

## Primary Plus 6 Syllabus

In this level, students will:

- develop core skills in collaboration and communication, creativity and imagination, digital literacy, critical thinking and problem solving, and citizenship.
- watch videos including *Shaun the Sheep* animations, *SKY For Your Info* (FYI) news programmes and a *First News* programme.
- read texts including a script, blog post, proposal email, leadership quotes, letters to a magazine and thank-you speeches.
- listen to audio passages including songs and poems, presentations, an interview, a film review and a discussion.

Title	Module theme	Inquiry question	Learning aims	Tasks & Project	Language focus
<b>1. Go for it!</b>	To understand different sports	How can we promote sport to young people?	<p>I'm learning to explain how a sport is played.</p> <p>I'm learning how to talk about being in a competition.</p> <p>I'm learning how to create a campaign for a new sports facility.</p> <p>I'm learning how to write about someone who inspires me.</p>	<ol style="list-style-type: none"> <li>1. Make notes about your favourite sport and talk about it.</li> <li>2. Talk about a time you were in a competition.</li> <li>3. Create a video campaign for a new sports facility in your neighbourhood.</li> <li>4. Write about a person who inspires you.</li> </ol> <p><b>Project:</b> Plan a campaign to encourage young people to live healthy lives and set sporting goals.</p>	<p><b>Locations for sports:</b> <i>course, court, field, pitch, ring, rink, table, track</i></p> <p><b>Modal verbs for advice</b> (<i>need to, must, might, could</i>): <i>You need to find an ice rink. You must use the correct equipment. Boxers have to wear gloves. Everyone has to wear pads to protect themselves.</i></p>

Title	Module theme	Inquiry question	Learning aims	Tasks & Project	Language focus
<b>2. Sound and music</b>	To understand different music genres	How does sound travel?	<p>I'm learning about different styles of music.</p> <p>I'm learning how to describe and categorise musical instruments.</p> <p>I'm learning about music parks and how they can benefit our community.</p> <p>I'm learning how to write instructions for making an instrument.</p>	<ol style="list-style-type: none"> <li>1. Do a class survey to find out about your classmates' interest in music and make a bar chart.</li> <li>2. Work in groups to start your own band and present it.</li> <li>3. Design and prepare a proposal for a music park.</li> <li>4. Write instructions for how to make a musical instrument out of recyclable materials for a blog.</li> </ol> <p><b>Project:</b> Design and test a soundproof box.</p>	<p><b>Music genres:</b>  <i>classical, country, electronic, hip-hop, jazz, pop, reggae, rock</i></p> <p><b>Present continuous and present perfect continuous:</b>  <i>Dan has been attending music lessons since he was four.  I've been playing the guitar for years, but now I'm learning to play the drums.  What singers or bands are you following at the moment?  My band is playing at the school concert next month.</i></p>
<b>3. Smart ideas</b>	To understand how the design process works	How do engineers design new technology?	<p>I'm learning how to explain what gadgets do and how to compare them.</p> <p>I'm learning how to discuss the good and bad points of different gadgets.</p> <p>I'm learning about technology that can help people with visual impairments.</p> <p>I'm learning how to ask questions and post friendly comments.</p>	<ol style="list-style-type: none"> <li>1. Talk about your favourite gadget.</li> <li>2. Discuss whether drones should be banned.</li> <li>3. Make a recording to help a classmate navigate to a place without looking.</li> <li>4. Write a comment for Rosa's blog post, on the theme of prosthetics.</li> </ol> <p><b>Project:</b> Build a prototype of a human hand that can pick up a small item.</p>	<p><b>Gadget functions:</b>  <i>to connect to, to help, to make it (easier) to, to provide, to tell, to track</i></p> <p><b>Describing gadgets:</b>  <i>attractive, compact, light, portable, wireless, useful, a lot of features, a long battery life, a large memory, a waterproof design</i></p> <p><b>Modifiers with comparative adjectives:</b>  <i>The battery lasts a little longer than the old version.  It's a bit less compact.  Phones are getting lighter and lighter.</i></p>

Title	Module theme	Inquiry question	Learning aims	Tasks & Project	Language focus
<b>4. Film time!</b>	To understand the different film genres and what/who is involved in film production	How do filmmakers show emotions in their films?	<p>I'm learning how to ask and talk about a film.</p> <p>I'm learning how to review a film.</p> <p>I'm learning how to make a storyboard.</p> <p>I'm learning how to write a film script.</p>	<ol style="list-style-type: none"> <li>1. Role-play an interview between a journalist and an actor.</li> <li>2. Make a video review about a film you've seen recently.</li> <li>3. Make a storyboard for an additional scene in <i>Timmy and the Dragon</i>.</li> <li>4. Write the rest of a scene from the film script in the reading passage.</li> </ol> <p><b>Project:</b> Create a series of six ten-second silent films that show emotion.</p>	<p><b>Making a film:</b>  <i>actor, camera operator, cast, composer, director, green screen, location, music score, prop, script, special effects artist, writer</i></p> <p><b>Present simple and past simple passives:</b>  <i>It's based on a book.</i>  <i>It's set in Manchester in the year 2100.</i>  <i>The script was written very quickly.</i>  <i>The flying animals were added by special effects artists.</i></p>
<b>5. Travel the world</b>	To understand the different types of places on planet Earth	How can travel make our dreams come true	<p>I'm learning how to describe an adventure.</p> <p>I'm learning how to plan an eco-adventure.</p> <p>I'm learning how to present facts and give recommendations for an eco-friendly holiday.</p> <p>I'm learning how to write a travel article.</p>	<ol style="list-style-type: none"> <li>1. Imagine you're visiting a place from the travel blog and record a message describing it.</li> <li>2. Make an adventure list and do a role play to convince someone to join you on the adventures.</li> <li>3. Create and present a news report to persuade travellers to be more eco-friendly.</li> <li>4. Write a travel article about an unforgettable trip.</li> </ol> <p><b>Project:</b> Prepare and present an itinerary for an unforgettable trip.</p>	<p><b>Adjectives to describe places and adventures:</b>  <i>amazing, breathtaking, challenging, dangerous, isolated, risky, spectacular, terrifying, thrilling, unbelievable</i></p> <p><b>Verb patterns:</b>  <i>I avoid flying whenever possible to reduce my carbon footprint.</i>  <i>I'm trying to learn a few words and phrases in the local language.</i>  <i>I chose not to go on a cruise because cruise ships aren't good for the environment.</i></p>

Title	Module theme	Inquiry question	Learning aims	Tasks & Project	Language focus
<b>6. Happy memories</b>	To understand how to recap/remember what one has experienced	What do we want to remember about school?	<p>I'm learning about graduating from school.</p> <p>I'm learning how to talk about what I'll remember about primary school.</p> <p>I'm learning how to produce a class photo for our yearbook.</p> <p>I'm learning how to write a thank-you speech.</p>	<ol style="list-style-type: none"> <li>1. Plan your graduation.</li> <li>2. Draw your favourite memory from school and talk about it.</li> <li>3. Produce a fun class photo for your yearbook.</li> <li>4. Write a thank-you speech.</li> </ol> <p><b>Project:</b> Work as a class to create a yearbook for your British Council English class.</p>	<p><b>Graduating primary school:</b>  <i>awards, certificate, class photo, class tea towel, goodbye messages, performance, prize-giving ceremony, thank-you card, thank-you gift</i></p> <p><b>Reported speech:</b>  <i>Our group suggested that we ...  We agreed that we ...  We decided that we ...  ... said that ...  ... promised to ...  ... offered to ...</i></p>