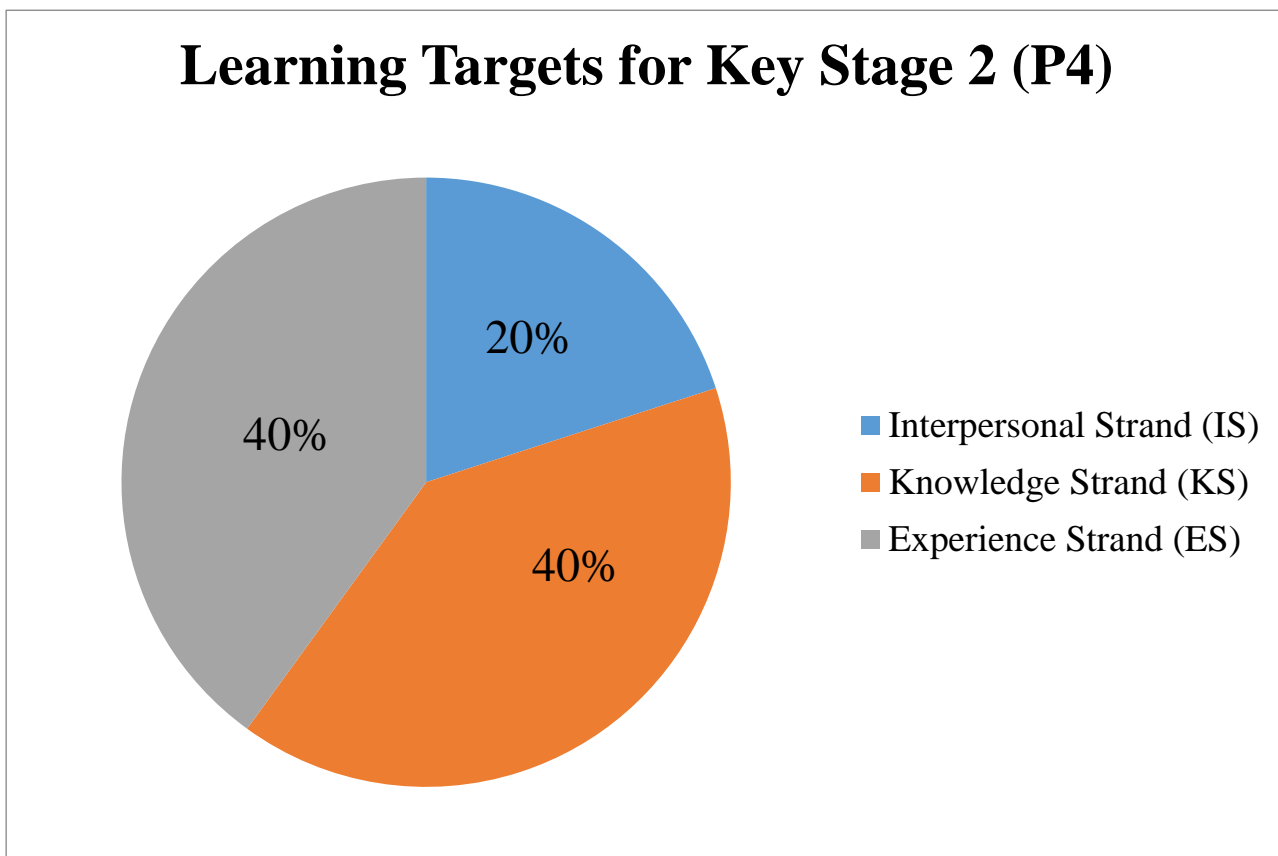
Unit 6	Entertainment and leisure – Let’s go shopping	Text types	Poems, directories
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities	
	IS(b)	To converse about feelings, interests and opinions, e.g. “I want to go to a restaurant”	
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities	
	KS(a)	To find out simple information on familiar topics, e.g. shopping places	
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying	
	KS(c)	To state opinions using information and ideas in simple spoken and written texts	
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes	
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as designing a directory for a shopping centre	
ES(d)	To give expression to one’s feelings and opinions through classroom activities such as describing one’s favourite shopping places		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	- able to identify different responses to questions starting with “where” and “what” with teachers and classmates (PSS)(CLS)(CS) - able to give answer, “I want to go to [restaurant]” to question about favourite shopping places, e.g. “Where do you want to go?” (PSS)(CLS)(CS) - able to give answer, “I want to [eat dim sum]” to question “What do you want to do?” (PSS)(CLS)(CS) - able to relate places with activities, e.g. “go to restaurant” “to eat dim sum” or “go to bookshop” to “buy a book” (PSS)(CLS)(CS)	- able to identify different responses to questions starting with “where” and “what” with teacher support in classroom activities (PSS)(CLS)(CS) - able to give short answer, “[go to [restaurant]” to question about favourite shopping places, e.g. “Where do you want to go?” (PSS)(CLS)(CS) - able to give short answer, “[eat dim sum]” to question “What do you want to do?” (PSS)(CLS)(CS) - able to relate places with activities, e.g. “go to restaurant” “to eat dim sum” or “go to bookshop” to “buy	- able to give short responses to the question “Where do you want to go?” and “What do you want to do?” with teacher support (PSS)(CLS)(CS) - able to match the pictures of shopping places and activities, e.g. restaurant, eat dim sum (PSS)(CLS)(CS) - able to point out some common features of text type “directories”, e.g. number of floor (3/F, 4/F) when browsing on webpages about shopping centres’ directories (IT)(PSS) - able to write capitalisation in dotted lines in first words of sentences and names of

	<ul style="list-style-type: none"> - able to write at least two correct sentences to describe the picture (use of present tense, use of correct nouns to show places and activities, e.g. restaurant, eat dim sum in classroom activities (PSS)(CLS)(CS) - able to point out some common features of text type “directories”, e.g. number of floor (3/F/, 4/F) when browsing on webpages about shopping centres’ directories (IT)(PSS) - able to complete a directory for a shopping centre with classmates with teacher support (PSS)(CLS)(CS)(CR) - able to use capitalisation in first words of sentences (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<p>a book” with picture clues (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to fill in the blanks to complete sentences for describing pictures, e.g. “go to [<u>restaurant</u>]”, “buy a [<u>book</u>]” (PSS)(CLS)(CS) - able to point out some common features of text type “directories”, e.g. number of floor (3/F, 4/F) when browsing on webpages about shopping centres’ directories (IT)(PSS) - able to fill in the blanks to complete a directory for a shopping centre with teacher support (PSS)(CLS)(CS)(CR) - able to use capitalisation in first words of sentences with some teacher support (SLS) - able to use capitalisation in writing names of oneself (SLS) - able to use full stops at the end of sentences (SLS) 	<p>oneself with teacher support (SLS)</p> <ul style="list-style-type: none"> - able to use full stop at the end of sentences (SLS)
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P4 Learning Summary

- able to identify all English alphabets, their names, initial sounds and ending sounds of some of the letters
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic conventions of written English, e.g. from left to right, capitalisation and punctuation, e.g. full stop
- able to make and respond to more question types using “what”, “where”, “when” and “who”
- able to use more subject pronouns except “he/she” in context, e.g. “we”
- able to identify plural forms of nouns when talking about quantities and the use of present and present continuous tenses
- able to follow teacher’s instructions to participate different learning tasks with classmates
- able to give some responses by showing problem solving skills when respond to characters and events in context, e.g. shopping centres, birthday party through oral and written performative means
- able to identify more text types, e.g. e-mails, coupons, and postcards

Proportion on Learning Targets



P4 Teaching Contents	Unit	
The Magic of Nature	Unit 1	Weather and Seasons
We Love Hong Kong	Unit 2	Jobs people do
Food and Drinks	Unit 3	At a Food Fair
Relationships	Unit 4	My New Neighbour
Happy Days	Unit 5	Birthday Party
	Unit 6	Let’s go shopping

Unit Overview

In this unit, students read some conversations on different locations of family members in a new home. Students start with learning vocabulary about the names of rooms, home activities and the form of present continuous tense. Students are given the chances to revisit the function and form of present continuous tenses. They also revisit the use of interrogative adverbs “where” and “what” to ask questions. Students are expected to get more familiarised with using “where” and “what” to seek information and preposition “in” for talking about location. Also, students in P5 are expected to get more accustomed to using capitalisation and punctuation (full stop and question marks) more appropriately.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in “My friend, Oscar- What is on the Mat” adapted from PLP-R/W.

Key Stage 2 – P5

Module: Relationships

Unit 1	Families – A New Home		Text types	Conversations, Floor plan
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about feelings and experiences about students’ family lives		
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics, e.g. family lives		
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying		
	KS(c)	To state opinions using information and ideas in simple spoken and written texts		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as designing a floor plan for new home		
	ES(d)	To give expression to one’s opinions through classroom activities such as designing floor plan for a new home		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to respond to the question “What <u>is</u> he/she <u>doing</u>?” => “<u>He/She is washing dishes</u>” about home activities to teacher and classmates with teacher support (PSS)(CLS)(CS) - able to relate home activities with places, e.g. “washing dishes” to “kitchen” (PSS)(CLS)(CS) - able to write at least two correct sentences to describe pictures (use of present continuous tense, use of correct nouns to show places and activities) about a new home in class activities (PSS)(CLS)(CS) - able to point out the use of different punctuations in conversations, e.g. question marks (PSS) 	<ul style="list-style-type: none"> - able to give responses to the question “What <u>is</u> he/she <u>doing</u>?” => “<u>He/She is washing dishes</u>” about home activities to teacher and classmates with teacher support (PSS)(CLS)(CS) - able to relate places with home activities, e.g. “washing dishes” to “kitchen” with teacher support and picture clues (PSS)(CLS)(CS) - able to fill in the blanks to complete sentences for describing home activities in class activities (PSS)(CLS)(CS) - able to point out the use of different punctuations in conversations, e.g. question marks with teacher support (PSS) - able to fill in the blanks for 	<ul style="list-style-type: none"> - able to give short responses to the question “What <u>is</u> he/she <u>doing</u>?” => “<u>He/She is washing dishes</u>” (is/are + v.ing) about home activities with teacher support (PSS)(CLS)(CS) - able to relate places with home activities, e.g. “washing dishes” to “kitchen” by matching with teacher support and picture clues (PSS)(CLS)(CS) - able to point out the use of different punctuations in conversations, e.g. question marks with teacher support (PSS) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the 	

	<ul style="list-style-type: none"> - able to design floor plans for a new home with classmates with teacher support (PSS)(CLS)(CS)(CR) - able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS) - able to use capitalisation in writing names (SLS) 	<ul style="list-style-type: none"> designing floor plans for a new home with classmates with teacher support (PSS)(CLS)(CS)(CR) - able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS) - able to use capitalisation in writing names (SLS) 	end of sentences (SLS)
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Unit Overview

In this unit, students read a brochure about a one-day trip in Hong Kong. Students start with revisiting different tourist attractions and means of transport in Hong Kong. Students learn different tourist attractions in Hong Kong. They also learn different means of transport using “by”, e.g. “by bus”, “by train”. They then learn the text types of brochures. Students are given the chances to revisit again the use of interrogative adverbs “where” learn to use “how” to ask questions. Students are expected to get more familiarised with using “where” to seek information about location. They are also expected to be accustomed to using capitalisation and punctuation (full stop and question marks) in sentences and questions more appropriately.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in “Can they see me” adapted from PLP-R/W.

Key Stage 2 – P5

Module: We Love Hong Kong

Unit 2	Travelling Around		Text types	Brochures
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about opinions and experiences about students’ lives		
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics, e.g. travelling in Hong Kong		
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying		
	KS(c)	To state opinions using information and ideas in simple spoken and written texts		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as composing an email about a one-day trip		
ES(d)	To give expression to one’s opinions through classroom activities such as composing brochures about a one-day trip			
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	
	<ul style="list-style-type: none"> - able to respond to the questions “Where do you want to go?” and “How do you get there?” => “I want to go to _____” and “I get there by _____” about a one-day trip in Hong Kong with teacher and classmates with teacher support (PSS)(CLS)(CS) - able to use the interrogative adverb “how” to ask about ways to go to a place (PSS)(CLS)(CS) - able to use the interrogative adverb “where” to ask for specific information about location (PSS)(CLS)(CS) - able to write at least two correct sentences to describe pictures (use of present tense, 		<ul style="list-style-type: none"> - able to give responses to the questions “Where do you want to go?” and “How do you get there?” => “go to _____” and “by _____” about a one-day trip in Hong Kong with teacher and classmates with teacher support (PSS)(CLS)(CS) - able to use the interrogative adverb “how” to ask about ways to go to a place with teacher support (PSS)(CLS)(CS) - able to use the interrogative adverb “where” to ask for specific information about location with teacher support (PSS)(CLS)(CS) - able to complete sentences for describing pictures (use of correct nouns and preposition 	
	<ul style="list-style-type: none"> - able to give some responses to the questions “Where do you want to go?” and “How do you get there?” about a one-day trip in Hong Kong with teacher and classmates with teacher support (PSS)(CLS)(CS) - able to show attempt to use the interrogative adverb “how” to ask about ways to go to a place with teacher support (PSS)(CLS)(CS) - able to show attempt to use the interrogative adverb “where” to ask for specific information about location with teacher support (PSS)(CLS)(CS) - able to match pictures with phrases on places, means of transportation with teacher 			

	<p>use of correct nouns and preposition to show places, activities and the use of “by”) when composing brochures about a one-day trip in Hong Kong (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “brochures”, e.g. name of destination when browsing for information on webpages in class activity (PSS) - able to design brochure with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS) - able to use capitalisation in writing names (SLS) 	<p>to show places, activities and the use of “by”) when composing brochures about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “brochures”, e.g. name of destination when browsing for information on webpages in class activity with teacher support (PSS) - able to fill in the blanks for designing brochure with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS) - able to use capitalisation in writing names (SLS) 	<p>support (PSS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “brochures”, e.g. name of destination when browsing for information on webpages in class activity with teacher support (PSS) - able to do matching for designing brochure with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students start with reading some conversations with families about the places that cousin from China can go. They start with reading a map to talk about different places they can go and activities they can do at different places. Then they need to compose email to tell the cousin about the trip.

Students in this unit have chances to revisit the names of tourist attraction in Hong Kong and means of transport learnt in Unit 2. Students learn to talk about different activities they could do in particular places by using interrogative adverb “what”. Students are given the chances consolidate the use of interrogative adverbs “where” and “what” in conversations. They are also expected to be accustomed to using capitalisation and punctuation (full stop and question marks) in sentences and questions more appropriately.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in “My friend, Oscar-Ten Books and Ten Pencils” adapted from PLP-R/W.

Key Stage 2 – P5

Module: Relationships

Unit 3	Send a Message	Text types	Maps, Emails
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities	
	IS(b)	To converse about experiences and opinions about students’ lives, e.g. travelling in Hong Kong	
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities	
	KS(a)	To find out simple information on familiar topics, e.g. travelling in Hong Kong	
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying	
	KS(c)	To state opinions using information and ideas in simple spoken and written texts	
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes	
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as composing an email about a one-day trip	
	ES(d)	To give expression to one’s opinions through classroom activities such as composing an email to a relative about a one-day trip	
Expected Learning Outcome	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
At the end of the unit, students would be...	<ul style="list-style-type: none"> - able to identify different responses to questions starting with “where” and “what” with teachers and classmates (PSS)(CLS)(CS) - able to give answer, “I want to go to [tourist attractions]” to question about a one-day trip, e.g. “Where do you want to go?” (PSS)(CLS)(CS) - able to give answer, “I can [eat dim sum]” to question “What can we do?” (PSS)(CLS)(CS) - able to relate places with activities, e.g. “go to Ocean Park” “to ride on cable car” (PSS)(CLS)(CS) - able to write at least two correct sentences to describe 	<ul style="list-style-type: none"> - able to give responses to questions starting with “where” and “what” with classmates with teacher supports (PSS)(CLS)(CS) - able to give responses “go to [tourist attractions]” to question about a one-day trip, e.g. “Where do you want to go?” with teacher support (PSS)(CLS)(CS) - able to give responses “[eat dim sum]” to question “What can we do?” with teacher support (PSS)(CLS)(CS) - able to relate places with activities, e.g. “go to Ocean Park” and “ride cable car” with teacher support (PSS)(CLS)(CS) 	<ul style="list-style-type: none"> - able to give some responses to the questions “Where do you want to go?” and “What can we do?” about a one-day trip in Hong Kong with teacher and classmates with teacher support (PSS)(CLS)(CS) - able to show attempt to use the interrogative adverb “where” and “what” to seek different information in context with teacher support (PSS)(CLS)(CS) - able to match pictures with phrases on places and activities with teacher support - able to point out some common features of text type “Emails”, e.g. subject and address with teacher support

	<p>pictures (use of present tense, use of correct nouns and preposition to show places, activities) when composing emails about a one-day trip in Hong Kong (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “Emails”, e.g. subject and address in class activity (PSS) - able to compose emails with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(CLS)(IT) - able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS) - able to use capitalisation in writing names (SLS) 	<ul style="list-style-type: none"> - able to complete sentences for describing pictures (use of correct nouns and preposition to show places, activities) when composing emails about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS) - able to point out some common features of text type “emails”, e.g. subject and address in class activity with teacher support (PSS) - able to fill in the blanks for composing emails with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(CLS)(IT) - able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS) - able to use capitalisation in writing names (SLS) 	<p>(PSS)</p> <ul style="list-style-type: none"> - able to do matching for composing emails about a one-day trip in Hong Kong in class activity with teacher support (PSS)(CLS)(CS)(CR)(CLS)(IT) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students start with reading online diary entry about a one-day trip in Hong Kong. They look at some places and activities in Hong Kong again. Then they need to finish another diary entry about an outing with family.

Students in this unit revisit the names of tourist attraction in Hong Kong and different activities learnt in previous units and start learning “past tense” in context and to identify different activities and their feelings on the activities. They are expected to get familiarised with using “past tense” when talking about past activities, events or states. They are also expected to be more accustomed to using capitalisation and punctuation (full stop and question marks) in sentences and questions more appropriately.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in “The Bus Is Coming” adapted from PLP-R/W.

Key Stage 2 – P5

Module: Entertainment and Leisure

Unit 4	A bag of laughs		Text types	Online diaries, Captions
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about feelings and experiences about students’ lives, e.g. feelings about a one-day trip in Hong Kong with family		
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics, e.g. a one-day trip in Hong Kong with family		
	KS(b)	To interpret and use simple given information through processes or activities such as matching, and classifying		
	KS(c)	To state opinions using information and ideas in simple spoken and written texts		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as composing an email about a one-day trip		
	ES(c)	to give expression to imaginative ideas through oral, written and performative means such as supplying captions to depict a scene and character		
	ES(d)	To give expression to one’s opinions through classroom activities such as finishing a diary entry about a one-day trip in Hong Kong with family		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to identify different responses to questions starting with “where” and “what” with teachers and classmates (PSS)(CLS)(CS) - able to give answer, “I [went] to ____” to question about a one-day trip, e.g. “Where did you go?” (PSS)(CLS)(CS) - able to give answer, “We [ate] <u>dim sum</u>” to question “What did you do?” (PSS)(CLS)(CS) - able to relate places with activities, e.g. “Ocean Park” and “cable car” (PSS)(CLS)(CS) - able to write at least two 	<ul style="list-style-type: none"> - able to give responses to questions starting with “where” and “what” with classmates with teacher supports (PSS)(CLS)(CS) - able to give responses “[went] to [tourist attractions]” to question about a one-day trip, e.g. “Where did you go?” with teacher support (PSS)(CLS)(CS) - able to give responses “[ate] <u>dim sum</u>” to question “What did you do?” with teacher support (PSS)(CLS)(CS) - able to relate places with activities, e.g. “Ocean Park” and “cable car” with teacher support (PSS)(CLS)(CS) 	<ul style="list-style-type: none"> - able to give some responses to the questions “Where did you go?” and “What did you do?” about a one-day trip in Hong Kong with teacher and classmates with teacher support (PSS)(CLS)(CS) - able to show attempt to use the interrogative adverb “where” and “what” to seek different information in context with teacher support (PSS)(CLS)(CS) - able to show attempt to use past tense when talking about past activities and events - able to match pictures with phrases on places and activities with teacher support 	

	<p>correct sentences to describe pictures (use of past tense, use of correct nouns and preposition to show places, activities) when finishing a diary entry about a one-day trip in Hong Kong (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “Diaries”, e.g. date and title in class activity (PSS) - able to finish the online diary entry with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS) - able to use capitalisation in writing names (SLS) 	<ul style="list-style-type: none"> - able to complete sentences for describing pictures (use of past tense, correct nouns and preposition to show places, activities) finishing a diary entry about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS) - able to point out some common features of text type “Diaries”, e.g. date and title in class activity with teacher support (PSS) - able to fill in the blanks for writing a diary entry with classmates about a one-day trip in Hong Kong with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS) - able to use capitalisation in writing names (SLS) 	<ul style="list-style-type: none"> - able to point out some common features of text type “Diaries”, e.g. date and title with teacher support (PSS) - able to do matching for writing a diary entry about a one-day trip in Hong Kong in class activity with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students read about a passage about a picnic. Students learn how to ask and talk about the names of some food items. At the end, students need to finish a list of food items for the school picnic.

Students in this unit learn to use the general determiners “any” and “some” to show quantities and use uncountable nouns to refer to uncountable objects. They also revisit the use of the introductory “there” to express that something exists. Students in this unit recap the concept of “countable” and “uncountable” of things (learnt in KS1) and make it to acquire new knowledge, that is, “There is ____” or “There are _____”.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in “Fun Time in our Classroom” adapted from PLP-R/W.

Key Stage 2 – P5

Module: Places and Activities

Unit 5	Holiday time	Text types	Simple text, Lists
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities	
	IS(b)	To converse about feelings and experiences about students’ lives, e.g. having picnic with classmates	
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities	
	KS(a)	To find out simple information on familiar topics, e.g. having picnic with classmates	
	KS(b)	To interpret and use simple given information through processes or activities such as matching, classifying and sequencing	
	KS(c)	To state opinions using information and ideas in simple spoken and written texts	
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes	
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as making a list of food items for a picnic with friends	
	ES(d)	To give expression to one’s opinions through classroom activities such as listing food items for a picnic with classmates	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to give answer, “There is/are ____” to questions using auxiliary verbs “is/are” (PSS)(CLS)(CS) - able to identify countable and uncountable nouns (PSS) - able to use plural form of countable nouns to refer to more than one object, e.g. biscuits (PSS) - able to write at least two correct sentences to describe pictures (use of present tense, use of correct countable and uncountable nouns and general determiner “some”) when talking about the school picnic with classmates (PSS)(CLS)(CS) - able to point out some common features of text type “Lists”, e.g. numbering (PSS)(CLS)(CS) - able to complete a list on food 	<ul style="list-style-type: none"> - able to give responses to the questions “There is/are ____”, when using auxiliary verbs “is/are” with teacher support (PSS)(CLS)(CS) - able to identify countable and uncountable nouns with teacher support (PSS) - able to identify plural form of countable nouns to refer to more than one object, e.g. biscuits with teacher support (PSS) - able to fill in the blanks for the food items list (use of present tense, use of correct countable and uncountable nouns and general determiner “some”) when talking about the school picnic in class with teacher support (PSS)(CLS)(CS)(CR)(MS) - able to point out some common features of text type 	<ul style="list-style-type: none"> - able to give some responses, “There is/are ____” to the questions using auxiliary verbs “is/are” with teacher support (PSS)(CLS)(CS) - able to show attempt to identify countable and uncountable nouns with teacher support (PSS) - able to identify plural form of some countable nouns with teacher support(PSS) - able to match pictures with words of food items when making the list with teacher support(PSS)(CLS)(CS)(CR)(MS) - able to point out some common features of text type “Lists”, e.g. numbering with teacher support (PSS) - able to write capitalisation in dotted lines in first words of

	<p>items for preparing a school with classmates (PSS)(CS)(CR)(CLS)(MS)</p> <ul style="list-style-type: none"> - able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS) - able to use capitalisation in writing names (SLS) 	<p>“Lists”, e.g. numbering, with teacher support (PSS) (CLS)(CS)</p> <ul style="list-style-type: none"> - able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS) - able to use capitalisation in writing names (SLS) 	<p>sentences and names of oneself with teacher support (SLS)</p> <ul style="list-style-type: none"> - able to use full stop at the end of sentences (SLS)
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Unit Overview

In this unit, students read some photos where two students talk about things when they were young. They read about the appearances three years before and those in the current year. Students then need to complete an autobiography by finding the correct adjectives and nouns describing the pictures illustrating the behaviour and appearance in the past and present. Students in this unit revisit the use of the past tense of be (was/were) to describe past states, using “I was” and continue to build up to use “he/she was”. They also revisit the use of the present tense of be (is/am) to describe present states, using “I am” and continue to build up to use “he/she is”. In addition, students review previous learnt adjectives, e.g. tall/short, and introduce more adjectives for this chapter, e.g. weak/strong. At the end, students need to finish the autobiographies.

For letter sounds, students continue practicing the ending sounds of letter by reading the letter books adapted from PLP-R/W. They will read some simple texts in “Fun Time At The Science Museum” adapted from PLP-R/W.

Key Stage 2 – P5

Module: Changes

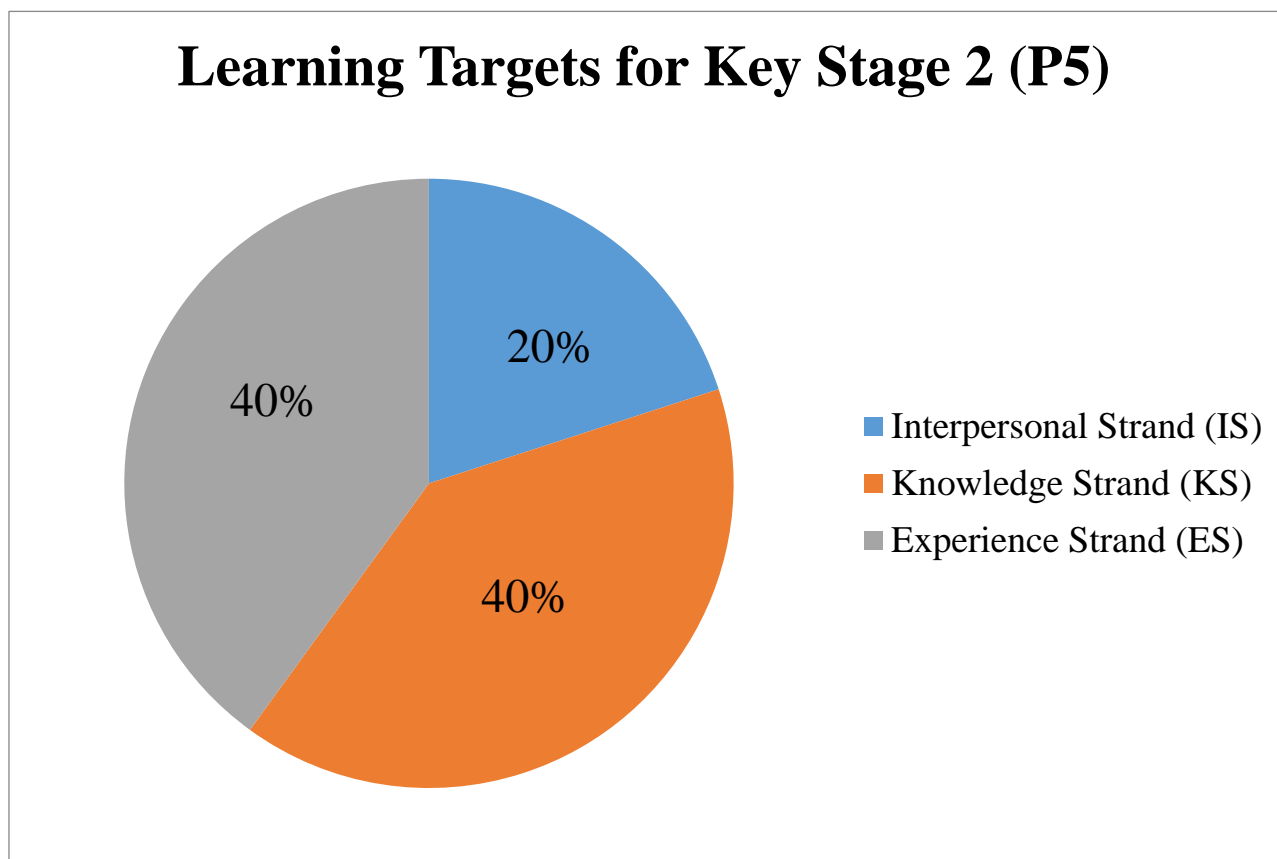
Unit 6	Now and then		Text types	Conversations, Autobiographies
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities		
	IS(b)	To converse about feelings and experiences about students’ lives, e.g. talking about students’ own appearances and behaviours		
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics, e.g. appearances and behaviours of one self		
	KS(b)	To interpret and use simple given information through processes or activities such as matching		
	KS(c)	To state opinions using information and ideas in simple spoken and written texts		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as compiling autobiographies with classmates		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	<ul style="list-style-type: none"> - able to use past tense forms of “be” (was) to describe past states, e.g. “I/ He/ She was ____ five years ago”. (PSS) - able to use present tense forms of “be” (is/am) to describe present states, e.g. “Now, I am/He is/She is ____”. (PSS) - able to use appropriate adjectives for describing appearances and behaviour (PSS) - able to write at least two correct sentences to describe pictures (use of present and past tenses, use of correct adjectives) when talking about the changes of oneself with classmates (PSS)(CS) - able to point out some 	<ul style="list-style-type: none"> - able to use past tense forms of “be” (was) to describe past states, e.g. “I/ He/ She was ____ five years ago” with teacher support and picture clues (PSS) - able to use present tense forms of “be” (is/am) to describe present states, e.g. “Now, I am/He is/She is ____” with teacher support and picture clues (PSS) - able to use appropriate adjectives for describing appearances and behaviour (PSS) - able to fill in the blanks to complete the sentences to describe pictures (use of present and past tenses, use of correct adjectives) when 	<ul style="list-style-type: none"> - able to show attempt to use past tense forms of “be” (was) to describe past states, e.g. “I/ He/ She was ____ five years ago” with teacher support and picture clues (PSS) - able to show attempt to use present tense forms of “be” (is/am) to describe present states, e.g. “Now, I am/He is/She is ____” with teacher support and picture clues (PSS) - able to use appropriate adjectives for describing appearances and behaviour in matching activities (PSS) - able to do the matching to describe pictures (use of present and past tenses, use of correct adjectives) when 	

	<p>common features of text type “Autobiographies”, e.g. using photos (pictures) (PSS)(CS)</p> <ul style="list-style-type: none"> - able to fill in the blanks to complete the autobiographies with classmates (PSS)(CS)(CR)(CLS) - able to use capitalisation in and punctuation (full stop) in writing a sentence (SLS) - able to use capitalisation in writing names (SLS) 	<p>talking about the changes of oneself with classmates (PSS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “Autobiographies”, e.g. using photos (pictures) (PSS)(CS) - able to fill in the blanks with teacher support to complete the autobiographies with classmates (PSS)(CS)(CR)(CLS) - able to use capitalisation in and punctuation (full stop) in writing a sentence with teacher support (SLS) - able to use capitalisation in writing names (SLS) 	<p>talking about the changes of oneself with classmates (PSS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “Autobiographies”, e.g. using photos (pictures) (PSS)(CS) - able to do the matching to complete the autobiographies with classmates (PSS)(CS)(CR)(CLS) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS)
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P5 Learning Summary

- able to identify all English alphabets, their names, initial sounds and ending sounds of letters
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic conventions of written English, e.g. from left to right, capitalisation, punctuation, e.g. full stop, commas and contractions, e.g. isn't.
- able to make and respond to more question types using “what”, “where”, “when”, “who” and “how”
- able to use more subject pronouns except “he/she” in context, e.g. “we”
- able to identify plural forms of nouns and the use of “some” and “any” when talking about quantities
- able to use simple present and past tenses in context
- able to follow teacher’s instructions to participate different learning tasks with classmates
- able to give some responses by showing problem solving skills when responding to characters and events in context, e.g. school picnic, shopping in supermarket through oral and written performative means
- able to identify more text types, e.g .autobiographies, lists.

Proportion on Learning Targets



P5 Teaching Contents	Unit	
Families	Unit 1	A New home
We Love Hong Kong	Unit 2	Travelling Around
Relationships	Unit 3	Send a message
Entertainment and Leisure	Unit 4	A bag of laughs
Places and Activities	Unit 5	Holiday Time
Changes	Unit 6	Now and then

Unit Overview

In this unit, students read about a nurse visiting the school and talk to the children about good eating habits. They learn how to refer to quantities and talk about healthy eating. Then they choose the food they want for their lunch and compare their lunch with their classmate's. They also find out whether they have good eating habits by interviewing students using questionnaires.

Students in this unit learn to use the general determiners “a lot of”, “a little” and “a few” to show quantities and revisit the concept of countable and uncountable when talking about food items, e.g. water vs. hamburgers. Students also continue to practise to use simple present tense to describe habitual actions they have learnt in KS1.

For letter sounds, students revisit the initial sounds and final sounds of some letters when reading the narrative story “At the Beach” adapted from PLP-R/W. This gives chances for students to revisit the letter/sound relationships in reading.

Key Stage 2 – P6

Module: Food and Drink

Unit 1	Healthy eating		Text types	Personal description, Table, Questionnaire
Learning Targets	IS(a)	To establish and maintain relationships and routines when carrying out classroom activities		
	IS(b)	To converse about feelings and experiences about students' lives, e.g. talking about healthy eating habits		
	IS(c)	To obtain information in simple classroom situations and through interactive classroom activities		
	KS(a)	To provide and find out simple information on familiar topics, e.g. eating habits of himself/herself and others		
	KS(b)	To interpret and use simple given information through processes or activities such as matching and interviewing classmates		
	KS(c)	To state opinions using information and ideas in simple spoken and written texts		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as interviewing classmates for the eating habit questionnaire		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to use simple present tense to describe habitual actions, e.g. “I <u>eat</u> a lot of vegetables” (PSS) - able to use auxiliary verb “do” to seek information, e.g. “<u>Do</u> you drink any milk?” (PSS)(CS) - able to give “Yes” or “No” answers and give short elaborations to questions starting with auxiliary verb “do” (PSS)(CS) - able to use appropriate general determiners, e.g. “a lot of”, “a little” and “a few” to refer to the quantity of food (PSS) - able to use appropriate countable and uncountable nouns to refer to food items (PSS) - able to write at least two correct sentences to describe 		<ul style="list-style-type: none"> - able to use simple present tense to describe habitual actions, e.g. “I <u>eat</u> a lot of vegetables” with teacher support (PSS) - able to use auxiliary verb “do” to seek information, e.g. “<u>Do</u> you drink any milk?” with teacher support (PSS)(CS) - able to give “Yes” or “No” answers to questions starting with auxiliary verb “do” (PSS)(CS) - able to use appropriate general determiners, e.g. “a lot of”, “a little” and “a few” to refer to the quantity of food with teacher support (PSS) - able to use appropriate nouns to refer to food items with teacher support (PSS) - able to fill in the blanks to 	<ul style="list-style-type: none"> - able to show attempt to use simple present tense to describe habitual actions, e.g. “I <u>eat</u> ___” with teacher support (PSS) - able to show attempt to use auxiliary verb “do” to seek information, e.g. “<u>Do</u> you ___” with teacher support (PSS)(CS) - able to give “Yes” or “No” answers to questions starting with auxiliary verb “do” (PSS)(CS) - able to do the matching to show the quantities, e.g. “a lot of”, “a little” and “a few” to refer to the of food with teacher support (PSS) - able to do the matching to show appropriate nouns for referring food items with teacher support (PSS)

	<p>pictures (use of correct general determiner to show quantities, use of correct countable and uncountable nouns for different food items) (PSS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type "Questionnaire", e.g. title of questionnaire and using ticks (PSS)(CS)(IT) - able to plan a healthy meal with classmates (PSS)(CS)(CR)(CLS)(CTS)(IT) - able to use capitalisation in and punctuation (full stop) in writing (SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<p>complete sentences for describing pictures (use of correct general determiner to show quantities, use of correct countable and uncountable nouns for different food items) with teacher support (PSS)(CS)(IT)</p> <ul style="list-style-type: none"> - able to plan a healthy meal with classmates with teacher support (PSS)(CS)(CR)(CLS)(CTS)(IT) - able to point out some common features of text type "Questionnaire", e.g. title of questionnaire and using ticks with teacher support (PSS)(CS) - able to use capitalisation and punctuation (full stop) in writing with teacher support (SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<ul style="list-style-type: none"> - able to do the matching for describing pictures (use of correct general determiner to show quantities, use of correct countable and uncountable nouns for different food items) with teacher support (PSS)(CS)(IT) - able to point out some common features of text type "Questionnaire", e.g. title of questionnaire and using ticks with teacher support (PSS)(CS) - able to plan a healthy meal with classmates with teacher support (PSS)(CS)(CR)(CLS)(CTS)(IT) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS) - able to use question marks in questions (SLS)
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Unit Overview

In this unit, students read different recipes to identify some special dishes and their originality, e.g. fried rice from China and sushi from Japan. Students are introduced the format and language features of recipes. Then they need to read the sequences of steps to make sushi and they need to design a recipe for making different sushi, e.g. egg or sashimi sushi with classmates. They can try the recipes at home and share the results with classmates as lessons extension.

Students in this unit revisit the use of imperatives to give instructions, which they have learnt in KS1. They will also learn to use connectives “first”, “next”, “after that”, “then” and “finally” to express sequence of events. In this unit, students can also recycle the use of the general determiners “a lot of”, “a little”, “a few” and “some” when working on the recipes for designing different sushi. Students also continue to practise to use simple present tense in imperatives.

For letter sounds, students start to identify some medial sounds in words to practise the letter/sound relationships. They read from the “Sound Book I” adapted from PLP-R/W.

Key Stage 2 – P6

Module: Food and Drink

Unit 2	We can cook	Text types	Recipes, Procedures
Learning Targets	IS(a)	To establish and maintain relationships and routines when carrying out classroom activities	
	IS(c)	To obtain and provide information in simple classroom situations and through interactive classroom activities	
	KS(a)	To find out simple information on familiar topics, e.g. recipes for making sushi	
	KS(b)	To interpret and use simple given information through processes or activities such as matching and sequencing and to follow simple instructions	
	KS(c)	To state opinions using information and ideas in simple spoken and written texts	
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to use simple present tense in imperatives, e.g. “<u>cook</u> some rice” (PSS) - able to use connectives to express sequence of events appropriately, e.g. “<u>First</u>, cook some rice” (PSS)(CS) - able to response to questions when using the interrogative adverbs, “how” when asking about ways for doing something (PSS)(CS) - able to use appropriate general determiners, e.g. “a lot of”, “a little”, “a few” and “some” to refer to the quantity of food (PSS) - able to use appropriate punctuation, e.g. commas, after connectives(PSS) - able to write at least two correct sentences in the recipes (use of correct general determiner to show quantities, use of correct connectives to show the sequences of 	<ul style="list-style-type: none"> - able to use simple present tense in imperatives, e.g. “<u>cook</u> some rice” with teacher support(PSS) - able to use connectives to express sequence of events appropriately, e.g. “<u>First</u>, cook some rice” with teacher support (PSS)(CS) - able to give short responses to questions when using the interrogative adverbs, “how” when asking about ways for doing something with teacher support (PSS)(CS) - able to use appropriate general determiners, e.g. “a lot of”, “a little”, “a few” or “some” to refer to the quantity of food with teacher support (PSS) - able to use appropriate punctuation, e.g. commas, after connectives with teacher support (PSS) - able to fill in the blanks to 	<ul style="list-style-type: none"> - able to show attempt to use simple present tense in imperatives, e.g. “<u>cook</u> ___ with teacher support (PSS) - able to show attempt to use connectives to express sequence of events appropriately, e.g. “<u>First</u>, _____” with teacher support(PSS)(CS) - able to show attempt to give some responses to questions when using the interrogative adverbs, “how” when asking about ways for doing something with teacher support (PSS)(CS) - able to do the matching to show the quantities, e.g. “a lot of”, “a little”, “a few” and “some” to refer to the quantities with teacher support (PSS) - able to do the matching for a recipe (use of correct general determiner to show quantities, use of correct connectives to

	<p>events)(PSS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “recipe”, e.g. name of the dish, words to show the sequence (PSS)(CS)(IT) - able to design a recipe for making sushi with classmates (PSS)(CS)(CR)(CLS)(IT) <ul style="list-style-type: none"> - able to use capitalisation in and punctuation (full stop and commas) in writing(SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<p>complete sentences in a recipe (use of correct general determiner to show quantities, use of correct connectives to show the sequences of events) with teacher support (PSS)(CS)(IT)</p> <ul style="list-style-type: none"> - able to design a recipe for making sushi with classmates (PSS)(CS)(CR)(CLS)(IT) - able to point out some common features of text type “recipe”, e.g. name of the dish, words to show the sequence with teacher support (PSS)(CS) <ul style="list-style-type: none"> - able to use capitalisation and punctuation (full stop and commas) in writing with teacher support (SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<p>show the sequences of events) with teacher support (PSS)(CS)(IT)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “recipe”, e.g. words to show the sequence with teacher support (PSS)(CS) - able to design a recipe for making sushi with classmates with teacher support (PSS)(CS)(CR)(CLS)(IT) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS) - able to use question marks in questions (SLS)
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Unit Overview

In this unit, students read a letter from one of his/her relatives telling him/her about things that were done in the past Chinese New Year, e.g. watched fireworks, visited flower market. Students have the chance to revisit the format of an email, e.g. subject and greetings. Students also revisited the use of the connectives, “first”, “next”, “after that”, “then” and “finally” to express sequence of events when writing accounts of the activities they did last Chinese New Year. They can also recycle the use of the general determiners “a lot of”, “some” or “any” when writing their own accounts. Students also revisit the use of “past tense” in context to refer to different activities. They are expected to get more and more familiarised with using “past tense” when talking about past activities, events or states.

For letter sounds, students start to identify some medial sounds and the letter/sound relationships. They read from the “Sound Book A” adapted from PLP-R/W.

Key Stage 2 – P6

Module: Happy Days

Unit 3	Festivals – New Year Fun		Text types	Emails, Accounts
Learning Targets	IS(a)	To establish and maintain relationships and routines when carrying out classroom activities		
	IS(b)	To converse about experiences in the past Chinese New Year		
	IS(c)	To obtain and provide information in simple classroom situations and through interactive classroom activities		
	KS(a)	To find out simple information on familiar topics, e.g. activities for celebrating Chinese New Year i		
	KS(b)	To interpret and use simple given information through processes or activities such as matching and sequencing and to follow simple instructions		
	KS(c)	To state opinions using information and ideas in simple spoken and written texts		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	To respond to characters and events in simple narrative texts through oral, written and performative means such as describing related experiences in celebrating Chinese New Year		
	ES(d)	To give expression to one’s experience through activities such as making descriptions of selected events in celebrating Chinese New Year		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to use past tense forms of some irregular verbs to describe past states, e.g. “We <u>bought</u> some flower” (PSS) - able to use connectives to express sequence of events appropriately, e.g. “<u>First</u>, we cleaned the house” (PSS)(CS) - able to response to questions using past tense like “I <u>bought</u> some flowers” when talking about activities for Chinese New Year (PSS)(CS) - able to use appropriate general determiners, e.g. “a lot of”, “some” or “any” to refer to quantity (PSS)(CS) - able to use appropriate punctuation, e.g. commas, after connectives (PSS) 		<ul style="list-style-type: none"> - able to use past tense forms of some irregular verbs to describe past states, e.g. “We <u>bought</u> some flower” with teacher support (PSS) - able to use connectives to express sequence of events appropriately, e.g. “<u>First</u>, we cleaned the house” with teacher support (PSS)(CS) - able to give short responses to questions like “I <u>bought</u> some flowers” when talking about activities for Chinese New Year with teacher support (PSS)(CS) - able to use appropriate general determiners, e.g. “a lot of”, “some” or “any” to refer 	<ul style="list-style-type: none"> - able to show attempt to use past tense forms of some irregular verbs to describe past states, e.g. “We <u>bought</u> some flower” with teacher support (PSS) - able to show attempt to use connectives to express sequence of events appropriately, e.g. “<u>First</u>, _____” with teacher support(PSS)(CS) - able to show attempt to give some responses to questions when talking about activities for Chinese New Year with teacher support (PSS)(CS) - able to do the matching for an accounts of activities (use of correct past tense, use of

	<ul style="list-style-type: none"> - able to write at least two correct sentences in the accounts (use of past tense, the general determiner to show quantities, use of correct connectives to show the sequences of events (PSS)(CS) - able to point out some common features of text type “emails”, e.g. subject, greetings (PSS)(CS) - able to write an accounts of activities in last Chinese New Year (PSS)(CS)(CLS) - able to use capitalisation in and punctuation (full stop and commas) in writing(SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<ul style="list-style-type: none"> to the quantity with teacher support (PSS) - able to use appropriate punctuation, e.g. commas, after connectives with teacher support (PSS) - able to fill in the blanks to complete sentences in an accounts (use of past tense, the general determiner to show quantity, use of correct connectives to show the sequences of events) with teacher support (PSS)(CS) - able to write an accounts of activities in last Chinese New Year with teacher support (PSS)(CS)(CLS) - able to point out some common features of text type “emails”, e.g. subject, greetings with teacher support (PSS)(CS) - able to use capitalisation and punctuation (full stop and commas) in writing with teacher support (SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<ul style="list-style-type: none"> correct connectives to show the sequences of events) with teacher support (PSS)(CS) - able to point out some common features of text type “emails”, e.g. subject, greetings with teacher support (PSS)(CS) - able to complete an accounts of activities in last Chinese New Year with classmates with teacher support (PSS)(CS)(CLS) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS) - able to use question marks in questions (SLS)
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Unit Overview

In this unit, students learn some interesting facts about octopuses by reading an informational report. Students revisit to use various wh -questions, e.g. “where”, “what” and “how”. They learn to ask questions by more question types, using interrogative adverb “how” to ask about time, i.e. “how long”. Students also revisit the use of modal verb “can” when talking about abilities and use the introductory “there” to express that something exists or happens. By the end of the unit, students make a poster on a sea animal that he/she likes. Students can search more information about a particular sea animal on the web.

For letter sounds, students start to identify some medial sounds in words to practise the letter/sound relationships. They read from the “Sound Book E” adapted from PLP-R/W.

Key Stage 2 – P6

Module: The Magic of Nature – Fascinating Oceans

Unit 4	Beautiful Sea Animals		Text types	Informational reports, Posters
Learning Targets	IS(a)	To establish and maintain relationships and routines when carrying out classroom activities		
	IS(b)	To converse about interests in the sea animals		
	IS(c)	To obtain and provide information in simple classroom situations and through interactive classroom activities		
	KS(a)	To provide and find out simple information on familiar topics, e.g. sea animals		
	KS(b)	To interpret and use simple given information through processes or activities such as matching and describing and to follow simple instructions		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(c)	to give expression to imaginative ideas through oral, written and performative means such as describing pictures that depict objects (sea animals)		
Expected Learning Outcome	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
At the end of the unit, students would be...	<ul style="list-style-type: none"> - able to use present tense to express simple truths e.g. “They <u>have</u> many colours” (PSS) - able to use modal “can” to talk about abilities, e.g. “They <u>can</u> swim” (PSS)(CS) - able to use the interrogative adverb “where” to ask about location, e.g. “<u>Where</u> do they live?” (PSS)(CS) - able to use the interrogative adverb “how” to ask about the length of a period of time, e.g. “<u>How long can</u> they live?” (PSS)(CS) - able to use the interrogative pronoun “what” to find out specific information about an sea animal, e.g. “<u>What colour</u> are they?” (PSS)(CS) - able to use the introductory “there” to express that something exists or happen, e.g. “<u>There are ...</u>” (PSS)(CS) - able to write at least two correct sentences in the poster (use of present tense, use of modal verb, use of introductory 	<ul style="list-style-type: none"> - able to use present tense to express simple truths e.g. “They <u>have</u> many colours” with teacher support (PSS) - able to use modal “can” to talk about abilities with teacher support, e.g. “They <u>can</u> swim” (PSS)(CS) - able to use the interrogative adverb “where” to ask about location with teacher support, e.g. “<u>Where</u> do they live?” (PSS)(CS) - able to use the interrogative adverb “how” to ask about the length of a period of time with teacher support, e.g. “<u>How long can</u> they live?” (PSS)(CS) - able to use the interrogative pronoun “what” to find out specific information about an sea animal with teacher support, e.g. “<u>What colour</u> are they?” (PSS)(CS) - able to use the introductory “there” to express that something exists or happen with teacher support, e.g. “<u>There are</u> 	<ul style="list-style-type: none"> - able to show attempt to use present tense, e.g. “They <u>have...</u>” with teacher support (PSS) - able to show attempt to use modal “can” to talk about abilities with teacher support, e.g. “They <u>can</u> swim” (PSS)(CS) - able to show attempt to use the interrogative adverb “where” to ask about location with teacher support, e.g. “<u>Where ...?</u>” (PSS)(CS) - able to show attempt to use the interrogative adverb “how” to ask about the length of a period of time with teacher support, e.g. “<u>How long...?</u>” (PSS)(CS) - able to show attempt to use the interrogative pronoun “what” to find out specific information about an sea animal with teacher support, e.g. “<u>What colour ...?</u>” (PSS)(CS) - able to show attempt to use the introductory “there” to express that something exists or happen 	

	<p>“there” and plural form of nouns) (PSS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “informational reports”, e.g. use of present tense and pictures (PSS)(CS) - able to design a poster about sea animals with classmates (PSS)(CS)(CLS)(IT)(CTS)(CR) - able to use capitalisation in and punctuation (full stop) when writing(SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<p>...” (PSS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “informational reports”, e.g. use of present tense and pictures with teacher support (PSS)(CS) - able to fill in the blanks to design a poster on sea animal with classmates (use of present tense and modal verb, use of introductory “there”) with teacher support (PSS)(CS)(CLS)(IT)(CTS)(CR) - able to use capitalisation and punctuation (full stop) in writing with teacher support (SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<p>with teacher support, e.g. “<u>There</u> are ...” (PSS)(CS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “informational reports”, e.g. use of present tense and pictures with teacher support (PSS)(CS) - able to do the matching when designing a poster on sea animals with classmates with teacher support (PSS)(CS)(CLS)(IT)(CTS)(CR) - - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS) - able to use question marks in questions (SLS)
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Unit Overview

In this unit, students read about how people pollute the beaches in news and what to put in different types of recycling bins in a news report.

Students revisit to use imperatives to give instructions and to use “don’t” to express prohibition. When doing picture description in class, they revisit the form and function of present continuous tense. Students learn to use the modal “can” to seek information and express prohibition and the phrasal verbs to indicate actions. By the end of the unit, students choose a place and make a leaflet about keeping this place clean. Students can search more information about a cleaning up Hong Kong in the Internet.

For letter sounds, students start to identify some medial sounds in words to practise the letter/sound relationships. They read from the “Sound Book O” adapted from PLP-R/W.

Key Stage 2 – P6

Module: The Magic of Nature – Taking care of our Earth

Unit 5	Cleaning up the Beach		Text types	News reports, Leaflets
Learning Targets	IS(a)	To establish and maintain relationships and routines when carrying out classroom activities		
	IS(b)	To converse about feelings and experiences in cleaning up places		
	IS(c)	To obtain and provide information in simple classroom situations and through interactive classroom activities		
	KS(a)	To provide and find out simple information on familiar topics, e.g. cleaning up places		
	KS(b)	To interpret and use simple given information through processes or activities such as matching and describing and to follow simple instructions		
	KS(c)	To state opinions using information and ideas in simple texts when talking about cleaning up places		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(c)	to give expression to imaginative ideas through oral, written and performative means such as describing pictures that depict objects (sea animals)		
Expected Learning Outcome	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to use present tense to express simple truths e.g. “There <u>are</u> many beaches in Hong Kong” (PSS) - able to use modal “can” to talk about abilities, e.g. “We can pick up the cans” (PSS)(CS) - able to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> can we do?” (PSS)(CS) - able to use the introductory “there” to express that something exists or happen, e.g. “<u>There are</u> ...” (PSS)(CS) - able to use phrasal verbs to indicate actions, e.g. “We should <u>pick up</u> the rubbish” - able to write at least two correct sentences in the leaflet (use of present tense, use of modal and phrasal verbs, use of plural form of nouns) (PSS)(CS) - able to point out some 		<ul style="list-style-type: none"> - able to use present tense to express simple truths e.g. “There <u>are</u> many beaches in Hong Kong” with teacher support (PSS) - able to use modal “can” to talk about abilities with teacher support, e.g. “We <u>can</u> pick up the cans” (PSS)(CS) - able to use the interrogative pronoun “what” to find out specific information with teacher support, e.g. “<u>What</u> can we do?” (PSS)(CS) - able to use the introductory “there” to express that something exists or happen with teacher support, e.g. “<u>There are</u> ...” (PSS)(CS) - able to use phrasal verbs to indicate actions with teacher support, e.g. “We should <u>pick up</u> the rubbish” - able to point out some common features of text type 	<ul style="list-style-type: none"> - able to show attempt to use present tense, e.g. “There <u>are/is</u>...” with teacher support (PSS) - able to show attempt to use modal “can” to talk about abilities with teacher support, e.g. “We <u>can</u> pick up the cans” (PSS)(CS) - able to show attempt to use the interrogative pronoun “what” to find out specific information with teacher support, e.g. “<u>What</u> can we do?” (PSS)(CS) - able to show attempt to use the introductory “there” to express that something exists or happen with teacher support, e.g. “<u>There are</u> ...” (PSS)(CS) - able to point out some common features of text type “leaflets”, e.g. headings and subheadings, use of pictures with teacher support (PSS)(CS)
At the end of the unit, students would be...				

	<p>common features of text type “leaflets”, e.g. headings and subheadings, use of pictures (PSS)(CS)</p> <ul style="list-style-type: none"> - able to design leaflets about cleaning up Hong Kong with classmates (PSS)(CS)(CLS)(IT)(CTS)(CR) - able to use capitalisation in and punctuation (full stop) when writing(SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<p>“leaflets”, e.g. use of headings and subheadings, use of pictures with teacher support (PSS)(CS)</p> <ul style="list-style-type: none"> - able to fill in the blanks to design leaflets about cleaning up Hong Kong with classmates (use of present tense, use of modal and phrasal verbs, use of plural form of nouns) with teacher support (PSS)(CS)(CLS)(IT)(CTS)(CR) - able to use capitalisation and punctuation (full stop) in writing with teacher support (SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS) 	<ul style="list-style-type: none"> - able to do the matching when designing leaflets about cleaning up Hong Kong with classmates with teacher support (PSS)(CS)(CLS)(IT)(CTS)(CR) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS) - able to use question marks in questions (SLS)
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Unit Overview

In this unit, students learn to talk about the games people play in the past and present. They start with reading a poster during a museum visit, showing different types of games people played in the past and people play in present. Students then need to do a class survey about the games that classmates liked to play in the past and present.

Students revisit to use “past tense” to talk about past activities, events or states in context. They are expected to be familiarised with using “past tense” with the clues with time adjective phrases, e.g. “five years ago”. They also expected to be able to use simple present tense when talking about things in present state. When doing the class survey, students have the chance to practise to use the auxiliary verb “do” and “did” when making questions, i.e. “What did you play in the past?” and “What do you play now?”. . Students also learn the names of different games, e.g. “stone, paper, scissors”. Students can also search information about different games in the Internet.

For letter sounds, students start to identify some medial sounds in words to practise the letter/sound relationships. They read from the “Sound Book U” adapted from PLP-R/W.

Key Stage 2 – P6

Module: Changes – Growing up

Unit 6	Games – Past and Present		Text types	Posters, Questionnaires
Learning Targets	IS(a)	To establish and maintain relationships and routines when carrying out classroom activities		
	IS(b)	To converse about feelings and experiences when talking about games they play in the past and present		
	IS(c)	To obtain and provide information in simple classroom situations and through interactive classroom activities		
	KS(a)	To provide and find out simple information on familiar topics, e.g. games people usually play		
	KS(b)	To interpret and use simple given information through processes or activities such as matching and describing and to follow simple instructions		
	KS(c)	To state opinions using information and ideas in simple texts when talking about games		
	ES(a)	To develop an awareness and an enjoyment of the basic sound patterns of English in imaginative texts through activities such as participating in action rhymes		
	ES(b)	to respond to characters and events in narrative texts through oral, written and performative means like describing one’s related experiences		
	ES(d)	to give expression to one’s experience through activities such as making illustrations of selected events and describing them		
Expected Learning Outcome	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
At the end of the unit, students would be...	<ul style="list-style-type: none"> - able to use past tense form of verbs, i.e. “play” => “played” to describe past events, e.g. “I <u>played</u> rubber bands five years ago” (PSS)(CS) - able to use present tense forms of verb, i.e. “play” to describe present states, e.g. “Now, I <u>play</u> computer” (PSS)(CS) - able to use auxiliary verbs “do” and “did” when asking questions, e.g. “What <u>do</u> you play now?” (PSS)(CS) - able to use appropriate time adjective like “now” and adjective phrases to refer to time, e.g. “five <u>years ago</u>” 		<ul style="list-style-type: none"> - able to use past tense form of verbs, i.e. “play” => “played” to describe past events, e.g. “I <u>played</u> rubber bands five years ago” with teacher support (PSS)(CS) - able to use present tense forms of verb, i.e. “play” to describe present states, e.g. “Now, I <u>play</u> computer” with teacher support (PSS)(CS) - able to use auxiliary verbs “do” and “did” when asking questions, e.g. “What <u>do</u> you play now?” with teacher support (PSS)(CS) - able to use appropriate time adjective like “now” and 	<ul style="list-style-type: none"> - able to show attempt to use past tense form of verbs, i.e. “play” => “played” to describe past events, e.g. “I <u>played</u> rubber bands five years ago” with teacher support (PSS)(CS) - able to show attempt to use present tense forms of verb, i.e. “play” to describe present states, e.g. “Now, I <u>play</u> computer” with teacher support (PSS)(CS) - able to show attempt to use appropriate time adjective like “now” and adjective phrases to refer to time, e.g. “five <u>years ago</u>” with teacher support

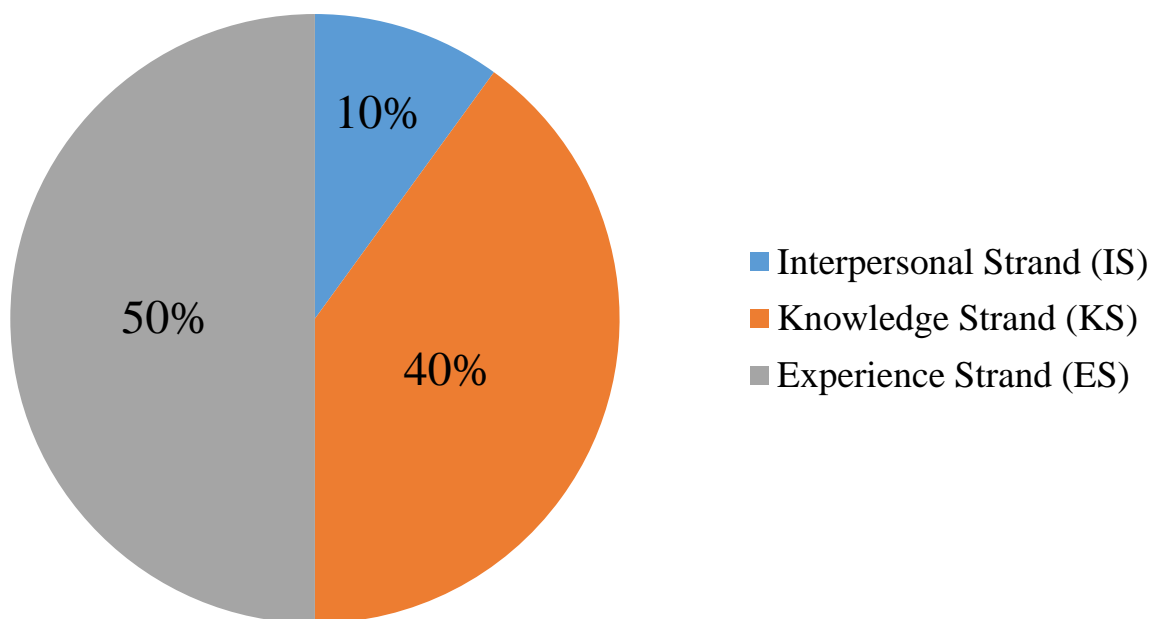
	<p>(PSS)(CS) - able to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> did you play?” (PSS)(CS) - able to write at least two correct sentences in the questionnaires when doing the class survey (use of past and present tenses) (PSS)(CS) - able to point out some common features of text type “questionnaires”, e.g. headings and numbering (PSS)(CS) - able to conduct class survey with classmates by using appropriate questioning and answering languages (PSS)(CS)(CLS)(CTS)(CR) - able to use capitalisation in and punctuation (full stop) when writing(SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS)</p>	<p>adjective phrases to refer to time, e.g. “five <u>years ago</u>” with teacher support (PSS)(CS) - able to use the interrogative pronoun “what” to find out specific information with teacher support, e.g. “<u>What</u> can we do?” (PSS)(CS) - able to point out some common features of text type “questionnaires”, e.g. use of headings and numbering with support (PSS)(CS) - able to conduct class survey with classmates by using appropriate questioning and answering languages with teacher support (PSS)(CS)(CLS)(CTS)(CR) - able to use capitalisation and punctuation (full stop) in writing with teacher support (SLS) - able to use capitalisation in writing names (SLS) - able to use question marks in questions (SLS)</p>	<p>(PSS)(CS) - able to show attempt to use the interrogative pronoun “what” to find out specific information with teacher support, e.g. “<u>What</u> did you play?” (PSS)(CS) - able to point out some common features of text type “questionnaires”, e.g. headings and numbering with teacher support (PSS)(CS) - able to show attempt to conduct class survey with classmates by using appropriate questioning and answering languages with teacher support (PSS)(CS)(CLS)(CTS)(CR) - able to write capitalisation in dotted lines in first words of sentences and names of oneself with teacher support (SLS) - able to use full stop at the end of sentences (SLS) - able to use question marks in questions (SLS)</p>
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P6 Learning Summary

- able to identify all English alphabets, their names, initial sounds and ending sounds of letters
- able to identify all vowel sounds, e.g. “a”, “e”, “i”, “o” and “u”
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic conventions of written English, e.g. from left to right, capitalisation, punctuation, e.g. full stop, commas and contractions, e.g. “isn’t” and “What’d”
- able to make and respond to more question types using “what”, “where”, “when”, “who”, “how” and “how long”
- able to use more subject pronouns except “he/she” in context, e.g. “we”, “they”
- able to identify plural forms of nouns and the use of more quantifiers when talking about quantities, e.g. “a lot of”, “a few”
- able to use more tenses in context, e.g. simple present and past, present continuous tense
- able to follow teacher’s instructions to participate different learning tasks with classmates
- able to give some responses by showing problem solving skills when responding to characters and events in context, e.g. protecting the environment and health issues through oral and written performative means
- able to identify more text types, e.g. autobiographies, lists, rhymes and brochures

Proportion on Learning Targets

Learning Targets for Key Stage 2 (P6)



P6 Teaching Contents	Unit	
Food and Drink	Unit 1	Healthy Eating
	Unit 2	We can cook
Happy Days	Unit 3	Festivals – New Year Fun
The Magic of Nature	Unit 4	Fascinating Oceans
	Unit 5	Cleaning Up the Beaches
Changes	Unit 6	Games – Past and Present

Unit Overview

In the first unit of S1, students start with reading a newspaper article about the importance of healthy eating for growing up.

Students will revisit the use of general determiners “a lot of”, “a little” and “a few” to show quantities and practise to use simple present tense to describe habitual actions, with third person, “he” and “she”. Also, they will know about the Food Pyramid is and learn the food items in each food group, that means, students revisit the concept of countable and uncountable when talking about food items, e.g. water vs. hamburgers. By the end of the unit, students are expected to be able to put the food they always eat in different food groups and judge their own eating habits as “healthy” or “unhealthy”.

For phonic learning, students start at the revision of all “vowel sounds”, i.e. “a”, “e”, “i”, “o” and “u” in the first unit and will start learning rimes.

Key Stage 3 – S1

Module: Teenage Life

Unit 1	Growing Up	Text types	Newspaper articles, Descriptions
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations	
	IS(b)	To converse about preferences, ideas and experiences	
	IS(c)	To exchange messages through activities such as writing simple texts, making telephone calls	
	IS(d)	To obtain and provide information in classroom situations and through activities such as interactive games and simple open-ended role play	
	KS(a)	To provide or find out, organise and present information on familiar topics	
	KS(b)	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions	
	KS(d)	To recognise and solve simple problems in given situations	
	ES(a)	To develop an awareness of the basic sound patterns of English	
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as imagining oneself to be a character in the story and describing one's feelings and reactions towards characters and events	
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation, object or character	

Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong) - able to use simple present tense to describe habitual actions, e.g. “I <u>eat</u> a lot of vegetables” (PSS) - able to use interrogative pronoun “what” to find out specific information about an event (PSS)(CS) - able to give short elaborations to question, “What do you have for breakfast/lunch/dinner?” (PSS)(CS) - able to use appropriate general determiners, e.g. “a lot of”, “a little” and “a few” to refer to the quantity of food (PSS)(CLS)(CS) - able to use appropriate countable and uncountable nouns to refer to food items (PSS)(CLS)(CS) - able to put food in appropriate food groups, e.g. “Grain”, “Fruits and Vegetables”, “Milk, meat, fish and egg”, “Fat/Oil, Salt and Sugar” (PSS)(CLS)(CS) - able to write at least two correct sentences to describe one’s own eating habit (use of correct general determiner to show quantities, use of correct countable and uncountable nouns for different food items) (PSS)(CLS)(CS) - able to judge one’s own eating habit as “healthy” and “unhealthy” (PSS)(CS)(CLS)(CTS) - able to state personal opinion by using “I think...” (PSS)(CLS)(CS) - able to point out some common features of text type “Newspaper article”, e.g. heading and sub-heading (PSS)(CS) - able to use appropriate punctuation (full stops and question marks) in writing (SLS) - able to use capitalisation in names of food group, e.g. <u>G</u> rain <u>G</u> roup (SLS)	Group (b) (Medium) - able to use simple present tense to describe habitual actions, e.g. “I <u>eat</u> a lot of vegetables” with teacher support (PSS) - able to use interrogative pronoun “what” to find out specific information about an event with teacher support (PSS)(CS) - able to give short answers to question, “What do you have for breakfast/lunch/dinner?” (PSS)(CS) - able to use appropriate general determiners, e.g. “a lot of”, “a little” and “a few” to refer to the quantity of food with teacher support (PSS)(CLS)(CS) - able to use appropriate nouns to refer to food items with teacher support (PSS)(CLS)(CS) - able to put food in appropriate food groups, e.g. “Grain”, “Fruits and Vegetables”, “Milk, meat, fish and egg”, “Fat/Oil, Salt and Sugar” with teacher support (PSS)(CLS)(CS) - able to fill in the blanks to complete sentences for describing one’s eating habit with teacher support (PSS)(CLS)(CS) - able to judge one’s own eating habit as “healthy” and “unhealthy” with teacher support (PSS)(CS)(CLS)(CTS) - able to state personal opinion by using “I think...” with teacher support (PSS)(CLS)(CS) - able to point out some common features of text type “Newspaper article”, e.g. heading and sub-heading with teacher support (PSS)(CS) - able to use appropriate punctuation (full stops and question marks) in writing with teacher support - able to use capitalisation in names of food group, e.g. <u>G</u> rain <u>G</u> roup with teacher support (SLS)	Group (c) (Low) - able to show attempt to use simple present tense to describe habitual actions, e.g. “I <u>eat</u> a lot of vegetables” with teacher support (PSS) - able to show attempt to use interrogative pronoun “what” to find out specific information about an event with teacher support (PSS)(CS) - able to show attempt to respond to question, “What do you have for breakfast/lunch/dinner?” with teacher support (PSS)(CS) - able to show attempt to match appropriate general determiners, e.g. “a lot of”, “a little” and “a few” to refer to the quantity of food with teacher support (PSS)(CLS)(CS) - able to show attempt to match appropriate nouns for referring different food items with teacher support (PSS)(CLS)(CS) - able to show attempt to put food in appropriate food groups, “Grain”, “Fruits and Vegetables”, “Milk, meat, fish and egg”, “Fat/Oil, Salt and Sugar” with teacher support (PSS)(CLS)(CS) - able to show attempt to describe one’s own eating habit with teacher support (PSS)(CLS)(CS) - able to show attempt to decide one’s eating habit as “healthy” or “unhealthy” with teacher support (PSS)(CS)(CLS)(CTS) - able to point out some common features of text type “Newspaper articles”, e.g. heading with teacher support (PSS)(CS) - able to write capitalisation in first words of sentences and names of oneself with teacher support (SLS) - able to use full stops and question marks appropriately in writing with teacher support (SLS)
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Unit Overview

In this unit, students read an invitation card to a fashion show. Students learn the names of clothing, e.g. boots, cardigan, jeans. They also learn how to describe people are wearing. Students revisit the use of present continuous tense to describe actions taking place at the time of speaking and the use of singular and plural forms of nouns. They also revisit to use the interrogative pronoun “what” to find out specific information about characters and events in a text. Students can also recycle the use of connectives “and” to link similar ideas when describing clothing.

By the end of this unit, students need to plan a fashion show and talk about the clothes for the models. They also need to invite a teacher to the show by writing an invitation card.

For letter sounds, students start to recognise more rimes. They will start with the rime “ot” by reading the “ot” chant and read the book “Fun Time at the Zoo” adapted from PLP_R/W.

Key Stage 3 – S1

Module: Teenage Life

Unit 2	Being Fashionable		Text types	Simple Text, Invitation Cards
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about preferences, ideas and experiences		
	IS(c)	To exchange messages through activities such as writing simple texts, making telephone calls		
	IS(d)	To obtain and provide objects and information in classroom situations and through activities such as interactive games and simple open-ended role play		
	KS(a)	To provide , organise and present information on familiar topics		
	KS(b)	To interpret and use given information through processes or activities such as matching, describing, classifying and to follow instructions		
	ES(a)	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting chants		
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as participating in dramatic activities		
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation, object or character		
Expected Learning Outcome	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	- able to use interrogative pronoun “what” to find out specific information about a person, e.g. “ <u>What</u> is she wearing?” (PSS)(CS)(CLS) - able to use present continuous tense to describe actions taking place at the time of speaking, e.g. “She <u>is wearing</u> a dress” (PSS)(CS)(CLS) - able to use plural nouns to refer to some clothes and other things that people wear, e.g. “shorts”, “pants” (PSS)(CS) (CLS) - able to use adjectives to describe objects, e.g. “ <u>blue</u> jeans” (PSS)(CS)(CLS) - able to use formulaic expressions to begin and end		- able to use interrogative pronoun “what” to find out specific information about a person, e.g. “ <u>What</u> is she wearing?” with teacher support (PSS)(CS)(CLS) - able to use present continuous tense to describe actions taking place at the time of speaking, e.g. “She <u>is wearing</u> a dress” with teacher support (PSS)(CS)(CLS) - able to use plural nouns to refer to some clothes and other things that people wear, e.g. “shorts”, “pants” with teacher support (PSS)(CS) (CLS) - able to use formulaic	- able to show attempt to use interrogative pronoun “what” to find out specific information, e.g. “ <u>What</u> is ...?” with teacher support (PSS)(CS)(CLS) - able to show attempt to use present continuous tense, e.g. “She <u>is wearing</u> a dress” with teacher support (PSS)(CS)(CLS) - able to show attempt to use plural nouns to refer to some clothes and other things that people wear, e.g. “shorts”, “pants” with teacher support (PSS)(CS) (CLS) - able to show attempt to use formulaic expressions to begin and end invitation cards, e.g. “Dear __,” with
At the end of the unit, students would be...				

	<p>invitation cards, e.g. “Dear __,” (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to use adjectives to describe clothing, e.g. “<u>blue</u> jeans”, “a <u>white</u> dress” (PSS)(CLS)(CS) - able to use personal pronouns “he” and “she” as subjects to identify people (CLS)(PSS)(CLS) - able to write at least two correct sentences to describe the picture (use of present continuous tense, use correct personal pronoun “He/She”, use of proper adjectives to describe clothing) (CLS)(PSS) - able to point out some common features of text type “cards”, e.g. greetings, a closing line (PSS)(CLS) - able to fill in the blanks to complete an invitation cards for the fashion show (CLS)(CS)(CR)(PSS) - able to use correct capitalisation and punctuation in writing (SLS) 	<p>expressions to begin and end invitation cards, e.g. “Dear __,” with teacher support (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to use adjectives to describe clothing with teacher support, e.g. “<u>blue</u> jeans”, “a <u>white</u> dress” (PSS)(CLS)(CS) - able to use personal pronouns “he” and “she” as subjects to identify people (CLS)(PSS)(CLS) - able to fill in the blanks to complete sentences describing the picture (use of present continuous tense, use correct personal pronoun “He/She”, use of proper adjectives to describe clothing) (CLS)(PSS) - able to point out some common features of text type “cards”, e.g. greetings, a closing line with teacher support (PSS)(CLS) - able to fill in the blanks to complete an invitation cards for the fashion show with teacher support (CLS)(CS)(CR)(PSS) - able to use correct capitalisation and punctuation in writing with teacher support (SLS) 	<p>teacher support (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to show attempt to use adjectives to describe clothing with teacher support, e.g. “<u>blue</u> jeans”, “a <u>white</u> dress” (PSS)(CLS)(CS) - able to show attempt to use personal pronouns “he” and “she” as subjects to identify people with teacher support (CLS)(PSS)(CLS) - able to point out some common features of text type “cards”, e.g. greetings (PSS)(CLS) - able to match pictures with cards for describing a person’ clothing with teacher support (CLS)(CS)(CR)(PSS) - able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)
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Unit Overview

In this unit, students learn to ask and tell the locations of different community facilities. They learn to give instructions to go to different community facilities, using prepositions and prepositional phrases. Students also learn the names of different community facilities, i.e. restaurant, bank, bus stop, subway. Students also learn the text type features of “Maps and legends”. This unit ends in a task of writing a short description about the community facilities near the school to one of his/her family members. They also learn to draw a simple map when writing the description.

For letter sounds, students start to recognise rimes. They will start with the rime “at” by reading the “at” chant, “The Fat Cat” adapted from PLP-R/W.

Key Stage 3 – S1

Module: We Love Hong Kong

Unit 3	Knowing My Community		Text types	Conversations, Directions, Maps
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about ideas and experiences		
	IS(c)	To exchange messages through activities such as writing simple text		
	IS(d)	To obtain and provide information in classroom situations and through activities such as interactive games and simple open-ended role play		
	KS(a)	To provide or find out, organise and present information on familiar topics		
	KS(b)	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
	KS(d)	To recognise and solve simple problems in given situations		
	ES(a)	To develop an awareness of the basic sound patterns of English through activities such as reciting chants		
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as imagining oneself to be a character and describing one’s reactions towards characters and events		
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation, object or character		
Expected Learning Outcome	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
At the end of the unit, students would be...	<ul style="list-style-type: none"> - able to use personal pronoun “It” as subject to identify the object (CS)(PSS)(CLS) - able to use correct prepositions or prepositional phrases, e.g. “next to” to indicate positions (CS)(PSS)(CLS) - able to use the interrogative adverb “where”, e.g. “Where is the flower shop?” to ask about locations (PSS)(CLS)(CS) - able to write at least two correct sentences to describe the picture (use of correct prepositions or prepositional phrases, use of correct names of community facilities, use of proper 	<ul style="list-style-type: none"> - able to use personal pronoun “It” as subject to identify the object with teacher support (CS)(PSS)(CLS) - able to use correct prepositions or prepositional phrases, e.g. “next to” to indicate positions with teacher support (CS)(PSS)(CLS) - able to use the interrogative adverb “where”, e.g. “Where is the flower shop?” to ask about locations with teacher support (PSS)(CLS)(CS) - able to fill in the blanks (use of correct prepositions or prepositional phrases, use of correct names of community facilities, use of proper nouns to refer to 	<ul style="list-style-type: none"> - able to show attempt to use personal pronoun “It” as subject to identify the object with teacher support (CS)(PSS)(CLS) - able to show attempt to use prepositions or prepositional phrases, e.g. “next to” to indicate positions with teacher support (CS)(PSS)(CLS) - able to show attempt to use the interrogative adverb “where”, e.g. “Where is...” to ask about locations with teacher support (PSS)(CLS)(CS) - able to match the pictures of community facilities with words when writing descriptions with classmates with teacher support, (CS)(CLS)(PSS) - able to match prepositions to indicate the places base on visual cues with teacher support 	

	<p>nouns to refer to places) when writing descriptions with classmates (CS)(CLS)(PSS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “Maps”, e.g. names of different places when drawing maps with descriptions (PSS)(CR) - able to use correct capitalisation and punctuation in writing (SLS) 	<p>places) when writing descriptions with classmates with teacher support (CS)(CLS)(PSS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “Maps”, e.g. names of different places with teacher support (PSS)(CR) - able to use correct capitalisation and punctuation in writing with teacher support (SLS) 	<p>(PSS)</p> <ul style="list-style-type: none"> - able to locate proper information, e.g. name of community facilities when reading maps with teacher support (PSS)(CR) - able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)
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Unit Overview

In this unit, students read about a TV reporter going to an old people’s home and asking about the things John does there. They learn about how to ask or talk about what someone does at home. Then students find out how their classmates help and choose the most helpful student in class. For grammar items, students continue to practise using simple present tense to express opinions and describe habitual actions. They also practise using adjectives to describe people. Students also need to use the auxiliary verbs “do” and “does” to seek information and to use the interrogative pronoun “what” to find out specific information about a person. By the end of this unit, students are expected to write description on one of the classmates about how he/she helps in school and at home.

For letter sounds, students start to recognise more rimes. They will start with the rime “un” by reading the “un” chant, “The Fun Bun” adapted from PLP-R/W.

Key Stage 3 – S1

Module: Wonderful Things

Unit 4	Amazing deeds - John the Helper		Text types	Magazine/Newspaper articles
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about feelings, preferences, ideas and experiences		
	IS(c)	To exchange messages through activities such as writing simple texts		
	IS(d)	To obtain and provide objects and information in classroom situations and through activities such as interactive games and simple open-ended role play		
	KS(a)	To provide or find out, organise and present information on familiar topics		
	KS(b)	To interpret and use given information through processes or activities such as matching, sequencing, describing and to follow instructions		
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them		
	ES(a)	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting chants		
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as imagining oneself to be a character in the story and describing one’s feelings and reactions towards characters and events		
ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a character			
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to give appropriate answers to questions using interrogative pronoun “what” and the auxiliary verbs “do” and “does” with teacher and classmates (CS)(CLS)(PSS) - able to talk about different types of housework and work that helps people with teacher and classmates (CS)(CLS)(PSS) - able to use the interrogative pronoun “what” to find out specific information about a person does, e.g. “What do you do he/she do...?” (CS)(CLS)(PSS) - able to use correct sentences (use of present tense, use of 		<ul style="list-style-type: none"> - able to give appropriate answers to questions using interrogative pronoun “what” and the auxiliary verbs “do” and “does” with teacher support (CS)(CLS)(PSS) - able to give appropriate types of housework and work that helps people with teacher support (CS)(CLS)(PSS) - able to use the interrogative pronoun “what” to find out specific information about a person does, e.g. “What do you do...?” with teacher support (CS)(CLS)(PSS) - able to complete sentences using appropriate tenses and correct types of work in 	<ul style="list-style-type: none"> - able to show attempt to give appropriate answers to questions using interrogative pronoun “what” and the auxiliary verbs “do” with teacher support (CS)(CLS)(PSS) - able to match the pictures of different types of housework and work that helps people with teacher support (CS)(CLS)(PSS) - able to show attempt to use the interrogative pronoun “what” to find out specific information about a person does, e.g. “What do you do...?” with teacher support (CS)(CLS)(PSS)

	<p>correct types of work) when talking about the helpful deeds with classmates (CS)(CR)(PSS)(CLS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type "Newspaper article", e.g. headings and by-line (PSS) - able to use correct capitalisation and punctuation in writing (SLS) 	<p>classroom activities with teacher support (CS)(CR)(PSS)(CLS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type "Newspaper article", e.g. headings and by-line with teacher support (PSS) - able to use correct capitalisation and punctuation in writing with teacher support (SLS) 	<ul style="list-style-type: none"> - able to point out some common features of text type "Newspaper article", e.g. headings and by-line with teacher support (PSS) - able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)
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Unit Overview

In this unit, students start with the situation as watching a TV programme about food. They read the conversation between the host and a chef of a restaurant. Students in this unit come across some common Hong Kong food in a restaurant, e.g. barbecue pork buns, chicken's feet and hot pot. They also revisit to use the auxiliary verb "do" to seek information. They also learn to use connectives "and" and "but" to link similar and contrasting ideas.

By the end of this unit, students need to design a menu for a foreign relative to introduce some famous Hong Kong food. For letter sounds, students start to recognise more rimes. They will start with the rime "ip" by reading the "ip" chant adapted from PLP-R/W.

Key Stage 3 – S1

Module: Cultures of the World

Unit 5	Hong Kong food		Text types	Advertisements, Menus
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about preferences and ideas		
	IS(d)	To obtain and provide information in classroom situations and through activities such as interactive games and simple open-ended role play		
	KS(a)	To provide, organise and present information on familiar topics		
	KS(b)	To interpret and use given information through processes or activities such as matching, classifying and to follow instructions		
	ES(a)	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting chants		
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as imagining oneself to be a character in the story and describing one's feelings towards events		
Expected Learning Outcome	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to use auxiliary verb "do" to seek information, e.g. "Do you like to try...?" (CLS)(CS)(PSS) - able to identify some common Hong Kong food, e.g. barbecue pork bun, chicken's feet with classmates (CLS)(CS)(PSS) - able to use the connective "and" to link similar ideas or add information, e.g. "I like to try chicken's feet <u>and</u> red bean soup" (CLS)(CS)(PSS) - able to use the connective "but" to link contrasting ideas, e.g. I like to try red bean soup <u>but</u> I don't like to try chicken's feet" (CLS)(CS)(PSS) - able to use the "to-infinitive" to express purpose, e.g. "I like <u>to try</u>..." (CLS)(CS)(PSS) - able to write at least two correct sentences to express preferences on some Hong Kong food (use correct 		<ul style="list-style-type: none"> - able to use auxiliary verb "do" to seek information, e.g. "Do you like to try...?" with teacher support (CLS)(CS)(PSS) - able to identify some common Hong Kong food, e.g. barbecue pork bun, chicken's feet with teacher support (CLS)(CS)(PSS) - able to use the connective "and" to link similar ideas or add information, e.g. "I like to try chicken's feet <u>and</u> red bean soup" with teacher support (CLS)(CS)(PSS) - able to use the connective "but" to link contrasting ideas, e.g. I like to try red bean soup <u>but</u> I don't like to try chicken's feet" with teacher support (CLS)(CS)(PSS) - able to use the "to-infinitive" to express purpose, e.g. "I like <u>to try</u>..." with teacher support (CLS)(CS)(PSS) - able to point out some common features of text type 	<ul style="list-style-type: none"> - able to show attempt to use auxiliary verb "do" to seek information, e.g. "Do you like ...?" with teacher support (CLS)(CS)(PSS) - able to identify some common Hong Kong food, e.g. barbecue pork bun, chicken's feet with teacher support (CLS)(CS)(PSS) - able to show attempt to use the connective "and" to link similar ideas or add information with teacher support (CLS)(CS)(PSS) - able to show attempt to use the connective "but" to link contrasting ideas with teacher support (CLS)(CS)(PSS) - able to point out some common features of text type "menus", e.g. dishes and prices with teacher support (PSS) - able to show attempt to match pictures and words to complete the menu about Hong Kong food to a foreign
At the end of the unit, students would be...				

	<p>connective to link ideas, use “to-infinitive” to express purpose, use of proper nouns to refer different Hong Kong food in classroom activities (CLS)(CS)(CR)(PSS)</p> <p>- able to point out some common features of text type “menus”, e.g. name of restaurant, dishes and prices” (PSS)</p> <p>- able to fill in the blanks to complete the menu about Hong Kong food to a foreign friend (CLS)(CS)(CR)(PSS)(IT)</p> <p>- able to use correct capitalisation and punctuation in writing (SLS)</p>	<p>“menus”, e.g. name of restaurant, dishes and prices with teacher support (PSS)</p> <p>- able to fill in the blanks to express preferences on some Hong Kong food with teacher support (CLS)(CS)(CR)(PSS)</p> <p>- able to fill in the blanks to complete the menu about Hong Kong food to a foreign friend with teacher support (CLS)(CS)(CR)(PSS)(IT)</p> <p>- able to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>	<p>friend with teacher support (CLS)(CS)(CR)(PSS)(IT)</p> <p>- able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>
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Unit Overview

In this unit, students read a poem about water and find out what we use water for, e.g. wash our hands, clean the room. Students can recycle the use of infinitives “to” to talk about activities and the base form of verbs. Students can also recycle the phrases, like “water the plants”, “feed the pets” in Unit 4. Students in this unit also use the personal pronouns “we” as subjects to identify people. They also learn to use the possessive adjective “our” to show possession or connection, i.e. “wash our hands” and to use the interrogative pronoun “how” to ask about uses of things. By the end of this unit, students need to complete a poem, with rhyming words, on the theme of “natural things” in order to deepen students’ understanding on the importance of the nature. They can also design some posters on the theme “Uses of natural things” with classmates.

For letter sounds, students start to recognise more rimes. They will start with the rime “et” by reading the “et” chant adapted from PLP-R/W.

Key Stage 3 – S1

Module: Nature and Environment

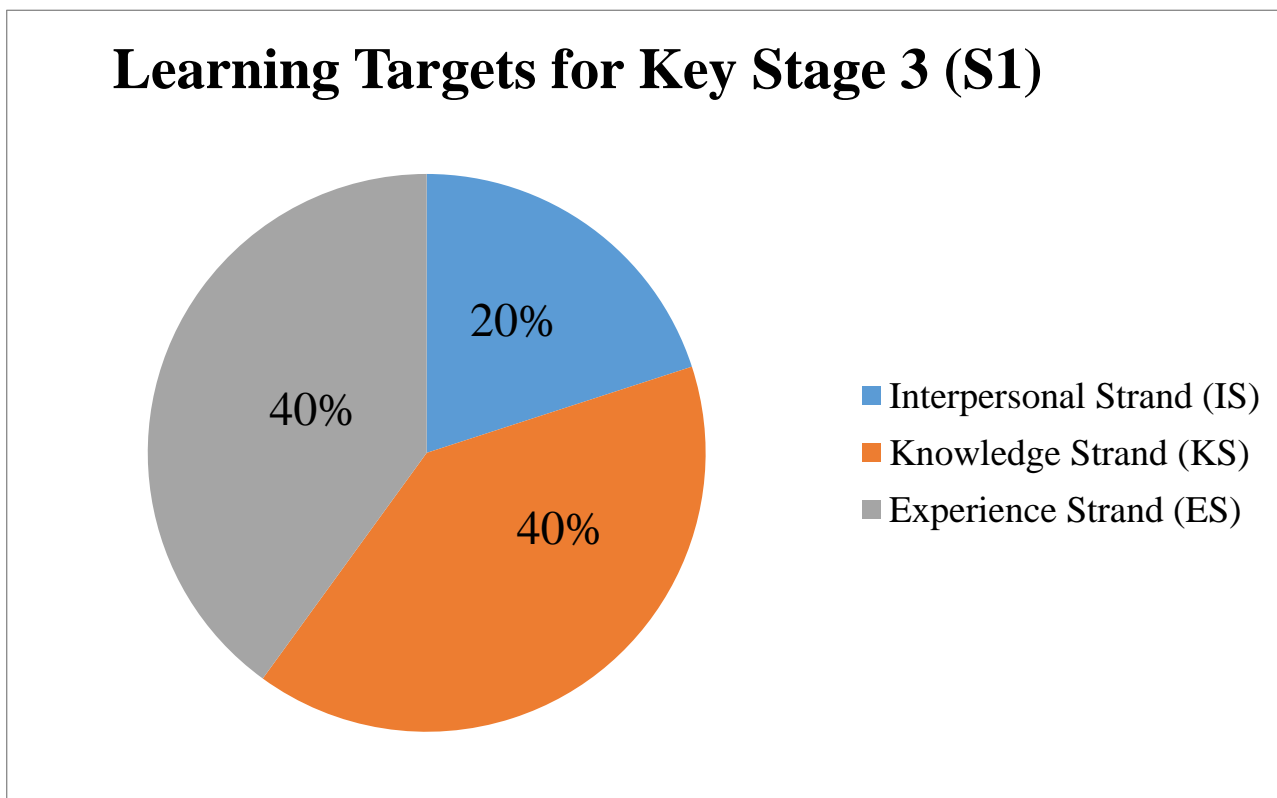
Unit 6	We Love Water		Text types	Poems, Rhymes, Posters
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about feelings and ideas		
	IS(d)	To obtain and provide information in classroom situations and through activities such as interactive games and simple open-ended role play		
	KS(a)	To provide , organise and present information on familiar topics		
	KS(b)	To interpret and use given information through processes or activities such as matching, and to follow instructions to complete different learning tasks in classroom		
	ES(a)	To develop an awareness of the basic sound patterns of English and an enjoyment of imaginative texts through activities such as reciting chants		
	ES(b)	To respond to characters and events in narrative texts through oral, written and performative means such as describing one’s feelings towards events		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)	
	- able to use infinitives to talk about activities, e.g. “We <u>use it to clean</u> ” (PSS)(CLS)(CS) - able to use uncountable nouns to refer to general things which are not used with numbers, e.g. “ <u>Water/Fire</u> is very important” (PSS)(CLS)(CS) - able to use the simple present tense to talk about simple truths, e.g. “Water <u>is</u> important” (PSS)(CLS)(CS) - able to use the interrogative pronoun “how” to ask about the uses of things, e.g. “ <u>How</u> do we use water?” (PSS)(CLS)(CS) - able to use pronouns “we”	- able to use infinitives to talk about activities, e.g. “We <u>use it to clean</u> ” with teacher support (PSS)(CLS)(CS) - able to use uncountable nouns to refer to general things which are not used with numbers, e.g. “ <u>Water/Fire</u> is very important” with teacher support (PSS)(CLS)(CS) - able to use the simple present tense to talk about simple truths, e.g. “Water <u>is</u> important” with teacher support (PSS)(CLS)(CS) - able to use the interrogative pronoun “how” to ask about the uses of things, e.g. “ <u>How</u> do we use water?” with teacher support	- able to give short responses to the question “How do we use water?” (PSS)(CLS)(CS) - able to match the pictures of natural things (fire/light/sun light) with activities, e.g. washing hands, drying clothes, cooking (PSS)(CLS)(CS) - able to point out some common features of text type “poems”, e.g. rhyming words - able to show the simple present tense for talking about simple truths - able to show attempt to match pictures and words to complete the simple poem about natural things with teacher support (CLS)(CS)(CR)(PSS)(IT) - able to show attempt to use	

	<p>as subject to refer to general people, e.g. “<u>We</u> use ...” (PSS)(CLS)(CS)</p> <p>- able to use possessive adjective “our” to show possession or connection, e.g. “wash our hands” when the subject is “we” (PSS)(CLS)(CS)</p> <p>- able to identify the rhyming words in a poem (PSS)(CLS)(CS)</p> <p>- able to write at least two correct sentences to explain the use of natural things, e.g. water/fire/light (use of present tense, use of infinitives to, use of uncountable nouns) (PSS)(CLS)(CS)</p> <p>- able to point out some common features of text type “poems”, e.g. rhyming (PSS)</p> <p>- able to complete a poem about fire/sunlight/water with classmates with teacher support (PSS)(CLS)(CS)(CR)</p> <p>- able to use correct capitalisation and punctuation in writing (SLS)</p>	<p>(PSS)(CLS)(CS)</p> <p>- able to use pronouns “we” as subject to refer to general people, e.g. “<u>We</u> use ...” with teacher support (PSS)(CLS)(CS)</p> <p>- able to use possessive adjective “our” to show possession or connection, e.g. “wash our hands” when the subject is “we” with teacher support (PSS)(CLS)(CS)</p> <p>- able to identify the rhyming words in a poem with teacher support (PSS)(CLS)(CS)</p> <p>- able to do the fill in the blanks to explain the use of natural things, e.g. water/fire/light (use of present tense, use of infinitives to, use of uncountable nouns) with teacher support (PSS)(CLS)(CS)</p> <p>- able to point out some common features of text type “poems”, e.g. rhyming with teacher support (PSS)(CLS)(CS)</p> <p>- able to identify the rhyming words in a poem which is about fire/sunlight in classroom activities with teacher support (PSS)(CLS)(CS)(CR)</p> <p>- able to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>	<p>correct capitalisation and punctuation in writing with teacher support (SLS)</p>
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S1 Learning Summary

- able to identify all initial sounds and ending sounds of English letters
- able to identify and write small and large capital letters when writing names and the first letter of sentences
- able to identify the basic capitalisation and punctuation, e.g. full stop
- able to make and respond to more question types using “what”, “where”, “when”, “who” and “how”
- able to use more subject pronouns except “he/she” in context, e.g. “we”
- able to identify plural forms of nouns when talking about quantities and the use of present and present continuous tenses
- able to follow teacher’s instructions to participate different learning tasks with classmates
- able to give some responses by showing problem solving and critical thinking skills when respond to characters, events in context and social issues, e.g. environmental protection (Chapter 6 – We love water)
- able to identify more text types and text types features, e.g. poems=> rhyming words
- able to use more sentences structures to express ideas, e.g. use of more connectives (and, but), possessive pronouns (my, our)
- able to construct simple sentences in structures, e.g. S+V+O (use of present tense and present continuous tense), use of infinitive “to” to express purposes

Proportion on Learning Targets



S1 Teaching Contents	Unit	
Teenage Life	Unit 1	Being Fashionable
	Unit 2	Growing Up
We :Love Hong Kong	Unit 3	Knowing my community
Wonderful Things	Unit 4	Amazing deeds (John the helper)
Cultures of the World	Unit 5	Hong Kong Food
Nature and Environment	Unit 6	We Love Water

Unit Overview

In the S2 curriculum, it starts with the same module in S1, i.e. Teenage Life. In this unit, students would focus on the leisure and hobbies.

Except knowing more about the names of different leisure activities, students in this unit can also learn to use the general determiners, “a lot of”, “some” and “no” to report the finding in a survey, i.e. “A lot of students like surfing the Internet”.

They also revisit the use of interrogative pronoun “what” to ask questions. Students are expected to get more familiarised with using “what” to seek information. Also, students in S2 are expected to expose to the use of gerund (-ing verbal) or infinitive (to + verb form) as a complement. Students in this unit also have the chance to revise the using of preposition “on ___ day” to talk day of the week.

For letter sounds, students continue to recognise the rimes. They will start with the rimes with “a”, including “ad”, “ag”, “am”, “an”, and “ap”. Students will read different chants adapted from the PLP-R/W.

Key Stage 3 – S2

Module: Teenage Life

Unit 1	Leisure and Hobbies	Text types	Magazine articles, Survey
Learning Targets	IS(a)	To establish and maintain relationships and routines in carrying out classroom activities	
	IS(b)	To converse about experiences in doing leisure activities, e.g. I like playing computer	
	IS(d)	To obtain and provide information through activities such as interviewing students	
	KS(a)	To organise and present information on familiar topics	
	KS(b)	To interpret and use given information through processes or activities such as matching, describing, classifying and to follow instructions	
	ES(b)	To respond to narrative texts through oral, written and performative means such as: describing one’s ideas and opinions	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to use gerund (-ing verbal) to talk about activities, e.g. “I like surfing the Internet” (PSS)(CLS)(CS) - able to use general determiners, “some”, “a lot of” and “no” to show quantities when reporting (PSS)(CLS)(CS) - able to use the simple present tense to talk about simple truths, e.g. “I like...” (PSS)(CLS)(CS) - able to use the preposition “on” when talking about days of the week, e.g. “on Monday” (PSS)(CLS)(CS) - able to use the interrogative pronoun “what” to seek information, “What do you like doing?” (PSS)(CLS)(CS) - able to identify the text type “report” (PSS)(CLS)(CS) - able to write at least two correct sentences to report the finding from a survey, e.g. “A lot of students like collecting 	<ul style="list-style-type: none"> - able to use gerund (-ing verbal) to talk about activities, e.g. “I like surfing the Internet” with teacher support(PSS)(CLS)(CS) - able to use general determiners, “some”, “a lot of” and “no” to show quantities when reporting with teacher support (PSS)(CLS)(CS) - able to use the simple present tense to talk about simple truths, e.g. “I like...” with teacher support (PSS)(CLS)(CS) - able to use the preposition “on” when talking about the days of the week, e.g. “on Monday” with teacher support (PSS)(CLS)(CS) - able to use the interrogative pronoun “what” to seek information, “What do you like doing?” with teacher support (PSS)(CLS)(CS) - able to identify the text type “report” (PSS)(CLS)(CS) 	<ul style="list-style-type: none"> - able to use gerund (-ing verbal) to talk about activities, e.g. “I like surfing the Internet” with teacher support(PSS)(CLS)(CS) - able to use general determiners, “some”, “a lot of” and “no” to show quantities when reporting with teacher support (PSS)(CLS)(CS) - able to show attempt to use the simple present tense to talk about simple truths, e.g. “I like...” with teacher support (PSS)(CLS)(CS) - able to show attempt to use the interrogative pronoun “what” to seek information, “What do you like doing?” with teacher support - able to show attempt to use correct general determiners to refer to the finding in a survey with teacher support (PSS)(CLS)(CS)(MS) - able to identify different names of leisure activities with

	<p>stamps” (PSS)(CLS)(CS)(MS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “survey”, e.g. symbols for representing data (i.e. use of “☑” (PSS) - able to use correct capitalisation and punctuation in writing (SLS) 	<ul style="list-style-type: none"> - able to fill in the blanks to report the finding from a survey, e.g. “<u>A lot of students</u> like collecting stamps” with teacher support (PSS)(CLS)(CS)(MS) - able to point out some common features of text type “survey”, e.g. symbols for representing data (i.e. use of “☑” (PSS) - able to use correct capitalisation and punctuation in writing with teacher support (SLS) 	<p>teacher support (SLS)</p> <ul style="list-style-type: none"> - able to identify different days of the week with teacher support (SLS) - able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)
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Unit Overview

Students in this unit expose to a new learning experience by reading a story, i.e. “The Twelve animals of the Year”. Narrative story is not a frequent text type found in the curriculum, as it demands more imagination and creativity which ID students may find more difficult in. In this unit, students will imagine their favourite animals as the “Thirteen animal of the Year”. They also have the chance to learn more about the use of simple past tense in a story and the names of the year. Students in this unit also try to use different “Wh” question words, “When”, “Where”, “Who”, “What” and “How” to analyse the structure of a story. They will also need to write a short story about the ‘Thirteen animal of the Year’ in groups.

For letter sounds, students continue practicing the rimes by reading the letter chants “Yummy in my Tummy”. They will chant the “o” sounds, i.e. “ob”, “og” and “op” adapted from PLP-R/W.

Key Stage 3 – S2

Module: Great Stories

Unit 2	The Twelve animals of the Year		Text types	Narratives, Story
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about feelings and ideas		
	IS(c)	To exchange messages through activities such as writing simple texts		
	IS(d)	To obtain and provide information in classroom situations and through activities such as simple open-ended role play		
	KS(a)	To provide or find out, organise and present information on familiar topics		
	KS(c)	To identify ideas in simple spoken and written text and express them		
	KS(d)	To recognise and solve simple problems in given situations		
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as: making predictions, imagining oneself to be a character in the story and describing one’s feelings and reactions and participating in dramatic activities		
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as: constructing with appropriate support simple stories that show some understanding of “setting” and events		
Expected Learning Outcome	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to use simple past tense to talk about past activities and events, e.g. “The rabbit <u>ran</u> fast....” (PSS)(CLS)(CS) - able to give short answers to the questions regarding the setting and event of a story (PSS)(CLS)(CS) - able to identify the past tense form of verb to be and some common action verbs, e.g. “ran” and “slept” (PSS)(CLS)(CS) - able to use one’s imagination to complete a new story on “The Thirteen animal of the Year”(CLS)(CS)(PSS)(CR) - able to use adjectives to describe the characters in a story, e.g. “lazy”, “fat”, 		<ul style="list-style-type: none"> - able to use simple past tense to talk about past activities and events, e.g. “The rabbit <u>ran</u> fast....” with teacher support (PSS)(CLS)(CS) - able to give short answers to the questions regarding the setting and event of a story with teacher support (PSS)(CLS)(CS) - able to identify the past tense form of verb to be and some common action verbs, e.g. “ran” and “slept” with teacher support (PSS)(CLS)(CS) - able to use some adjectives to describe the characters in a story, e.g. “lazy”, “fat”, “fast”, “slow” with teacher support (PSS)(CLS)(CS) 	<ul style="list-style-type: none"> - able to identify the use of simple past tense in a story with teacher support (PSS)(CLS)(CS) - able to show attempt to give short answers to the questions regarding the setting and event of a story with teacher support (PSS)(CLS)(CS) - able to show attempt to identify the past tense form of verb to be and some common action verbs, e.g. “ran” and “slept” with teacher support (PSS)(CLS)(CS) - able to identify some adjectives to describe the characters in a story, e.g. “lazy”, “fat”, “fast”, “slow”
At the end of the unit, students would be...				

	<p>“fast”, “slow” (PSS)(CLS)(CS)</p> <p>- able to identify the text type “story” and point out its language features, e.g. use of past tense, name of story (PSS)(CLS)(CS)</p> <p>- able to write at least two correct sentences (use of past tense and adjectives) (PSS)(CLS)(CS)</p> <p>- able to use correct capitalisation and punctuation in writing (SLS)</p>	<p>- able to use one’s imagination to complete a new story on “The Thirteen animal of the Year” (CLS)(CS)(PSS)(CR)</p> <p>- able to identify the text type “story” and point out its language features, e.g. use of past tense, name of story with teacher support (PSS)(CLS)(CS)</p> <p>- able to fill in the blanks to complete a story (use of past tense and adjectives) with teacher support (PSS)(CLS)(CS)</p> <p>- able to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>	<p>with teacher support (PSS)(CLS)(CS)</p> <p>- able to show attempt to use one’s imagination to point out the thirteen animal of the Year in a story (CLS)(CS)(PSS)(CR)</p> <p>- able to identify the text type “story” and point out its language features, e.g. name of story with teacher support (PSS)(CLS)(CS)</p> <p>- able to show attempt to match pictures and words to complete a short story with teacher support (CLS)(CS)(CR)(PSS)(IT)</p> <p>- able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>
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Unit Overview

In this unit, students start with reading a poem about some good behaviours. Students will have the chance to learn some common adverbs, e.g. loudly and quietly. They would also have the chance to revisit the names of some community and public facilities they have learned, e.g. bus station, library and cinema. By the end of this unit, students need to write some rules in groups for a particular place/facility that they choose.

Students in this unit also talk about different activities they should do or should not in particular places by using interrogative adverb “what”, e.g. “What should you do in a library?” Since the use of modal verb, “should” has not been explicitly taught in the curriculum, students will also have the chance to use the modal “should” and “should not (shouldn’t)” for giving permission. Students can also practise using apostrophes in contractions, i.e. shouldn’t” whereas they should be familiarised with using capitalisation and punctuation in sentences and questions.

For letter sounds, students continue practicing the rimes by reading the same letter chants “Yummy in my Tummy”, which they have read in the Unit 2. They will chant the “e” sounds, i.e. “ed”, “eg”, “em” and “en” adapted from PLP-R/W.

Key Stage 3 – S2

Module: Rules and Behaviours

Unit 3	Good Behaviours	Text types	Poems, Rules
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations	
	IS(b)	To converse about ideas and experiences	
	IS(c)	To exchange messages through activities such as writing simple texts	
	IS(d)	To obtain and provide information in classroom situations and through activities such as simple open-ended role play	
	KS(a)	To find out, organise and present information on familiar topics	
	KS(b)	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions	
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them	
	KS(d)	To recognise and solve simple problems in given situations	
	ES(b)	To respond to characters and events in narrative texts through oral, written and performative means such as imagining oneself to be a character and describing one’s feelings and reactions	
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation	
Expected Learning Outcome	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
At the end of the unit, students would be...	- able to use interrogative pronoun “what” to find out specific information, e.g. “ <u>What</u> should we/you do?” (PSS)(CS)(CLS) - able to use modal verb “should” to form question, e.g. “What <u>should</u> you/we do?” (PSS)(CS)(CLS) - able to use “we/you” as subject of a sentence when answering questions (PSS)(CS)(CLS) - able to use adverbs to describe the actions in a sentence, e.g. “speak <u>quietly</u> ”	- able to use interrogative pronoun “what” to find out specific information, e.g. “ <u>What</u> should we/you do?” with teacher support (PSS)(CS)(CLS) - able to use modal verb “should” to form question, e.g. “What <u>should</u> you/we do?” with teacher support (PSS)(CS)(CLS) - able to use “we/you” as subject of a sentence when answering questions with teacher support (PSS)(CS)(CLS)	- able to show attempt to use interrogative pronoun “what” to find out specific information, e.g. “ <u>What</u> should we/you do?” with teacher support (PSS)(CS)(CLS) - able to show attempt to use modal verb “should” to form question, e.g. “What <u>should</u> you/we do?” with teacher support (PSS)(CS)(CLS) - able to identify “we/you” as subject of a sentence when answering questions with teacher support

	<p>(PSS)(CS)(CLS) - able to use rhyming words to complete a poem (PSS)(CLS)(CS) - able to use modal verb “should” and “shouldn’t” when giving permission (PSS)(CLS)(CS) - able to write at least two correct sentences to describe the picture (use of modal verb, use of adverb, use correct personal pronoun “you/we”) (CLS)(PSS) - able to point out some common features of text types “poems” and “rules”, e.g. rhyming and numbering (PSS)(CLS) - able to fill in the blanks to complete a rule in a particular community/public facility (CLS)(CS)(CR)(PSS) - able to demonstrate one’s creativity in different classroom activities (CLS)(CS)(CR) - able to use correct capitalisation and punctuation (contraction of “should not”=> shouldn’t) in writing (SLS)</p>	<p>- able to use adverbs to describe the actions in a sentence, e.g. “speak <u>quietly</u>” with teacher support (PSS)(CS)(CLS) - able to show attempt to use rhyming words to complete a poem with teacher support (PSS)(CLS)(CS) - able to use modal verb “should” and “shouldn’t” when giving permission with teacher support (PSS)(CLS)(CS) - able to fill in the blanks to describe the pictures (use of modal verb, use of adverb, use correct personal pronoun “you/we”) with teacher support (CLS)(PSS) - able to point out some common features of text types “poems” and “rules”, e.g. rhyming and numbering (PSS)(CLS) - able to fill in the blanks to complete a rule in a particular community/public facility with teacher support (CLS)(CS)(CR)(PSS) - able to demonstrate one’s creativity in different classroom activities (CLS)(CS)(CR) - able to use correct capitalisation and punctuation (contraction of “should not”=> shouldn’t) in writing with teacher support (SLS)</p>	<p>(PSS)(CS)(CLS) - able to identify correct adverbs to describe the actions in a sentence, e.g. “speak <u>quietly</u>” with teacher support (PSS)(CS)(CLS) - able to show attempt to use or identify rhyming words in a poem with teacher support (PSS)(CLS)(CS) - able to show attempt to use modal verb “should” and “shouldn’t” when giving permission with teacher support (PSS)(CLS)(CS) - able to do the matching for picture descriptions (use of modal verb, use of adverb, use correct personal pronoun “you/we”) with teacher support (CLS)(PSS) - able to point out some common features of text types “poems” and “rules”, e.g. rhyming and numbering (PSS)(CLS) - able to complete the matching for composing a rule in a particular community/public facility with teacher support (CLS)(CS)(CR)(PSS) - able to demonstrate one’s creativity in different classroom activities with teacher support (CLS)(CS)(CR) - able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>
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Unit Overview

This unit progresses from the module “We Love Hong Kong” that students have come across in S1. Students in S1 learnt about different community facilities in Hong Kong and they need to reuse the names in the interviewing activities in order to do the questionnaires. They will also use the interrogative pronoun “who” and interrogative adverb, “how” to find out a person’s identity and to ask about ways of doing things. In addition, students also need to use different prepositional phrases to indicate means and people, i.e. “by bus”, “on foot” and “with parents”, “with classmates”. Students in this unit are also expected to demonstrate their imagination and creativity in order to guess the answers for the “riddles”.

For letter sounds, students continue practicing the rimes by reading the same letter chant “Yummy in my Tummy”, which they have read in the Unit 2. They will chant the “i” sounds, i.e. “ib”, “id”, “ig”, “im”, “in”, “it” and “ix” adapted from PLP-R/W.

Key Stage 3 – S2

Module: We Love Hong Kong

Unit 4	In the Town		Text types	Questionnaires, Riddles
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about interests, preferences, ideas and experiences		
	IS(c)	To exchange messages through activities such as interviewing students, doing questionnaires		
	IS(d)	To obtain and provide information in classroom situations and through activities such as interactive games		
	KS(a)	To provide or find out, organise and present information on familiar topics		
	KS(b)	To interpret and use given information through processes or activities such as matching, describing and to follow instructions		
	KS(c)	To identify ideas in simple spoken and written texts and express them		
	ES(b)	To respond to characters and events in imaginative texts through oral, written and performative means such as making predictions and imagining oneself to be a character in the story and describing one’s feelings and reactions		
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	- able to identify different responses to questions starting with “who” and “how” (PSS)(CLS)(CS) - able to give answer, “I go to [community facility] <u>by</u> [transportation means], e.g. “I go to the bank by MTR.” (PSS)(CLS)(CS) - able to give answer, “I go to [community facility] <u>with</u> [people] e.g. “I go to the bank with parents.” (PSS)(CLS)(CS) - able to write at least two correct sentences to describe pictures (use of correct nouns and preposition to show places, activities and people)		- able to identify different responses to questions starting with “who” and “how” with teacher support (PSS)(CLS)(CS) - able to give answer, “I go to [community facility] <u>by</u> [transportation means], e.g. “I go to the bank by MTR” with teacher support (PSS)(CLS)(CS) - able to give answer, “I go to [community facility] <u>with</u> [people] e.g. “I go to the bank with parents” with teacher support (PSS)(CLS)(CS) - able to fill in the blanks to describe pictures (use of correct nouns and preposition	- able to give show responses to questions starting with “who” and “how” with teacher support (PSS)(CLS)(CS) - able to show attempt to give responses to “I go to [community facility] <u>by</u> [transportation means], e.g. “I go to the bank by MTR” with teacher support (PSS)(CLS)(CS) - able to show attempt to give responses to “I go to [community facility] <u>with</u> [people] e.g. “I go to the bank with parents” with teacher support (PSS)(CLS)(CS) - able to do the matching for

	<p>when conducting interviews with classmates (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to identify the text type “questionnaires” and “riddles” in classroom activities (PSS) - able to finish the questionnaires with classmates (PSS)(CLS)(CS)(CR) - able to demonstrate imagination and creativity when guessing riddles and other classroom learning activities, e.g. listening (SLS)(CR)(CLS)(CS) - able to use correct capitalisation and punctuation in writing (SLS) 	<p>to show places, activities and people) when conducting interviews with classmates (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to identify the text type “questionnaires” and “riddles” in classroom activities with teacher support (PSS) - able to finish the questionnaires with classmates with teacher support (PSS)(CLS)(CS)(CR) - able to demonstrate imagination and creativity when guessing riddles and other classroom learning activities, e.g. listening (SLS)(CR)(CLS)(CS) - able to use correct capitalisation and punctuation in writing with teacher support (SLS) 	<p>picture descriptions (use of correct nouns and preposition to show places, activities and people) when conducting interviews with classmates with teacher support (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to identify the text type “questionnaires” and “riddles” in classroom activities with teacher support (PSS) - able to finish the questionnaires with classmates with teacher support (PSS)(CLS)(CS)(CR) - able to show attempt to demonstrate imagination and creativity when guessing riddles and other classroom learning activities, e.g. listening with teacher support (SLS)(CR)(CLS)(CS) - able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)
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Unit Overview

This unit also progresses from the module “Cultures of the World” that students have come across in S1. Students in S1 learnt about different food and cultures in Hong Kong and they need to reuse them when writing the postcards to his/her family member staying overseas. They also use the interrogative adverb “where” and “what” to ask about location and the weather in the messaging activity. In addition, they will also revisit some weather words and names of some special dishes in different countries, e.g. sushi=> Japan or dim sum=> China. Students in this unit are also expected to demonstrate their creativity to compose the postcard to his/her family member and think of different responses when replying WhatsApp messages from others.

For letter sounds, students continue practicing the rimes “u” sounds, i.e. “ud”, “ug”, “um” and “up” adapted from PLP-R/W, “Days of the Week”.

Key Stage 3 – S2

Module: Cultures of the World

Unit 5	Countries and Cities		Text types	Postcards, Messages
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about feelings, interests, preferences, ideas and experiences		
	IS(c)	To exchange messages through activities such as typing WhatsApp messages		
	IS(d)	To obtain and provide objects, services and information in classroom situations and through activities such as interactive games		
	KS(a)	To provide and present information on familiar topics		
	KS(b)	To interpret and use given information through activities such as matching, sequencing, describing, classifying and to follow instructions		
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them		
	ES(b)	To respond to characters and events in imaginative texts through oral, written and performative means such as imagining oneself to be a character in the story and describing one’s feelings and reactions		
	ES(b)	To respond to characters and events in simple imaginative texts through oral and written performative means, such as making responses about the weather condition in a city/country		
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation and character:		
Expected Learning Outcome	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	- able to give appropriate answers to questions, like “Where do you come from?”, “Where do you live” and “What is the weather like?” (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan (PSS)(CLS)(CS) - able to use appropriate weather words to describe the weather in a place, e.g. cold, hot (PSS)(CLS)(CS) - able to identify the text type feature of “postcards”, e.g. addressing and greeting (PSS)(CLS)(CS) - able to make correct		- able to give appropriate answers to questions, like “Where do you come from?”, “Where do you live” and “What is the weather like?” with teacher support (PSS)(CLS)(CS) - able to identify the differences between countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to use appropriate weather words to describe the weather in a place, e.g. cold, hot with teacher support (PSS)(CLS)(CS) - able to identify the text type feature of “postcards”, e.g.	- able to show attempt to give appropriate responses to questions, like “Where do you come from?”, “Where do you live” and “What is the weather like?” with teacher support (PSS)(CLS)(CS) - able to identify the countries and cities, e.g. Tokyo => Japan with teacher support (PSS)(CLS)(CS) - able to identify correct weather words to describe the weather in a place, e.g. cold, hot with teacher support (PSS)(CLS)(CS) - able to identify the text type feature of “postcards”, e.g. addressing and greeting with

	<p>responses when making replies to the WhatsApp messages (PSS)(CLS)(CS)(CR)</p> <ul style="list-style-type: none"> - able to relate special dishes with city/country, e.g. dim sum => China (PSS)(CLS)(CS) - able to compose at least two correct sentences when making responses in the WhatsApp messaging activity (use of correct weather words and names of dishes) with classmates (PSS)(CLS)(CS)(CR)(IT) - able to demonstrate imagination and creativity when making responses to different classroom learning activities, e.g. WhatsApp messaging, postcard writing (SLS)(CR)(CLS)(CS) - able to use correct capitalisation and punctuation in writing (SLS) 	<p>addressing and greeting with teacher support (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to make correct responses when making replies to the WhatsApp messages with teacher support (PSS)(CLS)(CS)(CR) - able to relate special dishes with city/country, e.g. dim sum => China with teacher support (PSS)(CLS)(CS) - able to fill in the blanks to make responses in the WhatsApp messaging activity (use of correct weather words and names of dishes) with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to demonstrate imagination and creativity when making responses to different classroom learning activities, e.g. WhatsApp messaging, postcard writing with teacher support (SLS)(CR)(CLS)(CS) - able to use correct capitalisation and punctuation in writing with teacher support (SLS) 	<p>teacher support (PSS)(CLS)(CS)</p> <ul style="list-style-type: none"> - able to show attempt to make responses when making replies to the WhatsApp messages with teacher support (PSS)(CLS)(CS)(CR) - able to identify special dishes in a city/country, e.g. dim sum => China with teacher support (PSS)(CLS)(CS) - able to do the matching in the WhatsApp messaging activity (use of correct weather words and names of dishes) with teacher support (PSS)(CLS)(CS)(CR)(IT) - able to demonstrate imagination and creativity when making responses to different classroom learning activities, e.g. WhatsApp messaging, postcard writing with teacher support (SLS)(CR)(CLS)(CS) - able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)
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Unit Overview

In this unit, students will read a blog entry about travel as they are pretending to take a trip with family in the summer. They reuse some of the vocabulary learnt in Unit 5, including the names of countries and cities, special dishes and weather words. They will also learn to use connective “because” when giving reasons for the places that they want to go. Students also use the formulaic expressions to express ‘wishes’, i.e. “I want to...” that they have learnt in KS2. Students also come across the names of different activities that they would do in different countries, e.g. “feed kangaroos”, “visit the Great Wall” and “do a bungee jump”. Students also revisit the modal verb “can” to talk about abilities, e.g. “I can visit the Great Wall”. By the end of the unit, students will compose a blog entry to introduce the place that they want to go with family in summer.

For letter sounds, students in this unit have revision on rimes.

Key Stage 3 – S2

Module: Cultures of the World

Unit 6	Where have you been?		Text types	Blogs, Leaflets
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about feelings, interests, preferences, ideas and experiences		
	IS(c)	To exchange messages through activities such as writing simple texts		
	IS(d)	To converse about feelings, interests, preferences, ideas and experiences in classroom situations and through activities such as interactive games		
	KS(a)	To provide or find out, organise and present information on familiar topics		
	KS(b)	To interpret and use given information through processes or activities such as matching, sequencing, describing, classifying and to follow instructions		
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them		
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as imagining oneself to be a character in the story and describing one’s feelings and reactions and making predictions		
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation		
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	<ul style="list-style-type: none"> - able to the formulaic expression “I want to” to express wishes (PSS)(CLS)(CS) - able to use connective “because” to change a simple sentence into a compound sentence when giving reasons (PSS)(CLS)(CS) - able to use appropriate nouns and noun phrases in classroom activities and writing (PSS)(CS)(CLS) - able to give appropriate responses to the question “Where do you want to go?” (PSS)(CS)(CLS) - able to respond to the question word “why” to give reasons (PSS)(CS)(CLS) - able to point out some 		<ul style="list-style-type: none"> - able to the formulaic expression “I want to” to express wishes with teacher support (PSS)(CLS)(CS) - able to use connective “because” to change a simple sentence into a compound sentence when giving reasons with teacher support (PSS)(CLS)(CS) - able to use appropriate nouns and noun phrases in classroom activities and writing with teacher support (PSS)(CS)(CLS) - able to give appropriate responses to the question “Where do you want to go?” with teacher support (PSS)(CS)(CLS) - able to respond to the question word “why” to give 	<ul style="list-style-type: none"> - able to show attempt to use formulaic expression “I want to” to express wishes with teacher support (PSS)(CLS)(CS) - able to show attempt to use connective “because” to change a simple sentence into a compound sentence when giving reasons (PSS)(CLS)(CS) - able to identify appropriate nouns and noun phrases in classroom activities and writing (PSS)(CS)(CLS) - able to show attempt to give appropriate responses to the question “Where do you want to go?” with teacher support (PSS)(CS)(CLS) - able to show attempt to

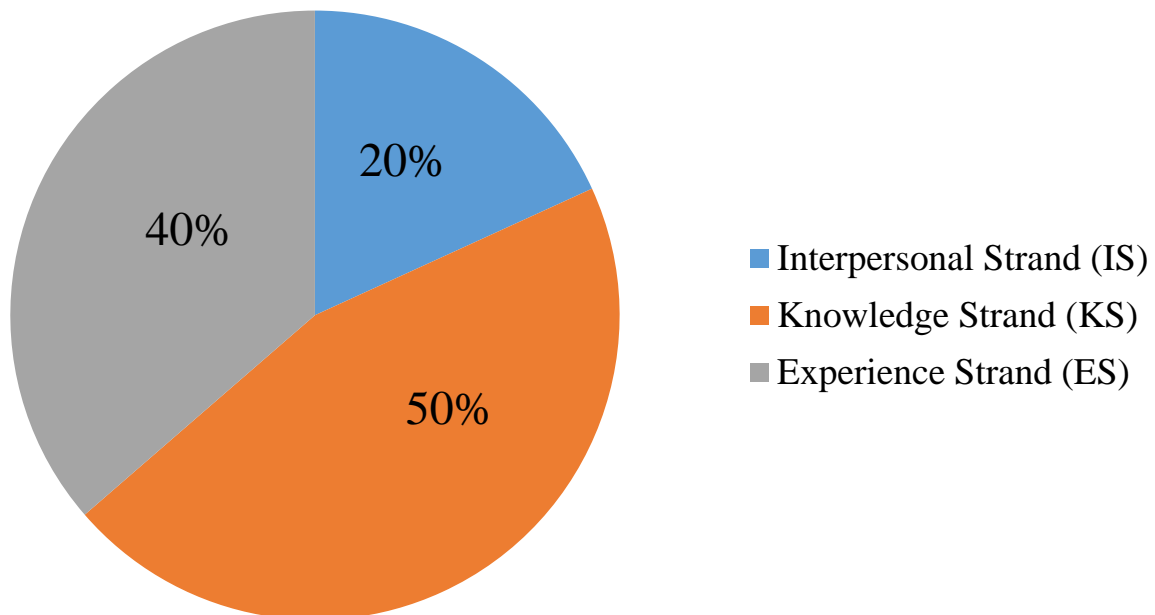
	<p>common features of text type “blogs” and “leaflets”, e.g. using photos (pictures) and headings (PSS)(CS)(CLS)(IT)</p> <p>- able to fill in the blanks to complete a blog entry on a trip (PSS)(CS)(CR)(CLS)(IT)</p> <p>- able to demonstrate imagination and creativity when designing blog entries and in classroom learning activities, e.g. blogs writing (SLS)(CR)(CLS)(CS)(IT)</p> <p>- able to use correct capitalisation and punctuation in writing (SLS)</p>	<p>reasons with teacher support (PSS)(CS)(CLS)</p> <p>- able to point out some common features of text type “blogs” and “leaflets”, e.g. using photos (pictures) and headings with teacher support (PSS)(CS)(CLS)(IT)</p> <p>- able to fill in the blanks to complete a blog entry on a trip with teacher support (PSS)(CS)(CR)(CLS)(IT)</p> <p>- able to demonstrate imagination and creativity when designing blog entries and in classroom learning activities, e.g. blogs writing with teacher support (SLS)(CR)(CLS)(CS)(IT)</p> <p>- able to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>	<p>respond to the question word “why” to give reasons with teacher support (PSS)(CS)(CLS)</p> <p>- able to point out some common features of text type “blogs” and “leaflets”, e.g. using photos (pictures) and headings with teacher support (PSS)(CS)(CLS)(IT)</p> <p>- able to do matching to complete a blog entry on a trip with teacher support (PSS)(CS)(CR)(CLS)(IT)</p> <p>- able to show attempt to demonstrate imagination and creativity when designing blog entries and in classroom learning activities, e.g. blogs writing with teacher support (SLS)(CR)(CLS)(CS)(IT)</p> <p>- able to show attempt to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>
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S2 Learning Summary

- able to identify all initial sounds, ending sounds and rimes in vocabulary
- able to segment vowels and rimes for some vocabulary
- able to identify and write small and large capital letters when writing names, the first letter of sentences, and some proper names, e.g. names of countries
- able to identify the basic capitalisation and punctuation, e.g. full stop and apostrophe
- able to make and respond to more question types using “what”, “where”, “when”, “who” and “how”
- able to use more subject pronouns except “he/she” in context, e.g. “we”
- able to give some responses by showing problem solving skills and imagination to respond to imaginative characters in a story/situation
- able to use more sentences structures to express ideas, e.g. use of more connectives (and, but, because)

Proportion on Learning Targets

Learning Targets for Key Stage 3 (S2)



S2 Teaching Contents	Unit	
Teenage Life	Unit 1	Leisure and Hobbies
Great Stories	Unit 2	The Twelve Animals of Year
Rules and Behaviours	Unit 3	Good Behaviours
We Love Hong Kong	Unit 4	In the Town
Cultures of the World	Unit 5	Countries and Cities
	Unit 6	Where have you been?

Unit Overview

In this unit, students start with reading about some special events at school on the school calendar. Students learn to talk about dates and to find out some special events that happened last year in school. By the end of this unit, students need to write on a calendar for recording the school events that will happen in the second term.

Students in this unit need to use different tenses, simple past and future to describe events happened before/ after. In addition, they learn how to talk about dates accurately. They will also come across the names of different school events, e.g. Parents' Days and Sports Days. Students also need to demonstrate their creativity by making their own calendar for recording some important school events.

For letter sounds, students start to recognise the consonant blends. They will start with the "s" blends, i.e. "sc", "sk" and "sl".

Key Stage 3 – S3

Module: Study, School Life and Work

Unit 1	School Events	Text types	Calendar
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations	
	IS(b)	To converse about feelings, interests and experiences	
	IS(c)	To exchange messages through activities such as writing simple texts	
	IS(d)	To obtain and provide information in classroom situations and through activities such as simple open-ended role play	
	KS(a)	To provide or find out, organise and present information on familiar topics	
	KS(b)	To interpret and use given information through processes or activities such as matching, sequencing, describing and to follow instructions	
	ES(b)	To respond to characters and events in narrative texts through oral, written and performative means such as describing one's feelings towards characters and events and participating in dramatic activities	
Expected Learning Outcome	Group (a) (Strong)		
	Group (b) (Medium)		
At the end of the unit, students would be...	<ul style="list-style-type: none"> - able to use simple past tense to actions or events happened in the past, e.g. "I <u>joined</u> sports games on that day" (PSS)(SLS)(CS)(CLS) - able to use simple future tense to actions or events happened in the past, e.g. "I <u>will join</u> sports games on that day" (PSS)(SLS)(CS)(CLS) - able to use auxiliary verb "was" when making questions in past tense, e.g. "When <u>was</u> the Sports Day?" (PSS)(SLS)(CS)(CLS) - able to use helping verb "did" when making questions in past tense, e.g. "What <u>did</u> you do on that day?" (PSS)(SLS)(CS)(CLS) - able to use helping word "will" when making questions in future tense, e.g. "What <u>will</u> you do on that day?" - able to give answers in 	<ul style="list-style-type: none"> - able to use simple past tense to actions or events happened in the past, e.g. "I <u>joined</u> sports games on that day" with teacher support (PSS)(SLS)(CS)(CLS) - able to use simple future tense to actions or events happened in the past, e.g. "I <u>will join</u> sports games on that day" with teacher support (PSS)(SLS)(CS)(CLS) - able to use auxiliary verb "was" when making questions in past tense, e.g. "When <u>was</u> the Sports Day?" with teacher support (PSS)(SLS)(CS)(CLS) - able to use helping verb "did" when making questions in past tense, e.g. "What <u>did</u> you do on that day?" with teacher support (PSS)(SLS)(CS)(CLS) - able to use helping word "will" when making questions in future tense, e.g. "What <u>will</u> 	<ul style="list-style-type: none"> - able to show attempt to use simple past tense to actions or events happened in the past, e.g. "I <u>joined</u> sports games on that day" with teacher support (PSS)(SLS)(CS)(CLS) - able to show attempt to use simple future tense to actions or events happened in the past, e.g. "I <u>will join</u> sports games on that day" with teacher support (PSS)(SLS)(CS)(CLS) - able to show attempt to give answers in correct tenses in classroom activities with teacher support (PSS)(SLS)(CS)(CLS) - able to show attempt to use preposition to indicate days, e.g. "The Sports Days is on..." with teacher support (PSS)(SLS)(CS)(CLS) - able to do blank filling to describe the school events on calendar (use of correct tenses,

	<p>correct tenses in classroom activities (PSS)(SLS)(CS)(CLS)</p> <ul style="list-style-type: none"> - able to use preposition to indicate days, e.g. “The Sports Days is on...” (PSS)(SLS)(CS)(CLS) - able to write at least three correct sentences to describe the school events on calendar (use of correct tenses, use of correct proposition and names of activities) (PSS)(CS)(CLS)(SLS) - able to point out some common features of text type “Calendar”, e.g. days and events (PSS) - able to complete the calendar for recording school events (PSS)(CS)(CR)(CLS) <ul style="list-style-type: none"> - able to use capitalisation and punctuation for proper names e.g. names of school events and dates in writing(SLS) 	<p>you do on that day”? with teacher support</p> <ul style="list-style-type: none"> - able to give answers in correct tenses in classroom activities with teacher support (PSS)(SLS)(CS)(CLS) - able to use preposition to indicate days, e.g. “The Sports Days is on...” with teacher support (PSS)(SLS)(CS)(CLS) - able to write at least two correct sentences to describe the school events on calendar (use of correct tenses, use of correct proposition and names of activities) with teacher support (PSS)(CS)(CLS)(SLS) - able to point out some common features of text type “Calendar”, e.g. days and events with teacher support (PSS) - able to complete the calendar for recording school events with teacher support (PSS)(CS)(CR)(CLS) <ul style="list-style-type: none"> - able to use capitalisation and punctuation for proper names e.g. names of school events and dates in writing with teacher support (SLS) 	<p>use of correct proposition and names of activities) with teacher support (PSS)(CS)(CLS)(SLS)</p> <ul style="list-style-type: none"> - able to point out some common features of text type “Calendar”, e.g. days and events with teacher support (PSS) - able to do the matching for the calendar for recording school events with teacher support (PSS)(CS)(CR)(CLS) - able to identify and show attempt to use capitalisation and punctuation for proper names e.g. names of school events and dates with teacher support (SLS)
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Unit Overview

Students in this unit will learn more adjectives for describing a person's characters, e.g. "diligent" and "humble" by reading an article about Friendship on a magazine. Except more adjectives students will learn, they will also revisit the use of "frequency adverbs", e.g. "always", "sometimes" and "never". Students are also required to give reasons by using connective "because", which they have learnt in S2. For tenses, students in this unit will mainly use the simple present tense for writing descriptions. However, students also need to notice to aware the use of third person singular "s" when the subject of sentences is "He/She".

For letter sounds, students continue to recognise the consonant blends. They will continue with the "s" blends, i.e. "sm", "sn", "sp" and "st".

Key Stage 3 – Getting Along with Others

Module: Friendship

Unit 2	Friendship	Text types	Personal Descriptions
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations	
	IS(b)	To converse about feelings, preferences and ideas	
	IS(c)	To exchange messages through activities such as writing simple texts	
	IS(d)	To obtain and provide information in classroom situations and through activities such as simple open-ended role play	
	KS(a)	To provide and present information on familiar topics	
	KS(b)	To interpret and use given information through processes or activities such as matching, describing and to follow instructions	
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them	
	ES(b)	To respond to events in narrative texts through oral, written and performative means such as participating in dramatic activities	
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation, object or character	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	- able to use simple present tense in writing descriptions, e.g. "He/ She <u>is</u> always kind" (PSS)(CLS)(CS)(SLS) - able to use connectives to change sentence to compound sentence, e.g. "He is generous because he always..." (PSS)(CLS)(CS)(SLS) - able to add 's' for the third person singular when the subject of sentences is "He/She", e.g. "He always shares things" (PSS)(CLS)(CS)(SLS) - able to response to questions when using the interrogative adverbs, "why" when asking about reasons (PSS)(CLS)(CS)(SLS) - able to use appropriate adjectives to describe the qualities of a person, e.g. "humble", "lazy" (PSS)(CLS)(CS)(SLS)	- able to use simple present tense in writing descriptions, e.g. "He/ She <u>is</u> always kind" with teacher support (PSS)(CLS)(CS)(SLS) - able to use connectives to change sentence to compound sentence, e.g. "He is generous because he always..." with teacher support (PSS)(CLS)(CS)(SLS) - able to add 's' for the third person singular when the subject of sentences is "He/She", e.g. "He always shares things" with teacher support (PSS)(CLS)(CS)(SLS) - able to response to questions when using the interrogative adverbs, "why" when asking about reasons with teacher support (PSS)(CLS)(CS)(SLS) - able to use appropriate adjectives to describe the qualities of a person, e.g.	- able to show attempt to use simple present tense in descriptions, e.g. "He/ She <u>is</u> always kind" with teacher support (PSS)(CLS)(CS)(SLS) - able to show attempt to identify connectives in compound sentence, e.g. "He is generous because he always..." with teacher support (PSS)(CLS)(CS)(SLS) - able to show attempt to add 's' for the third person singular when the subject of sentences is "He/She", e.g. "He always shares things" with teacher support (PSS)(CLS)(CS)(SLS) - able to show attempt to response to questions when using the interrogative adverbs, "why" when asking about reasons with teacher support (PSS)(CLS)(CS)(SLS) - able to identify appropriate

	<ul style="list-style-type: none"> - able to use adverb of frequency, “always”, “sometimes” and “never” to indicate the frequency of events (PSS)(CLS)(CS)(SLS) - able to write at least three correct sentences in the description (use of correct adjectives, connectives and the tenses) (PSS)(CLS)(CS)(SLS) - able to point out some common features of text type “Descriptions”, e.g. heading (SLS) - able to complete the description about friends (PSS)(CLS)(CS)(SLS)(CR) - able to use correct capitalisation and punctuation in writing (SLS) 	<ul style="list-style-type: none"> “humble”, “lazy” with teacher support (PSS)(CLS)(CS)(SLS) - able to use adverb of frequency, “always”, “sometimes” and “never” to indicate the frequency of events with teacher support (PSS)(CLS)(CS)(SLS) - able to write at least two correct sentences in the description (use of correct adjectives, connectives and the tenses) with teacher support (PSS)(CLS)(CS)(SLS) - able to point out some common features of text type “Descriptions”, e.g. heading (SLS) with teacher support - able to fill in the blanks to complete the description about friends with teacher support (PSS)(CLS)(CS)(SLS)(CR) - able to use capitalisation in and punctuation (full stop and commas) in writing with teacher support (SLS) 	<ul style="list-style-type: none"> adjectives to describe the qualities of a person, e.g. “humble”, “lazy” with teacher support (PSS)(CLS)(CS)(SLS) - able to do the matching for a description about his/her friend (use of correct adjectives, connectives and the tenses) with teacher support (PSS)(CLS)(CS)(SLS)(CR) - able to point out some common features of text type “Descriptions”, e.g. heading (SLS) with teacher support - able to identify and show attempt to use capitalisation and punctuation with teacher support (SLS)
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Unit Overview

In this unit, students learn to use the simple present and present continuous tenses with the connective “when” by looking at some photos about accidents happened before, e.g. “break”, “is cutting” etc. This unit requires students to relate the accident with some possible reasons, e.g. “cut my finger” and “watch T.V”, that means, it requires more imagination.

Students also have to design a poster about some common accidents that will happen in order to caution classmates to avoid. Students also revisit the use of the connectives, “because” when writing accounts of the accidents.

For letter sounds, students continue to recognise the consonant blends. They will continue with the “l” blends, i.e. “bl”, “cl” and “sl”.

Key Stage 3 – S3

Module: Changes

Unit 3	Respect for Life	Text types	Picture descriptions, Posters
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations	
	IS(b)	To converse about feelings, ideas and experiences	
	IS(c)	To exchange messages through activities such as writing simple texts	
	IS(d)	to obtain and provide information in classroom situations and through activities such as simple open-ended role play	
	KS(a)	To provide and find out, organise and present information on familiar topics	
	KS(b)	to interpret and use given information through processes or activities such as matching, sequencing, describing and to follow instructions	
	KS(d)	To recognise and solve simple problems in given situations	
	KS(c) of KS2	To state opinions using information and ideas in simple spoken and written texts	
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as imagining oneself to be a character in the story and describing one’s feelings and reactions and participating in dramatic activities	
	ES(b)	To respond to characters and events in simple narrative texts through oral, written and performative means such as describing related experiences in celebrating Chinese New Year	
Esc(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation, object or character		
Expected Learning Outcome	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
At the end of the unit, students would be...	- able to use present tense to refer to the action that happens in present state, e.g. “I cut my finger”/ “He <u>cuts</u> the finger” (PSS)(CS)(CLS)(SLS) - able to use connective adverb to link two clauses together, e.g. “I cut my finger <u>when</u> I am cutting the carrot” (PSS)(CS)(CLS)(SLS) - able to use the present continuous tense to refer to something that is happening continuously, e.g. “I <u>am cutting</u> the carrot” (PSS)(CS)(CLS)(SLS) - able to respond to questions using present continuous	- able to use present tense to refer to the action that happens in present state, e.g. “I cut my finger”/ “He <u>cuts</u> the finger” with teacher support (PSS)(CS)(CLS)(SLS) - able to use connective adverb to link two clauses together, e.g. “I cut my finger <u>when</u> I am cutting the carrot” with teacher support (PSS)(CS)(CLS)(SLS) - able to use the present continuous tense to refer to something that is happening continuously, e.g. “I <u>am cutting</u> the carrot” with teacher support	- able to show attempt to use present tense to refer to the action that happens in present state, e.g. “I cut my finger”/ “He <u>cuts</u> the finger” with teacher support (PSS)(CS)(CLS)(SLS) - able to identify connective adverb for linking two clauses together, e.g. “I cut my finger <u>when</u> I am cutting the carrot” with teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to use the present continuous tense to refer to something that is happening continuously, e.g. “I <u>am cutting</u> the carrot” with

	<p>tense, e.g. “What <u>is</u> he <u>doing</u>?” => “He <u>is</u> <u>cutting</u> the carrot” (PSS)(CS)(CLS)(SLS) - able to respond to questions using present tense, e.g. “What <u>happen</u> to him/her?” (PSS)(CS)(CLS)(SLS) - able to use appropriate verb of agreement with different subject of sentences, e.g. “he/she=>is”, “I=> am”, “you=> are” (PSS)(CS)(CLS)(SLS) - able to write at least three correct sentences for describing the photos of accidents (use of present and present continuous tenses, use of linking adverb, use of subject and subject of agreement) (PSS)(CS)(CLS)(SLS) - able to use connective “because” to make compound sentences when giving reasons (PSS)(CS)(CLS)(SLS) - able to design posters to caution classmates to avoid different accidents (PSS)(CS)(CLS)(SLS)(CR) - able to use correct nouns or noun phrases to refer to different accidents (PSS)(CS)(CLS)(SLS) - able to use correct capitalisation and punctuation in writing (SLS)</p>	<p>(PSS)(CS)(CLS)(SLS) - able to respond to questions using present continuous tense, e.g. “What <u>is</u> he <u>doing</u>?” => “He <u>is</u> <u>cutting</u> the carrot” with teacher support (PSS)(CS)(CLS)(SLS) - able to respond to questions using present tense, e.g. “What <u>happen</u> to him/her?” with teacher support (PSS)(CS)(CLS)(SLS) - able to use appropriate verb of agreement with different subject of sentences, e.g. “he/she=>is”, “I=> am”, “you=> are” with teacher support (PSS)(CS)(CLS)(SLS) - able to write at least two correct sentences for describing the photos of accidents (use of present and present continuous tenses, use of linking adverb, use of subject and subject of agreement) with teacher support (PSS)(CS)(CLS)(SLS) - able to use connective “because” to make compound sentences when giving reasons with teacher support (PSS)(CS)(CLS)(SLS) - able to design posters to caution classmates to avoid different accidents with teacher support (PSS)(CS)(CLS)(SLS)(CR) - able to use correct nouns or noun phrases to refer to different accidents with teacher support (PSS)(CS)(CLS)(SLS) - able to use correct capitalisation and punctuation in writing with teacher support (SLS)</p>	<p>teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to give response to questions using present continuous tense, e.g. “What <u>is</u> he <u>doing</u>?” => “He <u>is</u> <u>cutting</u> the carrot” with teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to use appropriate verb of agreement with different subject of sentences, e.g. “he/she=>is”, “I=> am”, “you=> are” with teacher support (PSS)(CS)(CLS)(SLS) - able to do the matching for describing the photos of accidents (use of present and present continuous tenses, use of linking adverb, use of subject and subject of agreement) with teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to use connective “because” to make compound sentences when giving reasons with teacher support (PSS)(CS)(CLS)(SLS) - able to do the matching for designing posters to caution classmates to avoid different accidents with teacher support (PSS)(CS)(CLS)(SLS)(CR) - able to identify correct nouns or noun phrases to refer to different accidents with teacher support (PSS)(CS)(CLS)(SLS) - able to identify and show attempt to use capitalisation and punctuation with teacher support (SLS)</p>
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Unit Overview

In this unit, students learn some common illnesses by reading a telephone conversation. Students can learn the common illnesses that they may get in daily lives and know how to make oneself to recover, e.g. “take more rest”, “drink more water”. By the end of this unit, students need to design a “get well card” for one of his/her classmates (teachers). Students need to use the past participle of the verb, e.g. “I’ve got” to describe what happened to him/her and use the formulaic adverb phrase “told me to” to talk about how to recover from the illness. Students revisit the use of interrogative pronoun “what” to seek information, e.g. “What’s the matter?” Students also need to use the person pronouns “me” as object to identify people, which they have come across in the last unit, in sentences and questions. Also, students also revisit to use appropriate punctuation when writing in contractions, e.g. “I’ve”.

For letter sounds, students continue to recognise the consonant blends. They will continue with the “l” blends, i.e. “gl” and “pl”.

Key Stage 3 – S3

Module: Rights and Responsibilities

Unit 4	At the Clinic		Text types	Telephone conversations, Cards
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations		
	IS(b)	To converse about feelings, ideas and experiences		
	IS(c)	To exchange messages through activities such as writing simple texts, making telephone calls		
	IS(d)	To obtain and provide information in classroom situations and through activities such as simple open-ended role play		
	KS(a)	To provide or find out, organise and present information on familiar topics		
	KS(b)	To interpret and use given information through processes or activities such as matching, describing and to follow instructions		
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them		
	KS(d)	to recognise and solve simple problems in given situations		
	ES(b)	To respond to characters and events in narrative texts through oral, written and performative means such as describing one’s feelings towards characters and events and imagining oneself to be a character in the story and describing one’s feelings and reactions		
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation, object or character		
Expected Learning Outcome	Group (a) (Strong)		Group (b) (Medium)	Group (c) (Low)
	- able to use the past participle, “got” to talk about actions or events happen in the past in an unspecified time, e.g. “I’ve <u>got</u> a fever.” (PSS)(CLS)(CS)(SLS) - able to use the personal pronoun “me” as object to identify a person in a sentence, e.g. “He told <u>me</u> to ...” (PSS)(CLS)(CS)(SLS) - able to use the interrogative pronoun “what” to seek information, e.g. “What’s the matter?” (PSS)(CLS)(CS)(SLS) - able to use appropriate punctuation in contractions,		- able to use the past participle, “got” to talk about actions or events happen in the past in an unspecified time, e.g. “I’ve <u>got</u> a fever.” with teacher support (PSS)(CLS)(CS)(SLS) - able to use the personal pronoun “me” as object to identify a person in a sentence, e.g. “He told <u>me</u> to ...” with teacher support (PSS)(CLS)(CS)(SLS) - able to use “What’s the matter?” to seek information in classroom activities with teacher support (PSS)(CLS)(CS)(SLS) - able to use appropriate	- able to show attempt to use the past participle, “got” to talk about actions or events happen in the past in an unspecified time, e.g. “I’ve <u>got</u> a fever.” with teacher support (PSS)(CLS)(CS)(SLS) - able to show attempt to use personal pronoun “me” as object to identify, e.g. “He told <u>me</u> to ...” with teacher support (PSS)(CLS)(CS)(SLS) - able to show attempt to use “What’s the matter?” to seek information in classroom activities with teacher support (PSS)(CLS)(CS)(SLS) - able to identify the formulaic
At the end of the unit, students would be...				

	<p>e.g. “I’ve got”, “What’s the matter...?” (PSS)(CLS)(CS)(SLS) - able to use formulaic expressions, “told me to” express advice, e.g. “He <u>told me to</u> take more rest.” (PSS)(CLS)(CS)(SLS)(CTS) - able to write at least three correct sentences to describe the pictures (use of past participle, “got” and past tenses, use of object pronoun, use of correct nouns or noun phrases, use of punctuation in contractions) (PSS)(CLS)(CS)(SLS)(CR) - able to point out some common features of text type “cards”, e.g. greeting and addressing (SLS)(CS) - able to design a get well card to classmate or teacher (PSS)(CS)(CLS)(CR)(SLS) - able to use correct capitalisation and punctuation (e.g. contractions) in writing (SLS)</p>	<p>punctuation in contractions, e.g. “I’ve got”, “What’s the matter...?” with teacher support (PSS)(CLS)(CS)(SLS) - able to use formulaic expressions, “told me to” express advice, e.g. “He <u>told me to</u> take more rest.” with teacher support (PSS)(CLS)(CS)(SLS)(CTS) - able to write at two correct sentences to describe the pictures (use of “got” and past tenses, use of object pronoun “me”, use of correct nouns or noun phrases, use of punctuation in contractions) with teacher support (PSS)(CLS)(CS)(SLS)(CR) - able to point out some common features of text type “cards”, e.g. greeting and addressing with teacher support (SLS)(CS) - able to fill in the blanks to complete a get well card to classmate or teacher with teacher support (PSS)(CS)(CLS)(CR)(SLS) - able to use correct capitalisation and punctuation (e.g. contractions) in writing with teacher support (SLS)</p>	<p>expressions, “told me to” express advice, e.g. “He <u>told me to</u> take more rest.” with teacher support (PSS)(CLS)(CS)(SLS) - able to do the matching for describing pictures (use of “got” and past tenses, use of object pronoun “me”, use of correct nouns or noun phrases) with teacher support (PSS)(CLS)(CS)(SLS)(CR) - able to identify the text type “cards”, e.g. greeting and addressing with teacher support (SLS)(CS) - able to do the matching to complete a get well card to classmate or teacher with teacher support (PSS)(CS)(CLS)(CR)(SLS)(CTS) - able to identify and show attempt to use capitalisation and punctuation with teacher support (SLS)</p>
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Unit Overview

In this unit, students read about what people want to be when grow up in a youth magazine. Students revisit to use names of different jobs which they learnt in KS2. Since the teaching focus in KS2 is on “Jobs and Workplaces”, the focus of this unit becomes more “personal”, i.e. dream jobs of their own. It requires more imaginations and understanding on one’s personalities and characters. The grammar in this unit is easier, mainly focuses on using present tense to express their dream jobs and to give reasons. Also, students can keep on learning to use connective “because” when giving reasons and the formulaic expressions to express ‘wishes’, i.e. “I want to...”, which they have learnt in KS2 also. By the end of the unit, students share their dream jobs in class by finishing an article in a youth magazine.

For letter sounds, students continue to recognise the consonant blends. They will continue with the “r” blends, i.e. “br”, “cr”, “dr” and “fr”.

Key Stage 3 – S3

Module: Teenage Life

Unit 5	What do you want to be?	Text types	Articles
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations	
	IS(b)	To converse about interests, preferences and ideas	
	IS(c)	To exchange messages through activities such as writing simple texts	
	IS(d)	To obtain and provide information in classroom situations and through activities such as interactive games and simple open-ended role play	
	KS(a)	To provide, organise and present information on familiar topics	
	KS(b)	To interpret and use given information through processes or activities such as matching, describing and to follow instructions	
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them	
	ES(b)	To respond to characters and events in imaginative and other narrative texts through oral, written and performative means such as participating in dramatic activities	
Expected Learning Outcome	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
At the end of the unit, students would be...	<ul style="list-style-type: none"> - able to use present tense to express simple truths e.g. “<u>I want to...</u>” (PSS)(CS)(CLS)(SLS) - able to use the formulaic expression “I want to be...” to express wishes (PSS)(CS)(CLS)(SLS) - able to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> do you want to be?” (PSS)(CS)(CLS)(SLS) - able to use helping verb “do” when making questions in present tense, e.g. “What <u>do</u> you want to be?” (PSS)(SLS)(CS)(CLS) - able to use connective to change sentence to compound sentence, e.g. “I want to be a teacher <u>because...</u>” (PSS)(CLS)(CS)(SLS) - able to write at least three correct sentences in the article (use of present tense, use of 	<ul style="list-style-type: none"> - able to use present tense to express simple truths e.g. “<u>I want to...</u>” with teacher support (PSS)(CS)(CLS)(SLS) - able to use the formulaic expression “I want to be...” to express wishes with teacher support (PSS)(CS)(CLS)(SLS) - able to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> do you want to be?” with teacher support (PSS)(CS)(CLS)(SLS) - able to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> do you want to be?” with teacher support (PSS)(CS)(CLS)(SLS) - able to use helping verb “do” when making questions in present tense, e.g. “What <u>do</u> you want to be?” with teacher support (PSS)(SLS)(CS)(CLS) - able to use connective to change sentence to compound sentence, e.g. “I want to be a teacher <u>because...</u>” with teacher support (PSS)(CLS)(CS)(SLS) 	<ul style="list-style-type: none"> - able to show attempt to use the formulaic expression “I want to be...” to express wishes with teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> do you want to be?” with teacher support (PSS)(CS)(CLS)(SLS) - able to show attempt to identify the use of connective to change sentence to compound sentence, e.g. “I want to be a teacher <u>because...</u>” with teacher support (PSS)(CLS)(CS)(SLS) - able to do the matching for an article about dream jobs with teacher support (PSS)(CLS)(CS)(SLS)(CR)(CTS) - able to identify and show

	<p>connective) (PSS)(CLS)(CS)(SLS)(CR) (CTS) - able to point out some common features of text type “article”, e.g. headings and pictures (SLS) - able to complete an article on a youth magazine for sharing dream jobs (PSS)(CS)(CLS)(CR)(CTS)(IT)) - able to use correct capitalisation and punctuation (e.g. contractions) in writing (SLS)</p>	<p>- able to write at least two correct sentences in the article (use of present tense, use of connective) with teacher support (PSS)(CLS)(CS)(SLS)(CR) (CTS) - able to point out some common features of text type “article”, e.g. headings and pictures with teacher support (SLS) - able to fill in the blanks to complete an article on a youth magazine for sharing dream jobs with teacher support (PSS)(CS)(CLS)(CR)(IT)(CTS)) - able to use correct capitalisation and punctuation (e.g. contractions) in writing with teacher support (SLS)</p>	<p>attempt to use capitalisation and punctuation with teacher support (SLS)</p>
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Unit Overview

In this unit, students will learn more about helping others by doing different charity work, like giving out their old clothes. They still start by reading a comic about Old Clothes Collection Day. After reading the comics, they can learn to express opposite ideas using connective “but”, e.g. “This blouse is pretty but it is old”. Also, students learn to use adverb “too” before an adjective to state that something has an excess amount of quality, e.g. “This dress is too old”. By this end of this unit, students will work on a list of clothes that they want to donate if there was an “Old Clothes Collection Day” at school. Except some new language items, students will revisit the names of clothes, e.g. “dress”, “jeans” and “trousers” which they have come across in KS1 and KS2. More, they will use some quantifier, like “a pair of” to show quantity. When making the list, students have the chance to practise to use the helping verb “do” and “did” when making questions, i.e. “What do you want to donate?” and using “I want to”, the formulaic expression that they have been using in the previous unit, to express wishes. Students also use commas in lists of items, e.g. “I want to donate a scarf, a dress and a pair of socks”.

For letter sounds, students continue to recognise the consonant blends. They will continue with the “r” blends, i.e. “gr”, “pr” and “tr”.

Key Stage 3 – S3

Module: Getting Along with Others

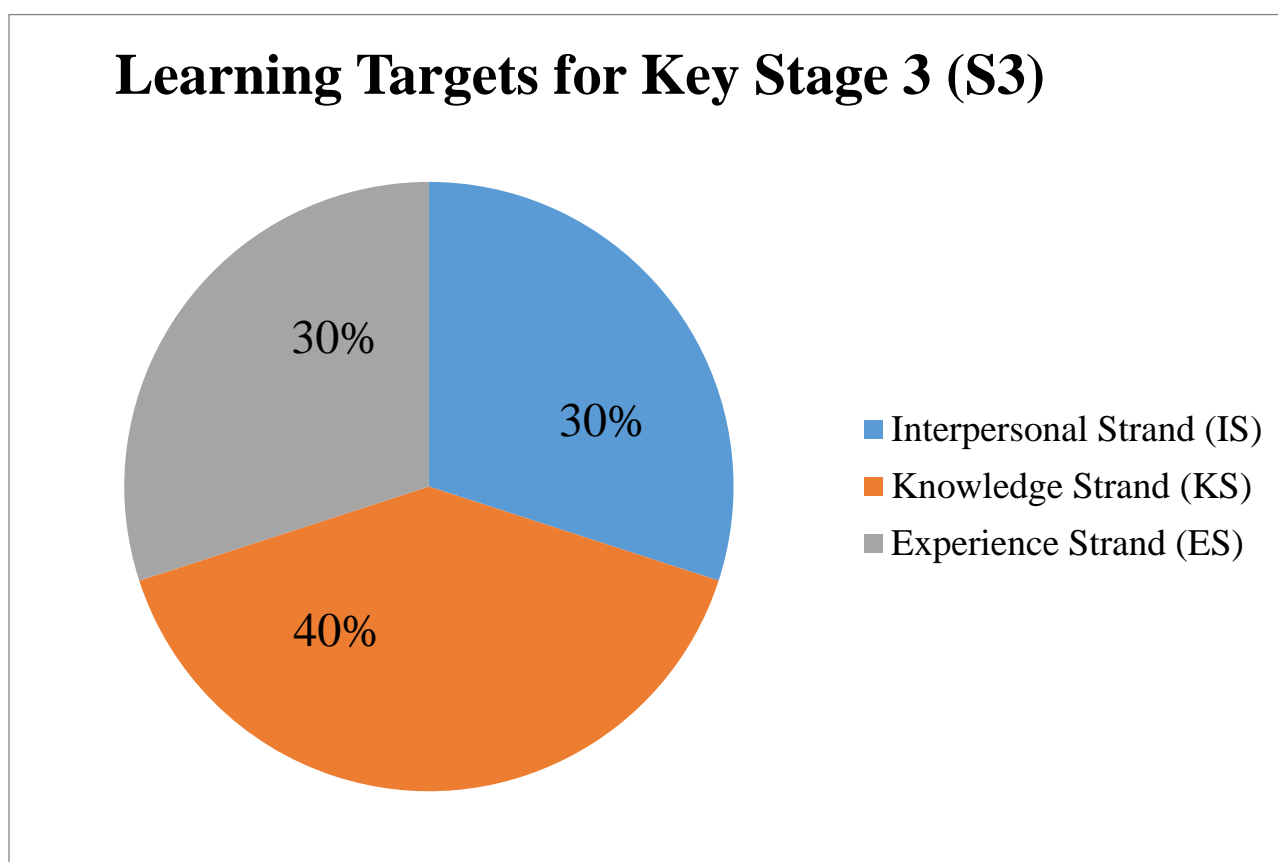
Unit 6	Sharing the Old Clothes		Text types
Learning Targets	IS(a)	To establish and maintain relationships and routines in school and other familiar situations	
	IS(b)	To converse about preferences and ideas	
	IS(c)	To exchange messages through activities such as writing simple texts	
	IS(d)	To obtain and provide information in classroom situations and through activities such as interactive games and simple open-ended role play	
	KS(a)	To organise and present information on familiar topics	
	KS(b)	To interpret and use given information through processes or activities such as sequencing, classifying and to follow instructions	
	KS(c)	To identify ideas in simple spoken and written texts, form opinions and express them	
	ES(b)	To respond to characters and events in imaginative texts through oral, written and performative means such as participating in dramatic activities	
	ES(c)	To give expression to imaginative ideas through oral, written and performative means such as providing simple oral and written descriptions of a situation and character	
Expected Learning Outcome At the end of the unit, students would be...	Group (a) (Strong)	Group (b) (Medium)	Group (c) (Low)
	- able to use connective “but” to link two clauses with contrastive ideas, e.g. “This dress is pretty <u>but</u> it is old” (CLS)(CS)(SLS) - able to use adverb “too” before an adjective to express something has an excess amount of quality, e.g. “ <u>too</u> short” (CLS)(CS)(SLS) - able to use appropriate quantifier, e.g. “a pair of” to show the quantity of item, e.g. “a pair of jeans” (CLS)(CS)(SLS) - able to use formulaic expression “ <u>I want to</u> ” to	- able to use connective “but” to link two clauses with contrastive ideas, e.g. “This dress is pretty <u>but</u> it is old” with teacher support (CLS)(CS)(SLS) - able to use adverb “too” before an adjective to express something has an excess amount of quality, e.g. “ <u>too</u> short” with teacher support (CLS)(CS)(SLS) - able to use appropriate quantifier, e.g. “a pair of” to show the quantity of item, e.g. “a pair of jeans” with teacher support (CLS)(CS)(SLS)	- able to show attempt to use connective “but” to link two clauses with contrastive ideas, e.g. “This dress is pretty <u>but</u> it is old” with teacher support (CLS)(CS)(SLS) - able to show attempt to use adverb “too” before an adjective to express something has an excess amount of quality, e.g. “ <u>too</u> short” with teacher support (CLS)(CS)(SLS) - able to identify appropriate quantifier, e.g. “a pair of” to show the quantity of item, e.g. “a pair of jeans” with teacher

	<p>express wishes (CLS)(CS)(SLS)</p> <ul style="list-style-type: none"> - able to use commas in lists of items (SLS) - able to use helping verb “do” to form a question in present tense, e.g. “What <u>do</u> you want to donate?” (CLS)(CS) - able to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> do you want to donate?” (CS)(CLS) - able to write at least three correct sentences when doing the list for donating clothes (use of connectives “but” and “and”, use of quantifier, use of formulaic expression to express wishes) (PSS)(CS)(CLS)(SLS) - able to point out some common features of text type “comics”, e.g. speech bubbles (SLS) - able to design the list for the Old Clothes Collection Day (PSS)(CS)(CLS)(CTS)(CR) - able to use correct capitalisation and punctuation (e.g. list) in writing (SLS) 	<ul style="list-style-type: none"> - able to use formulaic expression “<u>I want to</u>” to express wishes with teacher support (CLS)(CS)(SLS) - able to use commas in lists of items with teacher support (SLS) - able to use helping verb “do” to form a question in present tense, e.g. “What <u>do</u> you want to donate?” with teacher support (CLS)(CS) - able to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> do you want to donate?” with teacher support (CS)(CLS) - able to fill in the blanks to complete sentences when doing the list for donating clothes (use of connectives “but” and “and”, use of quantifier, use of formulaic expression to express wishes) with teacher support (PSS)(CS)(CLS)(SLS) - able to point out some common features of text type “comics”, e.g. speech bubbles with teacher support (SLS) - able to design the list for the Old Clothes Collection Day with teacher support (PSS)(CS)(CLS)(CTS)(CR) - able to use correct capitalisation and punctuation (e.g. list) in writing with teacher support(SLS) 	<p>support (CLS)(CS)(SLS)</p> <ul style="list-style-type: none"> - able to show attempt to use formulaic expression “<u>I want to</u>” to express wishes with teacher support (CLS)(CS)(SLS) - able to show attempt to identify the of helping verb “do” to form a question in present tense, e.g. “What <u>do</u> you want to donate?” with teacher support (CLS)(CS) - able to show attempt to use the interrogative pronoun “what” to find out specific information, e.g. “<u>What</u> do you want to donate? with teacher support (CS)(CLS) - able to do the matching for designing a list for the Old Clothes Collection Day with teacher support (PSS)(CS)(CLS)(CTS)(CR) - able to show attempt to identify and use formulaic expression to express wishes with teacher support (PSS)(CS)(CLS)(SLS) - able to point out some common features of text type “comics”, e.g. speech bubbles with teacher support (SLS) - able to identify and show attempt to use capitalisation and punctuation with teacher support (SLS)
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S3 Learning Summary

- able to identify all initial sounds, ending sounds and rimes and some common blending sounds in vocabulary
- able to segment vocabulary with vowels, rimes and blends for some vocabulary
- able to identify and write small and large capital letters when writing
- able to identify the basic capitalisation and punctuation, e.g. full stop, apostrophe and commas
- able to make and respond to more question types using “what”, “where”, “when”, “who” and “how”
- able to use more subject pronouns except “he/she” in context, e.g. “we”
- able to use personal pronouns as object to identify people, e.g. “me”
- able to give some responses by showing problem solving skills and imagination to respond to imaginative characters in a story/situation
- able to construct simple compound sentences in structures using appropriate connectives, e.g. “because”, “but”

Proportion on Learning Targets



S3 Teaching Contents	Unit	
Study, School Life and Work	Unit 1	School Events
Getting along with Others	Unit 2	Friendship
Changes	Unit 3	Respect for Life
Rights and Responsibilities	Unit 4	At the Clinic
Teenage Life	Unit 5	What do you want to be?
Getting along with Others	Unit 6	Sharing the Old Clothes