

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)  
School-based Implementation Plan**

**School Name:** The EdUHK Jockey Club Primary School (English)

**Application No.:** C 101 (for official use)

**(A) General information:**

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 11

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	3	3	3	24

3. No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	--	--	--	--	--	--	--

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years:

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLP-RW	P.1-P.3	Reading and Writing	NET Section, EDB

**(B) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**

Area(s) of Development	Usage(s) of the grant	Grade Level
● Develop packages for reading and writing workshops	● Employ a supply teacher to create space for the core team	P.1-P.6
● Receive professional support and advice for Reading and Writing Workshops	● Hire consultancy services for professional support with lesson planning and implementation	

(C) Focus(es) of the school’s proposed English Language curriculum initiative(s) to be funded under PEEGS

<p><b>Proposed target area(s) of development</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Proposed usage(s) of the Grant</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Time scale</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p><b>Grade level</b> (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or -developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Promote reading* <del>or literacy*</del> across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <b>(*Please delete as appropriate)</b></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time supply teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

**(D) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS:**

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation								
<p><b>To hire a full-time supply teacher to create room for the core team members to enrich the language environment and promote reading across curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” at KS2</b></p>													
<p>Objectives</p> <p>To enrich students’ learning experience, school has launched a new Key Stage 2 (KS2) Literacy Programme in the 2018/2019 school year. The NET and local teachers co-deliver 2 lessons per KS2 class per week on the following six titles:</p> <table border="1" data-bbox="129 707 943 1050"> <thead> <tr> <th>Level</th> <th>Titles</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>Puss in Boots Fun Food to Make and Eat</td> </tr> <tr> <td>P.5</td> <td>The Wizard of Oz Animals That Store Food</td> </tr> <tr> <td>P.6</td> <td>The Strange Case of Dr. Jekyll and Mr Hyde Animals Say</td> </tr> </tbody> </table> <p>A set of activity booklets on phonics, vocabulary, grammar items and writing have been designed.</p> <p>With the widening achievement gap in KS2, the programme needs to be revised to suit diverse learning needs. New titles will be selected so that programme alignment with the core English curriculum can be strengthened.</p>	Level	Titles	P.4	Puss in Boots Fun Food to Make and Eat	P.5	The Wizard of Oz Animals That Store Food	P.6	The Strange Case of Dr. Jekyll and Mr Hyde Animals Say	<p>P.4-P.6</p>	<p>Term 1 – 1st title Planning Sep 2019</p> <p>Implementation Sep-Dec 2019</p> <p>Interim review Jan 2020</p> <p>Term 2 – 2nd title Planning Jan 2020</p> <p>Implementation Feb-Jun 2020</p> <p>Evaluation July 2020</p>	<p>6 resources packages covering a total of 144 lessons will be developed.</p> <p>7 thematic activity packs will be produced.</p> <p>70% of KS2 students agree that they enjoy the RaC lessons and the newly-developed materials are effective in promoting their reading skills.</p>	<p>The revised RaC programme will be fully incorporated into the core English curriculum after the project period.</p> <p>Newly-developed activity packs will be updated for future use.</p>	<p>Students’ performance in lessons will be observed closely and reported in the co-planning, review meetings and panel meetings.</p> <p>Lesson observations will be conducted for reviewing the effectiveness of the plans and instructional strategies.</p>
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<p>Duties of the core team</p> <p>A core team of 5 English teachers (including 2 English panel heads, 1 local English teacher and 2 NETs) will be set up for revamping the KS2 Literacy Programme.</p> <p>A full-time supply teacher will be hired to take up approximately 30 lessons per week to make room for the following development work.</p> <p>The core team will:</p> <ul style="list-style-type: none"> <li>review the current KS2 Literacy Programme for meaningful incorporation into the core English curriculum;</li> <li>hold bi-weekly co-planning/review meetings within the timetable;</li> <li>design 6 resources packages covering 48 lessons per level for catering learners' diversity;</li> <li>source multimodal/printed texts to supplement the existing programme;</li> <li>develop fun games and activities for the programme;</li> <li>conduct trial lessons for evaluating the suitability of the materials;</li> <li>seek advice from the English consultant from the Education University of Hong Kong;</li> <li>conduct lesson observation at least once per term;</li> <li>organise thematic lunchtime activities for the whole school;</li> <li>evaluate core team work once every term; and</li> <li>conduct professional sharing sessions twice every year.</li> </ul>		<p>Modification of the resources packages</p> <p>Aug 2020</p>	<p>60% of KS2 students will demonstrate improvements in formative and summative assessment results.</p> <p>90% of KS2 teachers agree that their students are more confident in dealing with different types of texts.</p> <p>90% of KS2 teachers agree that they have developed a better understanding of the teaching of reading using different texts.</p>	<p>Professional sharing sessions will be conducted for dissemination of good teaching practices.</p> <p>Lessons will be recorded for future reference.</p>	<p>Students' performance in formative and summative assessments will be analysed.</p> <p>Stakeholders' survey will be conducted for understanding teachers' and students' perception of the RaC programme and activities.</p>

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<p>Implementation details of the KS2 RaC programme A double-period (80 minutes) per week will be allocated to the programme and each title will be completed in 7-8 weeks. Titles to be adopted and corresponding themes are set out below:</p> <p>P.4</p> <table border="1" data-bbox="125 576 943 967"> <thead> <tr> <th>Title</th> <th>Themes</th> <th>Genre Text type</th> <th>General English Module</th> </tr> </thead> <tbody> <tr> <td>Puss in Boots</td> <td>creativity and wisdom</td> <td>Fantasy story</td> <td>4B (2) Finding the Way</td> </tr> <tr> <td>Staying Connected</td> <td>Gratitude and love of learning</td> <td>Expository</td> <td>4A (5-6) Now and Then</td> </tr> </tbody> </table> <p>P.5</p> <table border="1" data-bbox="125 1015 943 1498"> <thead> <tr> <th>Title</th> <th>Theme</th> <th>Genre/ Text type</th> <th>General English Module</th> </tr> </thead> <tbody> <tr> <td>The Wizard of Oz</td> <td>family and friendship</td> <td>Fantasy story</td> <td>5A (1-2) Caring for Others</td> </tr> <tr> <td>Thomas Edison</td> <td>creativity, curiosity and love of learning</td> <td>Expository</td> <td>5A (7) People We admire</td> </tr> </tbody> </table>	Title	Themes	Genre Text type	General English Module	Puss in Boots	creativity and wisdom	Fantasy story	4B (2) Finding the Way	Staying Connected	Gratitude and love of learning	Expository	4A (5-6) Now and Then	Title	Theme	Genre/ Text type	General English Module	The Wizard of Oz	family and friendship	Fantasy story	5A (1-2) Caring for Others	Thomas Edison	creativity, curiosity and love of learning	Expository	5A (7) People We admire			<p>70% of participating students agree that the thematic activities are fun and they are more willing to use English to communicate outside class time.</p> <p>90% of teachers report a better understanding of how to design and deliver activities effectively.</p>		
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Title	Theme/ (Value)	Text type	General English Module					
Around the World in 80 Days	Courage and persistence	Fantasy story	6A (3) The Magic of Stories					
Rainforest	Environmental protection, global citizenship and gratitude	Expository	6B (1-4) Nature and Environment					
<p>Through participating in a broad range of stimulating reading and writing activities, students will develop the following skills:</p> <p><b>Reading</b></p> <p>Understanding, interpreting and analysing a variety of written and multimodal texts</p> <p>Predicting the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world</p> <p>Constructing meaning from texts by recognising the formats, visual elements and language features of a variety of text types</p> <p>Skimming a text to obtain general impression and the gist or</p>								

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<p>main ideas</p> <p>Locating information and ideas by identifying details that support the gist or main ideas</p> <p>Working out the meanings of unknown words using visual and contextual clues</p> <p>Understanding the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore)</p> <p>Understanding intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images</p> <p>Speaking</p> <p>Presenting information, ideas and feelings clearly and coherently</p> <p>Negotiating the possible meanings of literary and creative texts</p> <p>Expressing feelings and ideas in response to literary and creative texts freely and imaginatively</p> <p>Listening skills</p> <p>Listening for implicit and explicit meaning</p> <p>Writing skills</p> <p>Presenting information, ideas and feelings clearly and coherently by drafting, revising and editing written texts with the support of teachers or peers</p> <p>Generic skills</p> <p>Communication</p>					

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<p>Creativity</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Information technology</p> <p>Value education is integrated as to match the school-based new major concerns.</p> <p>At least 6 learning packages will be produced and each package will include:</p> <p>module and lesson plans;</p> <p>assessment packs and marking schemes;</p> <p>reading activity resources;</p> <p>vocabulary booklets;</p> <p>activity booklets;</p> <p>differentiated worksheets; and</p> <p>self-evaluation and peer evaluation packs.</p> <p>Learning and teaching activities</p> <p>Pre-reading stage (1-2 weeks)</p> <p>Revisiting related chapters in the textbook for building students' background knowledge (e.g. unfamiliar language and cultural items) necessary for comprehending the texts</p> <p>Thematic speaking activities (such as think aloud, character sketch, discussion, graphic organisers and picture walk) for predicting the content of the texts</p> <p>Introducing the text type/genre features</p> <p>While Reading stage (3-4 weeks)</p>					

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<p>Shared and guided reading sessions for modelling target reading strategies and confirming predictions</p> <p>Introducing features of text types/text structures</p> <p>Various in-class activities for keeping students engaged</p> <ul style="list-style-type: none"> <li>poetry games and songs</li> <li>role-play; and</li> <li>e-Quizzes/competitions to check students' understanding</li> </ul> <p>At least one 'Learn Outside the Classroom' activity (e.g. Word Hunt) related to selected titles</p> <p>Post-reading stage (2-3 weeks)</p> <p>Shared writing activities (e.g. drama, presentation and storyboards) for encouraging creative responses to the texts</p> <p>Sample module framework: The Wizard of Oz by L. Frank Baum</p> <p>Pre-reading</p> <p>Teacher revisits the following key concepts and language items in the textbook chapter (Module: Caring for Others / Unit: Be considerate).</p> <p>Key concepts</p> <ul style="list-style-type: none"> <li>The importance of good manners</li> <li>Things friends should/should not do</li> </ul> <p>Language items</p> <ul style="list-style-type: none"> <li>Modal verbs (should/should not)</li> <li>each other/one another to indicate that people do the same thing and feel the same way</li> </ul>					

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<p>adverbs for describing manner</p> <p>Target text types</p> <p>poems</p> <p>exposition (magazine articles)</p> <p>To familiarise students with plot and characters, they will study a letter written by Nora, the Good Witch of the North to Glinda, the Good Witch of the South about the death of the Wicked Witch of the East. In groups, students will discuss and speculate.</p> <p>Who do you think Glinda is?</p> <p>What do you think Dorothy did?</p> <p>Why do you think she wants to see the wizard?</p> <p>Why can't nothing hurt Dorothy on her way to Emerald City?</p> <p>What do you think the magic monkeys can do?</p> <p>Picture walk: Teacher shows students the pictures on the covers and ask them to guess what kind of story they are going to read.</p> <p>Teacher introduces the features of a fantasy story.</p> <p>Good versus evil theme</p> <p>Imaginary setting</p> <p>Characters with special powers</p> <p>Man-like animal characters</p> <p>Varied plot, with surprising twists or development</p> <p>Magic or other ideas used to achieve the impossible</p> <p>Conflicts usually resolved with great deeds or acts of human</p>					

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<p>kindness</p> <p>While-reading</p> <p>Shared and guided reading sessions</p> <p>The following activities will be introduced for exploring basic elements of a fantasy story.</p> <table border="1" data-bbox="129 528 925 1493"> <thead> <tr> <th data-bbox="129 528 338 579">Elements</th> <th data-bbox="338 528 925 579">Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 579 338 820">Theme</td> <td data-bbox="338 579 925 820">           Make connections to real life            Students relate the story to their own lives by sharing their own experiences where they were helped by their friends/away from home for a long time.         </td> </tr> <tr> <td data-bbox="129 820 338 1257">Setting</td> <td data-bbox="338 820 925 1257">           Using five senses            Students describe the Land of Oz with five senses.            For example,                Sight: colourful rainbows                Smell: flowers                Touch: warm                Taste: delicious fruits on the trees                Sound: running water         </td> </tr> <tr> <td data-bbox="129 1257 338 1493">Plot development</td> <td data-bbox="338 1257 925 1493">           Music time            Students listen to the song, Over the rainbow by Judy Garland.  <a href="https://www.youtube.com/watch?v=1HRa4X07jdE">https://www.youtube.com/watch?v=1HRa4X07jdE</a> </td> </tr> </tbody> </table>	Elements	Activity	Theme	Make connections to real life Students relate the story to their own lives by sharing their own experiences where they were helped by their friends/away from home for a long time.	Setting	Using five senses Students describe the Land of Oz with five senses. For example, Sight: colourful rainbows Smell: flowers Touch: warm Taste: delicious fruits on the trees Sound: running water	Plot development	Music time Students listen to the song, Over the rainbow by Judy Garland. <a href="https://www.youtube.com/watch?v=1HRa4X07jdE">https://www.youtube.com/watch?v=1HRa4X07jdE</a>					
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	<p>Students study the lyrics and work on the following questions in groups.</p> <p>Where does Dorothy want to go?</p> <p>Why does Dorothy want to go over the rainbow?</p> <p>What does “dream comes true” mean?</p> <p>What does “troubles melt like lemon drops” mean?</p> <p>The plot roller coaster</p> <p>Students map out events in the story using the plot diagram.</p> <p>Oz News</p> <p>Students write a news report about one event (e.g. the climax – Dorothy killing the wicked witch) in the story.</p>					
Character	<p>Who said what?</p> <p>Students are asked to match the characters with the quotations.</p> <p>Character trait puzzles</p> <p>Students are given two sets of cards to match – one with pictures of the characters and the other with corresponding traits.</p> <p>Dorothy: fearless, smart</p> <p>Toto: brave, strong</p> <p>Scarecrow: clumsy, heartless</p>					

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<table border="1" data-bbox="129 288 927 627"> <tr> <td data-bbox="129 288 338 627"></td> <td data-bbox="338 288 927 627">           Tin Man: stupid, weak            Cowardly Lion: wimpy, sad            Wicked Witch: evil, power-hungry            Good Witch: kind, powerful            The perfect gift            Students choose gifts for different characters for solving their problems.         </td> </tr> </table> <p data-bbox="129 643 927 1492">           Post-reading            Teacher shows a thank-you card Dorothy wrote to Auntie Am and Uncle Henry.            Students design a thank-you card to a person (e.g. a parent, a teacher or friend) they want to thank in real life and describe how the story has inspired them.            All finished products will be put up on display.            To cater for learners' diverse needs, effective strategies, like flexible grouping, differentiating learning tasks and promoting self-access learning will be adopted.            For less able students or learners with SEN, a number of strategies will be used. They include: adapting the learning content, adopting a multisensory approach to learning and teaching, using multimodal learning and teaching aids and materials, adjusting the pace and linguistic load of instruction and setting realistic assessment goals. Examples of instructional scaffolding include cue cards, visual scaffolds, demonstrations and examples.         </p>		Tin Man: stupid, weak Cowardly Lion: wimpy, sad Wicked Witch: evil, power-hungry Good Witch: kind, powerful The perfect gift Students choose gifts for different characters for solving their problems.					
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<p>For more able students, flexibility with the curriculum to address differences in the rate, depth and pace of learning will be allowed. Independent projects or writing based on their interests and abilities will be encouraged. Examples of anchoring activities include journal writing, book reviews, etc.</p> <p>Modes of assessment</p> <p>Diversified assessment mode will be adopted.</p> <p>Formative assessments such as portfolio, PM Benchmark reading levelling, self-evaluation checklists and final written tasks, etc.</p> <p>Summative assessments such as reading quizzes/tests</p> <p>Implementation details of the Monthly Thematic Activities</p> <p>To promote authentic use of language, monthly thematic activities will be organised and tentative themes will be as follows:</p> <table border="1" data-bbox="129 1010 936 1409"> <thead> <tr> <th>Time</th> <th>Theme</th> </tr> </thead> <tbody> <tr> <td>Sep 2019</td> <td>Back to School</td> </tr> <tr> <td>Oct 2019</td> <td>Knowing About ME</td> </tr> <tr> <td>Nov 2019</td> <td>Knowing the World</td> </tr> <tr> <td>Dec 2019</td> <td>Happy Time/Festivals</td> </tr> <tr> <td>Feb 2020</td> <td>Our Traditions</td> </tr> <tr> <td>Mar 2020</td> <td>Power of the Nature</td> </tr> <tr> <td>May 2020</td> <td>Olympics Games</td> </tr> </tbody> </table> <p>Activities are open to students of all levels to enrich their topical and language knowledge.</p>	Time	Theme	Sep 2019	Back to School	Oct 2019	Knowing About ME	Nov 2019	Knowing the World	Dec 2019	Happy Time/Festivals	Feb 2020	Our Traditions	Mar 2020	Power of the Nature	May 2020	Olympics Games					
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<p>English-speaking guests from schools overseas will be invited to help out at the activities.</p> <p>Sample activities – The Olympic Games</p> <p>An Olympic display</p> <p>A display of the following about the Olympics will be prepared.</p> <p>Cities which hosted the Games</p> <p>Events</p> <p>Famous medalists in history</p> <p>Tokyo 2020 Olympic Games (related details such as the bidding process, medals, mascots, events, venues and infrastructures)</p> <p>A morning speech and trivia quiz</p> <p>NET and LETs will give a short morning speech about the origin and symbols of the Olympic games, closely followed by a trivia quiz.</p> <p>Mini Olympic Games</p> <p>The following fun sports games will be played at the playground during the month.</p>									
<table border="1"> <thead> <tr> <th data-bbox="114 1201 414 1254">Games</th> <th data-bbox="414 1201 949 1254">Details</th> </tr> </thead> <tbody> <tr> <td data-bbox="114 1254 414 1492">Balloon Volleyball</td> <td data-bbox="414 1254 949 1492"> <p>Two groups of players stand on either side of the volleyball court.</p> <p>They must not let the ball be grounded within their court.</p> <p>Each game lasts for 2 minutes.</p> </td> </tr> </tbody> </table>	Games	Details	Balloon Volleyball	<p>Two groups of players stand on either side of the volleyball court.</p> <p>They must not let the ball be grounded within their court.</p> <p>Each game lasts for 2 minutes.</p>					
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	The group with the least balloon drops is the winner.					
Discus Throwing	Students make discuses out of paper plates and decorate them. Each player throws their discuses in the designated spaces on the floor.					
Bean Bag Toss	Each student is given 5 beanbags of 5 different colours (the colours of the Olympic rings). They have to toss the bag into the corresponding buckets.					
Paper Planes Game	Students make their own paper planes. The one who fly the farthest wins the competition.					
<p>Stall games</p> <p>Other language stall games such as vocabulary matching activities, memory card games and chit chat sessions will be conducted in the covered playground.</p>						