

P1 – English Unit 2 (Myself)

Week 6, Day 1) – THINK: How would you introduce yourself to someone else? What would you like others to know about you? What is your name?

Week 6, Day 2– TALK/ LISTEN: Practise introducing yourself to others. Use this frame ‘Good morning. My name is __. I like to __.’ (run, jump, write, cook)

Week 6, Day 3– TALK/LISTEN: Teach someone else how to introduce themselves? Use this frame to help, ‘Good morning. My name is __ and I like to __.’

Week 6, Day 4– CREATE: Draw a picture of yourself. Practise saying out loud, ‘My name is __. I am __ and I like to __’ as you draw.

Week 6, Day 5– WRITE: Add detail to your picture to show more about what you like. Write ‘My name is __. I am __. I like to __.’

Week 7, Day 1– THINK: Who else is in your community? How would you describe your friends and family? What are their names and what are their interests?

Week 7, Day 2 - TALK and LISTEN: Introduce yourself with more information. Use frame, ‘My name is __. I am __ (a boy/a girl).’

Week 7, Day 3– TALK and LISTEN: Practise asking others about themselves. Use the question ‘What is your name?’ Help them answer how you’ve practised.

Week 7, Day 4 - WRITE: Practise asking others about themselves using the question ‘What is your name?’ Write down the names you hear thinking of each sound.

Week 7, Day 5– CREATE: Create a poster by drawing pictures of the people that you have talked to this week. Practise writing their names to label your picture.

P1 – English Unit 3 (Our Payam)

Week 11, Day 1 – THINK: How would you describe your home? Where do you live and what do you see in your house and in your community?

Week 11, Day 2– WRITE: Look around your home and write what you can see. Write words to describe the people, houses and animals.

Week 11, Day 3– TALK and LISTEN: Ask someone in your family what it means to them to live in their home. What do they like about living here?

Week 11, Day 4– CREATE: Draw a picture of where you live in your Payam. Add labels for places and objects that you know: house, hen, dog, cow.

Week 11, Day 5– TALK and LISTEN: Share your drawing from yesterday with a family member. What else would they add? Add their ideas to your picture.

Week 12, Day 1 THINK: Who lives with you in your home? What are their names? Use the words MOTHER, FATHER, BROTHER, SISTER to describe them.

Week 12, Day 2– CREATE: Draw a picture of the people who live at home with you. Draw each person and label with their names and words practised yesterday.

Week 12, Day 3– TALK and LISTEN: Ask family members what they do at home. What jobs do you have? How do you help your family and others?

Week 12, Day 4– WRITE: Write a rhyme about your home. Use this frame to help. 'We have one _. We have two _. How about you?'

Week 12, Day 5– TALK: Perform your rhyme for someone in your family. Add another verse together and say your rhyme aloud.

P2 – English Unit 2 (Myself)

Week 7, Day 1– THINK: What do you and your friends like to eat? What do you and your friends like to do? Is this the same or different?

Week 7, Day 2– TALK and LISTEN: Practise introductions. Say 'My name is _ and I like to _.
My friend is _ and he/she likes to _.'

Week 7, Day 3– TALK and LISTEN: Ask others about their friends. 'What is your name? Who are your friends and what do they like?'

Week 7, Day 4– CREATE: Draw a picture of yourself with your friends. Add details to show what you like and dislike.

Week 7, Day 5– WRITE: Label the picture of yourself with your friends. Add words for likes and dislikes. Think of the sounds in words as you write them.

Week 8, Day 1– CREATE: Think about things that you do each day that make you feel happy and sad. Draw pictures of yourself doing these things.

Week 8, Day 2– WRITE: Add labels to your picture using the frames. 'I feel happy when _ because _ . I feel sad when _ because _ .

Week 8, Day 3– THINK: What is the difference between feeling sad and feeling worried or frightened? Think of what makes you feel worried, frightened and sad.

Week 8, Day 4– WRITE: Write a list poem about feelings. 'I feel happy when _ . I feel sad when _ . I feel worried when _ . How about you?

Week 8, Day 5– TALK: Read aloud your poem for someone in your family. Talk slowly and clearly. Can they help you add another line?

P2 – English Unit 3 (Our School)

Week 11, Day 1– THINK: How would you describe your school to others? Think about what you see every day: FLAG, TEACHER, UNIFORM, PUPILS, CHALKBOARD.

Week 11, Day 2– CREATE: Draw a picture of your school. What things do you see inside your classroom and what do you see outside?

Week 11, Day 3– WRITE: Add labels to your picture to describe people and objects at your school. Write the sentence 'I like my school because _.'

Week 11, Day 4– TALK and LISTEN: Talk to your friends about what you do in school. What do you learn? What do you enjoy most?

Week 11, Day 5– WRITE: Make a mindmap of 'my school.' Around this, write all the things that you do and learn about when you're at school.

Week 12, Day 1– THINK: Imagine that someone that you don't know is going to visit your school. What would you like to tell them about your school?

Week 12, Day 2– WRITE: Make a list of things that you would like to tell the new visitor to your school. Think about the sounds in each word.

Week 12, Day 3– TALK: Using your list, role play what you would say to a new visitor to your school. Practise saying your sentences out loud.

Week 12, Day 4– THINK: What do the adults in your school do for you? How do they help you to learn new things? Why are they important?

Week 12, Day 5– WRITE: Write a postcard or note to an adult from your school to thank them. Write sentences about how they help you.

P3 – English Unit 2 (Myself)

Week 1, Day 1– INVESTIGATE: Adjectives are words that describe nouns. In the simple sentence, ‘The cow ate the grass’ we can add the adjective ‘lazy’ before the noun to make ‘The LAZY cow ate the grass.’ Adjectives give more detail to our writing. Investigate the animals in your Payam and think of ways to describe them using adjectives such as: TALL, HUGE, HEALTHY, JUMPY, FRIGHTENED, SCARY, FURRY, TINY.

Week 1, Day 2– TALK: Today you are going to make up your own animal rhyme and practise using adjectives for description. Try to write your rhyme in a repeating pattern. You might want to use a number pattern like this: ‘One, two hungry cat in front of you. Three, four furry dog out the door.’ Try to write at least 4 lines for your poem.

Week 1, Day 3– CREATE: An adverb is a word that describes verbs (doing words) and usually ends in LY. The sentence ‘I jumped’ becomes ‘I jumped QUICKLY’ when the adverb QUICKLY is added. Today you will make your own adverb game. First think of 5 verbs (doing words) and write each on a small strips of paper (jump, run). Now think of 5 adverbs to describe verbs quickly, slowly). Match verbs and adverbs and act out the actions for some fun!

Week 1, Day 4– WRITE and READ: Today you will play the riddle game called ‘Who am I.’ Write 2-3 sentences to describe a friend or family member using describing words. Read your sentences to someone else and see if they can guess who the person is from your description. Could they guess from the details you added?

Week 1, Day 5– WRITE and TALK: Make another 2 sets of ‘Who am I’ riddles today. Write 2-3 sentences to describe each mystery person. Challenge yourself to include ADJECTIVES and ADVERBS in each of your sentences to add detail. Think about the sounds in the words as you write them. Read your riddles to a friend and see if they can guess.

Week 2, Day 1– THINK: Think about all of the things that you do every day. What do you do

in the morning when you wake up? (brush your teeth, get dressed) What do you do during the day? (go to school, help with chores) What do you do in the evening and before you go to bed? (eat dinner, visit with family and friends) How many different activities can you think about? This week we will be thinking about our daily activities.

Week 2, Day 2 INVESTIGATE and LISTEN: Now that you've thought about what you do every day, ask your friends about their daily activities. Do they do the same things as you or different things each day? Think of questions that you can ask them about their daily activities to find out more information. Add these ideas to your own from yesterday.

Week 2, Day 3 WRITE: Today you will write down a list of things that you do every day. Try to write at least 2 sentences about what you do in the morning, 2 for during the day and 2 for in the evening. As a challenge, try to use conjunctions for time such as: 'FIRST I wake up. THEN, I brush my teeth. NEXT, I go to school.'

Week 2, Day 4 - CREATE: Think of the list of daily activities that you wrote yesterday. Today you will draw a picture to match each sentence as if you were looking at a comic strip. Each box should have a picture of a daily activity and these should be drawn in order of how they happen each day. Think of the detail you need to include to make your drawings clear.

Week 2, Day 5– WRITE to IMPROVE: Today, you are going to improve your sentences about your daily activities. Look at the pictures that you drew yesterday and think about the extra detail that you've added. Improve your sentences by adding in appropriate ADJECTIVES (to describe nouns) and ADVERBS (to describe verbs).

P3 – English Unit 3 (Our Payam)

Week 8, Day 1– THINK: Think about what it is like to live in your Payam. Where do you visit?

Where do you get food and other services?

Week 8, Day 2– READ: Look for shop signs around your Payam. Read any shop names, post office or bank notices that you can find.

Week 8, Day 3) – WRITE: Think of 3-4 questions to write about what you can buy from local places. For example 'Where can I buy some sorghum?'

Week 8, Day 4– CREATE: Make a mind map about food services in your Payam. What kinds

of foods can you buy from the shop and from the market?

Week 8, Day 5– TALK and WRITE: Share your mind map with a family member. What other ideas would they add? Think carefully about the sounds in words.

Week 9, Day 1– INVESTIGATE: What services does your Payam have that help people in your community? Why are hospitals and schools important?

Week 9, Day 2 - TALK and LISTEN: Ask your family about what local services they use most often and why? How do these services help you and your family?

Week 9, Day 3– WRITE: Write a thank you letter to someone that works in the local school or hospital. What are you thankful for?

Week 9, Day 4 - SHARE: Share your letter with someone who provides a local service. Can they tell you anything new about the services they provide?

Week 9, Day 5– CREATE: Make a poster to show what you have learned about services in your community and why these services are important.

P4 – English Unit 2 (Time and Seasons)

Week 2, Day 1– THINK: A season is a time of year with particular weather conditions.

Seasons influence economic and social activities. What do you know about seasons?

Week 2, Day 2– TALK and LISTEN: Think about and discuss the meanings of the following words with your family: TEMPERATURE, FORECAST, CHILLY, HOLIDAY, BREEZE, CLOUDY, DROUGHT.

Week 2, Day 3– WRITE: Think of the words discussed yesterday to do with the seasons. Use each word in a sentence to show you know the meaning.

Week 2, Day 4– WRITE: Think about the SUMMER and SPRING seasons. What kinds of things happen in these seasons? Write a poem about spring and summer.

Week 2, Day 5– WRITE: Think about how AUTUMN and WINTER seasons are different. What happens at this time of year? Write a poem about autumn and winter.

Week 3, Day 1– CREATE: This week you will make a **FACT FILE** of seasons. Create a booklet with two folded pieces of paper. Design the cover today.

Week 3, Day 2– THINK and WRITE: Design the first page in your fact file all about **SUMMER**.
What is the weather? What else happens in this season?

Week 3, Day 3 - THINK and WRITE: Design the second page in your fact file all about **AUTUMN**. What is the weather? What else happens in this season?

Week 3, Day 4 THINK and WRITE: Design the third page in your fact file all about **WINTER**.
What is the weather? What else happens in this season?

Week 3, Day 5– THINK and WRITE: Design the final page in your fact file all about **SPRING**.
What is the weather? What else happens in this season?

P4 – English Unit 3 (Our Environment)

Set 1 – Learning about the local environment

Week 9, Day 1– THINK: Our environment refers to the surrounding area in which we live.

The people, plants, rivers, mountains, animals and air around us make our environment. What different things are found in our environment? How can our activities effect or improve the environment? Note down your ideas.

Week 9, Day 2– TALK and WRITE: Talk to family members about what they know about the local environment and how human activities can effect and improve the environment. Talk about the meanings of these words together: **POLLUTION, GARBAGE, FUMES, FAMINE, EROSION, DE-FORESTATION, EMIT, RECYCLE**. Try to write a sentence using each word to show that you understand the meaning.

Week 9, Day 3– WRITE: Today you will write an acrostic poem about the **ENVIRONMENT**. To write this type of poem, start each line with a letter from the word **ENVIRONMENT** and continue in this order. You will have 11 lines in total. For example, for the first line (beginning with **E**) you might write the word **ENERGY** or the phrase **EVERYONE’S RESPONSIBILITY**. Try to mix up single-word lines and phrases to make your poem interesting to the reader.

Week 9, Day 4– THINK and WRITE: Imagine that you have been invited to a speak with a local expert who will be talking about the environment. This person knows specific information about the environment and changes taking place (both positive and negative). Think of and write 5 questions that you would like to know about the local environment that you can ask this local expert.

Week 9, Day 5– TALK and WRITE: Share the questions that you wrote yesterday with friends

and family members or, if possible, with someone in your community who has a lot of specific knowledge of the local environment. Try to find the answers to your questions. Talk about the meanings of these new words together: DISPOSAL, POISON, CONSERVE, GARBAGE, DESTROY, ANIMAL RESERVE. Try to write a sentence using each word to show that you understand the meaning.

Week 10, Day 1 message (wc 74) – INVESTIGATE: This week, you will work to plan a campaign to persuade others to take care of the local environment. Think about what you could do to help – keeping water clean, not polluting the land and water, conserving the environment by recycling rubbish or planting trees. Talk to friends and family members about these issues and see if they can help you think of any other ways that we can look after the environment.

Week 10, Day 2 message (wc 67) – THINK and TALK: Today, you will practise using MODAL verbs. Modal verbs are used in persuasive writing to make the case more convincing for the reader. MODAL verbs are words such as: WILL, MUST, SHOULD, COULD, MAY, MIGHT. ‘You MUST go to bed.’ or ‘We should recycle our rubbish.’ Today, practise saying sentences by adding in modal verbs and think about how this changes the sentence meaning.

Week 10, Day 3 message (wc 71) – THINK and PLAN: Today, you will gather your thoughts so far about looking after the local environment and write these down into a mind map. To make your mind map, write ‘our local environment’ in the middle of a piece of paper and then jot down all the different ways that you can conserve the environment based on what you’ve thought about and talked about with others so far this week.

Week 10, Day 4 message (wc 76) – CREATE and TALK: Today, you are going to create a campaign poster, showing all the different ways that we can look after the local environment. Divide your poster into 5-6 sections. In each section, draw a picture that clearly shows different ways that we can look after our local environment. As you are drawing, think of the sentences you will write for each picture (for tomorrow). Make sure to leave space for writing and a title.

Week 10, Day 5 message (wc 63) – WRITE: Today, you will add sentences to your campaign poster to link with each picture that you have drawn. Remember that your sentences need to be convincing to the reader. Try to use MODAL verbs as we practised earlier this week. Think of language that you can use to convince others about how they can look after the environment and why they should.

P5 – English Unit 2 (Diaries)

Week 3, Day 1– THINK: What is a diary? What is it used for? What kind of information would you write in a diary? What language would you include?

Week 3, Day 2– TALK and LISTEN: A diary is a book to keep a record of daily events, ideas and thoughts. Ask others what they know about diaries.

Week 3, Day 3– WRITE: Write 6-8 sentences in a diary entry about your day. Remember to include your thoughts, events and feelings in each entry.

Week 3, Day 4– WRITE: Continue with another diary entry today. Challenge yourself to try and include description in your sentences by using ADJECTIVES and ADVERBS.

Week 3, Day 5– WRITE: Continue with another diary entry today. Challenge yourself to include some PREPOSITIONS to tell WHERE things happen (IN, ON, UNDER, BETWEEN).

Week 4, Day 1– READ and IMPROVE: Read your 3 diary entries from last week. Find 3-4 sentences that you can improve by adding more detail or description.

Week 4, Day 2– THINK and PLAN: Choose an animal you know. Write a list of things that the animal does each day to plan for writing tomorrow.

Week 4, Day 3 WRITE: Start writing a fictional (story) diary entry as written by an animal. Think of thoughts, events and feelings you can include.

Week 4, Day 4 - WRITE: Continue your animal diary entry. Challenge yourself to use the CONJUNCTIONS BECAUSE, IF and SO in your sentences.

Week 4, Day 5– WRITE: Write your final animal diary entry. Challenge yourself to add funny details by thinking about what daily life is like for the animal.

P5 – English Unit 3 (Buying and Selling)

Week 10, Day 1– THINK: Think about a time that you've been to the market place. What did you buy or sell? Who else was buying and selling? How did sellers persuade others to buy their goods? What did you see and hear? Make a note of the kinds of words that you would usually hear at the market place between buyers and sellers.

Week 10, Day 2– TALK and LISTEN: Talk to family members about their experiences of buying and selling goods. Talk about the meanings of these words: CREDIT (to get goods before payment to repay in future), CHANGE (money returned as the balance of a sum paid), PRICE

(the amount expected to be paid), SPEND (to use money to pay for goods), RECEIPT (a written statement that acknowledges payment for goods).

Week 10, Day 3– READ: Look for an advertisement in a local newspaper or magazine. What is the product that is being sold? How much is the SELLER wanting the BUYER to pay for this product? Is there a DISCOUNT (amount off the price)? Can you buy these items in your Payam? How has the seller tried to PERSUADE the buyer to purchase this item?

Week 10, Day 4– CREATE: Thinking about what you found in the newspaper/ magazine yesterday, design an advertisement for something that you sell (or have seen others sell) in the market place in your Payam. Make sure to include the name of what you are selling, a picture, the PRICE and any DISCOUNT offered and something that will PERSUADE the buyer to buy the product that you are selling.

Week 10, Day 5 -WRITE: Today you will create a price list for items around your house. Look for things around your house that have been purchased in the market place or at the shop. To create a price list, choose 5 items to record. List each item on a separate row of a table and then write the following headings across 3 columns: ITEM, QUANTITY (how much of the item) and PRICE in SSP. Complete your table.

Week 11, Day 1– READ and INVESTIGATE: Look carefully at the advertisement that you created last week for the goods you were selling. Now compare this to an advertisement that you can find in a newspaper or magazine. Which advertisement more persuasive (encouraging the buyer to buy the product)? Why? What else could you include in your advertisement to make it more PERSUASIVE?

Week 11, Day 2 – THINK and WRITE: What language do we need to use when we are buying and selling items? Which words are useful to know? Think about the meaning of words such as QUANTITY (amount of things), QUALITY (how good the product is) and VALUE (the worth of something). How would you use these words when buying and selling? Write each word in a sentence.

Week 11, Day 3– PLAN: Imagine that you are going to visit a shop or the market place in your Payam to buy an item for your family. Think about what questions you would need to ask the seller and how the seller might respond. What would you need to know about the items that you want to buy to make sure that they are good QUALITY and VALUE?

Week 11, Day 4 - WRITE: Today, use the questions that you thought about yesterday to write

out a role play conversation between a buyer and seller at a shop or the market place. To write the conversation, start with a question (from the BUYER) and then write the answer (from the SELLER). Remember to try and include key vocabulary for buying and selling in your conversation that you've practised this week.

Week 11, Day 5– TALK and IMPROVE: Act out your role play conversation from the shop/ the market place with a friend or family member. One of you will be the buyer and one will be the seller. After you acted out the conversation, is there anything that you haven't included in your writing? Improve your writing using new ideas from your discussion today.

P6 – English Unit 2 (School Holidays)

Week 4, Day 1– THINK: Think of a time that you had a school holiday. What did you do?

Who did you see? Where did you go?

Week 4, Day 2– THINK and WRITE: Think about the meanings of these words: RE-ENERGISED, TRAVEL, RELAX, OUTDOORS, ACTIVITIES. Write each word in a sentence.

Week 4, Day 3– PLAN: Think about a memorable school holiday. Write notes about what you remember about this holiday. What did you do and where did you visit?

Week 4, Day 4– WRITE: Write a RECOUNT (tell what happened) of your memorable school holiday. Make sure to write in the FIRST PERSON (I went to... I saw...).

Week 4, Day 5– READ and IMPROVE: Read your recount to a classmate and listen to their recount of their holiday. What could you improve in your own recount?

Week 5, Day 1–THINK and WRITE: The CONJUNCTIONS BECAUSE, IF and WHEN can be added to sentences for detail. Write 5 holiday sentences using these CONJUNCTIONS.

Week 5, Day 2 - LISTEN: Listen to a radio advert about a holiday destination. How is the place described? What would it be like to visit?

Week 5, Day 3– INVESTIGATE: Ask friends and family members what their ideal holiday would be. Where would you go? What would you do? Why is this your choice?

Week 5, Day 4 CREATE: Create a travel brochure about your ideal holiday. Include descriptions of the place and activities using the conjunctions BECAUSE, IF, WHEN (2 day project).

Week 5, Day 5– CREATE: Continue your travel brochure about your ideal holiday. Make sure to include pictures of places to visit and activities with descriptive sentences.

P6 – English Unit 3 (Social Events)

Week 11, Day 1– THINK and LISTEN: Why do people hold social events? Talk to friends and family members about the social events that they have attended and why they decided to go. Sometimes social events are INFORMAL (birthday with friends), whilst other times social events can be FORMAL (wedding or graduation). What language would we use at different social events? Talk to your family about their ideas.

Week 11, Day 2– LISTEN and WRITE: We use INFORMAL language most of the time in our everyday talk. Think about conversations that you have with friends and family members during the day. How do you know this language is informal? Informal language usually uses PERSONAL PRONOUNS (I, you, we), SIMPLE SENTENCES (I went to the shop.), SHORT WORDS TO EXPRESS GENERAL IDEAS (lots of, most of) and CONTRACTIONS (I've, you'll). Listen and write down examples of informal language that you hear.

Week 11, Day 3 WRITE: Today, you will write a dialogue between two friends at a party using informal language. First, think about what kind of party they are attending. Who or what is it for? Now, think about who the two friends will be who are talking in the conversation. Set out a new line every time a new person speaks. Try to write at least 8 conversation exchanges in your dialogue.

Week 11, Day 4– LISTEN and WRITE: We use FORMAL language during certain times (at work) or for special events (weddings, community events). Think about formal conversations that you have had or heard. How do you know this language is formal? Formal language usually uses IMPERSONAL PRONOUNS (it, they), COMPLEX SENTENCES WITH MORE THAN ONE CLAUSE (I travelled a considerable distance because I needed bread.) and FORMAL VOCABULARY (considerable, substantial). Listen and write down examples of informal language that you have heard.

Week 11, Day 5– WRITE and IMPROVE: Today, you will re-visit the dialogue you wrote between two friends at a party. Think about how you can turn the informal language in this dialogue into a more formal exchange. Which words would you need to add or change? What formal vocabulary can you add in? How can you add in SUBORDINATE CONJUNCTIONS (because, if, when) to make your sentences more complex? Try to make at least 6 edits.

Week 12, Day 1–THINK: Informal letters are friendly letters written to friends and family members who we are familiar with. They are written in friendly language that is not too formal. Informal letters give a chance to tell the person we are writing to about something that has happened. They can also be used to ask the RECIPIENT (the person receiving the letter) questions which will prompt a response. Have you ever written or received a letter?

Week 12, Day 2 THINK and PLAN: Think about someone that you would like to write a letter

to. Who is this person? What would you like to tell them about yourself? What questions could you ask this person? How well do you already know this person? Write down a few ideas on a piece of paper to plan out what you would include in an informal letter to your chosen person.

Week 12, Day 3– WRITE: Today, you will write your letter. On the top right hand side, write

your address and the date. For the first paragraph, include a greeting (How are you?) and give the purpose for your letter with relaxed, friendly language (informal). In the second paragraph, write about exciting news and ask a question. ‘Sign off’ your letter with ‘yours,’ ‘your friend,’ ‘best wishes’ or another phrase and finish with your name. Post your letter.

Week 12, Day 4 - THINK: Next we will look at invitation letters. These must include: the

invitation purpose (reason for inviting someone – the event), the day/date/time of the event, the name of the place. Have you ever received an invitation letter for a birthday party, graduation, wedding or other social event? What did the invitation look like and what information was included?

Week 12, Day 5– CREATE and WRITE: Today, you will create an invitation letter for a social

event. This could be a birthday, graduation, wedding or other event of your choice. Think about how you will design your invitation and what language you will need to include in your invite to make sure that the person receiving the invitation understands what it is for.

P7 – English Unit 2 (Human Rights)

Week 5, Day 1– THINK: Human Rights are the basic freedoms that are accorded to every

person. Human Rights are based on values like dignity, fairness, respect, equality and independence.

These rights are protected by the law. Some rights are: the right to BASIC NEEDS like food, clothing and shelter and the right to EDUCATION. They apply to everyone regardless of age, religion, gender or race. What else do you know about Human Rights?

Week 5, Day 2 READ and WRITE: The UN Declaration of Human Rights was proclaimed in

1948 as a common standard for all. This week, we will explore ideas from this declaration and you will write a response for each. Read the following statement and write what this means to you.

‘ARTICLE 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.’

Week 5, Day 3– READ and WRITE: Read ARTICLE 2 from the UN Declaration of Human Rights

and write a response. ‘Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion,

national or social origin, property, birth or other status.'

Week 5, Day 4 - READ and WRITE: Read Articles 3, 4 and 5 and choose one to respond to.

ARTICLE 3: 'Everyone has the right to life, liberty and the security of person.' ARTICLE 4: 'No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5: 'No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.'

Week 5, Day 5 message (wc 66) – TALK and LISTEN: This week, we have been exploring a few ideas from the UN Declaration of Human Rights. Today, I would like for you to share your thoughts and responses with a friend or family member. What are the key Human Rights that you have explored? What do these rights mean to you? What do these rights mean to others? How are your rights protected?

Week 6, Day 1– READ and TALK: The UN Convention on the Rights of the Child was adopted

in 1989. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. The convention sets out how children should be PROTECTED against DISCRIMINATION or PUNISHMENT. What do you think these three words mean? Talk to your family members about the meanings of these words.

Week 6, Day 2– THINK: There are 54 ARTICLES (statements) that make up the UN Convention

on the Rights of the Child. All are seen as equally important, however, 4 set out the GENERAL PRINCIPLES to help interpret the other articles. These are NON-DISCRIMINATION (article 2); BEST INTEREST OF THE CHILD (article 3); RIGHT TO LIFE SURVIVAL AND DEVELOPMENT (article 6) and RIGHT TO BE HEARD (article 12). What do these four statements mean to you?

Week 6, Day 3– WRITE: When thinking and talking about Human Rights and the Rights of the

Child, you will use the following key words: RESPONSIBILITY, FAIRNESS, RIGHTS, RESPECT, LEARNING, HARMONY, JUSTICE. What do these words mean to you? Choose 3 or 4 words and write a response explaining what you think each word mean in relation to Human Rights. You will use these words tomorrow to write a poem on Human Rights.

Week 6, Day 4 - WRITE: Today, you will think about what you've been learning over the past

few weeks to write a poem about Human Rights. Which Human Rights are the most important to you? What does it mean to have and to respect the human rights of others? In your poem, try to include some of the key language that we have explored together from the UN Charter and the UN Convention.

Week 6, Day 5– TALK: Today you will share your poem on Human Rights with someone from

your family. Read your poem out loud, making sure to carefully and slowly pronounce each word. Think about which words or phrases you want to EMPHASISE (say louder) to get the message of your poem across. Try reading it aloud in different ways to think about how meaning changes when different words are emphasised.

P7 – English Unit 3 (Festivals and Celebrations)

Week 11, Day 1– THINK: What are the main festivals and celebrations of our community?

How do these compare to festivals and celebrations in other countries?

Week 11, Day 2– WRITE: Think about questions that you could ask your community leader

about local festivals and celebrations. Write 4-5 questions to ask and use tomorrow.

Week 11, Day 3– TALK and LISTEN: Ask your community leader about local festivals and

celebrations using your questions. Take notes of key information that is shared.

Week 11, Day 4– CREATE: Use your notes from yesterday to create a poster about a local

festival or celebration. Make sure to include details to explain what happens.

Week 11, Day 5– WRITE: Imagine that you have attended the celebration from your poster.

Write a RECOUNT of what happened when you celebrated this festival or event

Week 12, Day 1–INVESTIGATE: Diwali is a religious festival in India honouring the victory of good over bad. This festival is important for children and families.

Week 12, Day 2 - INVESTIGATE: Chinese New Year celebrates the first day of the year in the Chinese calendar. Children receive cash gifts in red (an important colour) envelopes.

Week 12, Day 3– INVESTIGATE: American Thanksgiving takes place in November and is a time to give thanks for all the sacrifice and hard work during the harvest.

Week 12, Day 4– PLAN and WRITE: Choose one of the celebrations you have read about this week. Plan your own celebration from this country.

Week 12, Day 5– WRITE: Imagine that you have attended one of these celebrations from other countries. Write a recount of what you did to celebrate.

P8 – English Unit 2 (Climate Change)

Week 1, Day 1– THINK and WRITE: What evidence is there of climate change in your local

area? How does climate change affect people? Think about the meanings of the following words:

ATMOSPHERE, WEATHER, DROUGHT, HABITAT, ECOSYSTEM, ENVIRONMENT, POLLUTANT, CLIMATE.

Write each word in a sentence to show you understand the meaning and how these words relate to climate change. You will be using these words in your writing the rest of the week.

Week 1, Day 2– CREATE: Today, you are going to think of the CAUSES and EFFECTS of climate change and record these on a table in note form. Climate change refers to the seasonal changes for a long period of time. Natural causes of climate change include volcanic eruptions, ocean currents and solar (sun) variations. Human causes of climate change include overuse of natural resources (fossil fuels, natural gas, etc). Think of the effects of these ideas listed and note them on your table.

Week 1, Day 3– READ and WRITE: Find a newspaper or magazine article that talks about the causes of climate change. Read the article and then summarise the evidence presented about climate change. What are the key points that the author has included? What does the author mention about the causes and effects of climate change? What other important information is included?

Week 1, Day 4 message (wc 80) – THINK and WRITE: Today and tomorrow, you will write your own newspaper or magazine article about how people can prevent climate change. Think about the actions that people can take to combat climate change such as limiting the use of natural resources to decrease greenhouse gases or using renewable forms of energy. Today, plan out the key points in your article and begin by writing your introduction. You will need to introduce your key points and make your position clear.

Week 1, Day 5– WRITE: Today, you will carry on writing your newspaper or magazine article about how people can prevent climate change. Think about the key points that you outlined in your introductory paragraph. Write 2 more paragraphs today, each detailing one of your key points with evidence and reasoning behind your ideas. Talk to friends and family members for additional ideas or read additional newspaper or magazine articles to gather technical vocabulary to use in your own article.

Week 2, Day 1–TALK: This week, you will work towards writing a balanced argument on whether PEOPLE or NATURE are to blame for climate change. In a BALANCED argument, you must present both sides of the issue – points for why this is true and points for why this is not true. One feature of this style of writing is to use CONJUNCTIONS such as BECAUSE, NEVERTHELESS, FURTHERMORE, CONSEQUENTLY, AS A RESULT. Practise saying sentences using these conjunctions to join ideas.

Week 2, Day 2 - READ and IMPROVE: Re-read the article that you wrote last week about how

people can prevent climate change. Read your writing out loud slowly so you can hear what it sounds like to a reader. Improve your writing by adding in CONJUNCTIONS that you practised using yesterday in your talk activity (BECAUSE, NEVERTHELESS, FURTHERMORE, CONSEQUENTLY, AS A RESULT). How does adding this language make your article more persuasive?

Week 2, Day 3– THINK and PLAN: Today, you will take time to think and plan your ideas for writing a balanced argument. On one side of a piece of paper, write PEOPLE and write NATURE on the other side. Take time to write down notes about why each are to blame for climate change. You will use your notes over the next two days to write your balanced argument so include as much detail as you can.

Week 2, Day 4– WRITE: Today you will start writing your balanced argument. You will need to start with an INTRODUCTION that outlines the issue of how both PEOPLE and NATURE are to blame for climate change. Your second paragraph will give reasons FOR and AGAINST as to why people are to blame for climate change. Use your notes from yesterday to write your first two paragraphs. Don't forget to use the CONJUNCTIONS that you've been practising.

Week 2, Day 5– WRITE: Today, you will finish writing your balanced argument. You will continue with paragraph 3 which will give reasons FOR and AGAINST as to why nature is to blame for climate change. You will then finish with a concluding paragraph which summarises both sides. Remember to use persuasive language and to keep the tone of your writing FORMAL. Use your notes to help you and don't forget to use CONJUNCTIONS to add detail and description to your writing.

P8 – English Unit 3 (A Sustainable Economy)

Week 6, Day 1– THINK: Think about and discuss these questions. What are the issues of sustainability? How can we develop our economy in a sustainable way?

Week 6, Day 2– WRITE: Think of the meanings of the following words and use each in a sentence about sustainability – DEVELOPED, ECONOMY, INFRASTRUCTURE, LITERACY, INDUSTRY.

Week 6, Day 3 TALK and LISTEN: What does this statement mean to you? Sustainability is the balancing act to ensure present needs are met without compromising others.'

Week 6, Day 4– WRITE: Make a plan for the future of how you can ensure sustainability of agricultural resources. Outline the issue and how this can be improved.

Week 6, Day 5– CREATE: Use the ideas that you wrote yesterday to make an attractive poster about how to ensure sustainability in future of agricultural resources.

Week 7, Day 1– THINK: This week, you will write a report about sustainability. Think about the following ideas: climate change, food production, water scarcity, energy.

Week 7, Day 2– READ: Look for newspaper or magazine articles to gather information about sustainability and the topics that you thought about yesterday. Take notes.

Week 7, Day 3 WRITE: Today, write your introductory paragraph about what sustainability is. Now write your second paragraph to give information about climate change.

Week 7, Day 4– WRITE: Today you will write paragraph 3 about food production and paragraph 4 about water scarcity. Think carefully about key information to include.

Week 7, Day 5 WRITE: Today you will write paragraph 5 about energy and paragraph 6 (conclusion). End with an interesting fact or statement that makes the reader think.