

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

**School Name:** Cho Yiu Catholic Primary School (English)

**Application No.:** D037 (for official use)

**(A) General information:**

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 14

2. No. of approved classes in the 2019/20 school year:

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

3. No. of operating classes in the 2019/20 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) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
School-based Phonics Programme	P.1 – P.2	Phonics	Professional Consultant

**(B) SWOT Analysis related to the learning and teaching of English:**

<b>Strengths</b>	<b>Opportunities</b>
<ol style="list-style-type: none"><li>1. Teachers are dedicated to teaching. Together with the Native-speaking English Teacher (NET), the team strives to create a language-rich environment for students.</li><li>2. Collaborative and sharing culture have been developed through the effective use of co-planning meetings.</li><li>3. Some extended learning activities have been in place and well-received among students.</li></ol>	<ol style="list-style-type: none"><li>1. The current timetable arrangement which allocates 1-hour session for extended learning, has created room for more English language activities.</li><li>2. PEEGS provides additional resources for the development and implementation of English language activities.</li></ol>
<b>Weaknesses</b>	<b>Threats</b>
<ol style="list-style-type: none"><li>1. Students' exposure to English outside classroom is limited.</li><li>2. Students lack the opportunities to use English language for communicative purposes.</li></ol>	<ol style="list-style-type: none"><li>1. Family support for students' English learning is insufficient.</li></ol>

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

<b>Area(s) of Development</b>	<b>Usage(s) of the grant</b>	<b>Grade Level</b>
1. Drama programme	- Hiring professional services	P.4 and P.6
2. Develop school-based curriculum	- Hiring a teaching assistant	
	- Purchase of books	

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

Proposed target area(s) of development	Proposed usage(s) of the Grant	Time scale	Grade level
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through conducting more English language activities*; <del>and/or developing more quality English language learning resources for students*</del> <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></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 full-time* or part-time* 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"/> 2020/21 school year</p> <p><input checked="" type="checkbox"/> 2021/22 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

**(E) 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	Sustainability	Methods of progress-monitoring and evaluation
To hire a part-time English proficient teacher for developing school-based “English Explorer” programme and English language activities for P.3 – P.4 students to enrich the English language environment					
<p><b>Overview and Objectives</b></p> <ul style="list-style-type: none"> <li>A school-based English Language programme, “English Explorer” and other English language activities are proposed to be developed for providing P.3 – P.4 students with engaging language activities to enhance their exposure to English outside lesson time. Since the NET is deployed mainly in other levels, a part-time teacher who is proficient in English is proposed to be hired to co-develop and co-deliver the school-based initiative.</li> <li>A total of twenty-four 1-hour session will be allocated to “English Explorer”. The programme will be conducted during the afternoon activity period every week. Each class will take turn to meet the part-time teacher and school English Language teacher for the programme.</li> <li>In addition to “English Explorer”, the newly hired part-time teacher will also work with the school English Language teacher and the NET to conduct 35-minute lunch break activities three times per week. The project will first implement at Primary 4 in 2020/2021 and extend to P.3 in 2021/2022.</li> <li>The English Explorer” and the lunch activities aim to: <ul style="list-style-type: none"> <li>provide student with the opportunities to integrate English learning with different activities and tasks;</li> <li>allow students to communicate with each other in English; and</li> <li>revisit and apply the language structure and vocabulary items learned in authentic contexts.</li> </ul> </li> </ul>	P.3 – P.4	<p><b>2020/2021</b></p> <p>P.4</p> <p><b>Overall programme planning</b> Sept 2020</p> <p><b>Module 1</b> Co-planning Oct – Nov 2020 Try-out Oct – Nov 2020 Evaluation Nov 2020</p> <p><b>Module 2</b> Co-planning Nov – Dec 2020 Try-out Nov – Dec 2020 Evaluation Dec 2020</p> <p><b>Module 3</b> Co-planning Jan – Feb 2021 Try-out</p>	<p>4 resources packs covering a total of 48 one-hour sessions will be developed.</p> <p>A resource package, covering 10 themes, will be developed for the lunch break activities.</p> <p>70% of the P.3 – P.4 students agree that they enjoy the activities.</p> <p>70% of the P.3 – P.4 students agree that they used English to interact with teachers and classmates.</p> <p>70% of the P.3 – P.4 students agree that they have more opportunities to use English outside regular English</p>	<p>All the learning and teaching resources developed and the co-planning meeting records will be properly kept for easy retrieval and refinement in the future. The programmes and activities will be conducted by school teachers upon project completion.</p> <p>Some lessons will be video-taped for professional sharing.</p> <p>Sharing sessions will be conducted.</p>	<p>Students’ attendance record for the language activities.</p> <p>Lesson/session observations will be conducted.</p> <p>Teacher and student surveys will be conducted.</p>

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<p><b>Core team</b></p> <ul style="list-style-type: none"> <li>A core team consisting of the English Language Panel heads, level coordinator(s) of the target level(s) (P.4 for 2020/2021 school year, P.4 &amp; P.3 for 2021/2020 school year). The NET will serve as consultant and render support when necessary.</li> <li>The core team members will: <ul style="list-style-type: none"> <li>co-develop the programme framework;</li> <li>host biweekly co-planning meetings with the part-time teacher and level English Language teachers;</li> <li>co-develop the learning and teaching resources;</li> <li>co-deliver the programme and activities;</li> <li>conduct session observations and post-observation discussion at least once per term;</li> <li>conduct evaluation with the part-time teacher during the co-planning meetings;</li> <li>conduct evaluation to gauge programme effectiveness; and</li> <li>share the experience with other panel members.</li> </ul> </li> <li>Induction and orientation will be conducted so that the new part-time teacher will have better understanding of students' needs and school culture. The core team will also work closely with the part-time teacher to facilitate smooth running of the activities.</li> </ul> <p><b>The part-time teacher who is proficient in English</b></p> <ul style="list-style-type: none"> <li>The part-time teacher is expected to be a bachelor's degree holder with relevant working experience, preferably with native English competency.</li> <li>The part-time teacher will work around 15 hours a week to: <ul style="list-style-type: none"> <li>co-develop the programme framework;</li> <li>co-deliver the programme and lunch activities;</li> </ul> </li> </ul>		<p>Jan – Feb 2021 Evaluation Feb 2021</p> <p><b>Module 4</b> Co-planning Mar – Apr 2021 Try-out Mar – Apr 2021 Evaluation Apr 2021</p> <p><b>Module 5</b> Co-planning Apr – May 2021 Try-out Apr – May 2021 Evaluation May 2021</p> <p><b>Module 6</b> Co-planning May – Jun 2021 Try-out May – Jun 2021 Evaluation Jun 2021</p> <p><b>Programme evaluation</b> Jul 2021</p> <p>2021/2022</p>	<p>Language lesson time.</p> <p>70% of the P.3 – P.4 teachers agree that students engaged in the activities.</p> <p>70% of the P.3 – P.4 teachers agree that students use English to interact with teachers and classmates.</p> <p>70% of the P.3 – P.4 teachers agree that students have more opportunities to use English outside regular English Language lesson time.</p> <p>100% of the P.3 – P.4 teachers agree that they have acquired a better understanding of conducting activities in English.</p> <p>80% of the P.3 – P.4 teachers agree that</p>		

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<p>           ✧ co-plan with the core team members and level biweekly;            ✧ co-develop learning and teaching resources; and            ✧ conduct evaluation to gauge the programme effectiveness.         </p> <p><b>English Explorer Programme</b></p> <ul style="list-style-type: none"> <li>Themes and related activities</li> </ul> <table border="1" data-bbox="174 563 891 1088"> <thead> <tr> <th>Levels</th> <th>Theme</th> <th>End-of-module activities</th> <th>Relevant GE modules</th> </tr> </thead> <tbody> <tr> <td rowspan="2">P.4</td> <td>The legend of toy</td> <td>designing and making a new toy</td> <td>In the old days</td> </tr> <tr> <td>You are what you eat!</td> <td>snack making</td> <td>Eat well and get fit</td> </tr> <tr> <td rowspan="2">P.3</td> <td>Be a smart consumer</td> <td>a finger puppet show</td> <td>Let's go shopping</td> </tr> <tr> <td>Festivals at a glance</td> <td>lapbook making</td> <td>Special Days</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Skill focus</li> </ul> <table border="1" data-bbox="174 1166 891 1465"> <thead> <tr> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>           ✧ build vocabulary by reading, use sentences to determine meaning and point of view            ✧ use resources to increase vocabulary and gain deeper understanding by "reading between the lines"            ✧ use contextual clues            ✧ connect books read aloud to experiences         </td> </tr> </tbody> </table>	Levels	Theme	End-of-module activities	Relevant GE modules	P.4	The legend of toy	designing and making a new toy	In the old days	You are what you eat!	snack making	Eat well and get fit	P.3	Be a smart consumer	a finger puppet show	Let's go shopping	Festivals at a glance	lapbook making	Special Days	Reading	✧ build vocabulary by reading, use sentences to determine meaning and point of view ✧ use resources to increase vocabulary and gain deeper understanding by "reading between the lines" ✧ use contextual clues ✧ connect books read aloud to experiences		<p>P.3 &amp; P.4 P.3</p> <p><b>Overall programme planning</b> Sept 2021</p> <p><b>Module 1</b> Co-planning Oct – Nov 2021 Try-out Oct – Nov 2021 Evaluation Nov 2021</p> <p><b>Module 2</b> Co-planning Nov – Dec 2021 Try-out Nov – Dec 2021 Evaluation Dec 2021</p> <p><b>Module 3</b> Co-planning Jan – Feb 2022 Try-out Jan – Feb 2022 Evaluation Feb 2022</p> <p><b>Module 4</b></p>	<p>they will apply the skills acquired in conducting English language activities.</p>		
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<ul style="list-style-type: none"> <li>✧ gather information from graphs, charts, tables and maps</li> <li>✧ increase understanding and recall of what has been read including facts and importance of the main idea</li> <li>✧ participate in small group discussions, connect own experiences with facts, characters and situations in stories</li> <li>✧ read from a variety of voices and viewpoints</li> <li>✧ use basic punctuation when reading orally, notice own errors and begin correcting own mistakes</li> <li>✧ use organization of nonfiction lists to locate information; skim materials to answer questions; use outlines</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>✧ gather and share information and ideas by brainstorming, questioning and interviewing</li> <li>✧ plan and organize information</li> <li>✧ express own ideas and feelings</li> <li>✧ draft, revise and edit written texts with teacher and peer support</li> <li>✧ draft, revise and edit written texts independently</li> <li>✧ present writing using appropriate layout and effective use of tables, charts and illustrations</li> </ul> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>✧ open an interaction by asking questions, inviting feedback and asking point of view</li> <li>✧ maintain an interaction by asking and responding to others' opinions</li> <li>✧ maintain an interaction by agreeing and disagreeing</li> <li>✧ use various media to present ideas imaginatively</li> </ul>		<p>Co-planning Mar – Apr 2022</p> <p>Try-out Mar – Apr 2022</p> <p>Evaluation Apr 2022</p> <p><b>Module 5</b></p> <p>Co-planning Apr – May 2022</p> <p>Try-out Apr – May 2022</p> <p>Evaluation May 2022</p> <p><b>Module 6</b></p> <p>Co-planning May – Jun 2022</p> <p>Try-out May – Jun 2022</p> <p>Evaluation Jun 2022</p> <p><b>Programme evaluation</b> Jul 2021</p> <p>P.4</p> <p><b>Module 1</b> Refinement Oct – Nov 2021</p>			

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<ul style="list-style-type: none"> <li>✧ use gestures and facial expressions to convey meaning and intention</li> <li>✧ use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meaning and feelings</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #e0e0e0;">Generic Skill</th> </tr> <tr> <td style="width: 50%; padding: 2px;">✧ communication</td> <td style="width: 50%;"></td> </tr> <tr> <td style="padding: 2px;">✧ collaboration</td> <td></td> </tr> <tr> <td style="padding: 2px;">✧ creativity</td> <td></td> </tr> <tr> <td style="padding: 2px;">✧ problem-solving</td> <td></td> </tr> <tr> <td style="padding: 2px;">✧ critical thinking</td> <td></td> </tr> </table>	Generic Skill		✧ communication		✧ collaboration		✧ creativity		✧ problem-solving		✧ critical thinking			<p style="text-align: center;">Try-out Oct – Nov 2021 Evaluation Nov 2021</p> <p style="text-align: center;"><b>Module 2</b> Refinement Nov – Dec 2021 Try-out Nov – Dec 2021 Evaluation Dec 2021</p> <p style="text-align: center;"><b>Module 3</b> Refinement Jan – Feb 2022 Try-out Jan – Feb 2022 Evaluation Feb 2022</p> <p style="text-align: center;"><b>Module 4</b> Refinement Mar – Apr 2022 Try-out Mar – Apr 2022 Evaluation Apr 2022</p> <p style="text-align: center;"><b>Module 5</b> Refinement Apr – May 2022 Try-out</p>			
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Learning and teaching activities	<p><u>Theme Introduction</u></p> <p>❖ Toys</p> <ul style="list-style-type: none"> <li>Students will first listen to a song about toys and then work in groups to write down a list of toys. Each group will then take turn to read out one item on the list and if other group(s) has/have the same item on the list, both group will score 1 point. If no group has the item, then the group will score 3 points. The game will finish if all the groups have read out the items on their lists.</li> </ul> <p><i>Toy Song - Educational Children Song - Learning English for Kids</i></p> <p><a href="https://bit.ly/3hgekkC">https://bit.ly/3hgekkC</a></p> <p><u>Guided Discovery activities</u></p> <p>❖ Toys: now and then</p> <ul style="list-style-type: none"> <li>Students work in groups and teacher will provide students with some old toys. Students will then discuss how to play with them.</li> <li>Each group will take turn to share with their classmates the toys and the way to play with it.</li> <li>Students will then conduct internet search about the toy item at home to confirm their guesses.</li> </ul>		<p>Apr – May 2022 Evaluation May 2022</p> <p><b>Module 6</b> Refinement May – Jun 2022 Try-out May – Jun 2022 Evaluation Jun 2022</p> <p><b>Programme evaluation</b> Jul 2022</p>			

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<ul style="list-style-type: none"> <li>• Students will discuss, after the internet search, the alternative way(s) of playing with the toys. Students will share their ideas with the class and write a short description about it.</li> <li>• Teacher will then guide students to compare and contrast the toys in old days and toys kids play nowadays. Students will share their findings by completing a comparison table. Teacher will guide students to categorize the differences into different groups, e.g. materials used, ways of obtaining the toy (self-made vs purchased) and skills involved in playing.</li> </ul> <p>❖ Toys: pink or blue</p> <ul style="list-style-type: none"> <li>• Teacher will ask students to suggest a toy for a 10-year old boy and a toy for a 10-year old girl. Teacher will write the items suggested on the blackboard and ask students to identify the common features of the toys suggested.</li> <li>• Teacher will then share read the book, “Pink Toys, Yes or No” and guide students to think and evaluate the arguments presented. Teacher will ask</li> </ul>					

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<p>students to review the list to confirm if the arguments can be applicable to the case.</p> <ul style="list-style-type: none"> <li>❖ Toys around the world <ul style="list-style-type: none"> <li>• Teacher will show students the different toys that children play around the world by browsing through the websites.</li> <li>❖ <i>Toy Stories: Portraits of Children and their Toys Around the World</i> <a href="https://bit.ly/2AVajl4">https://bit.ly/2AVajl4</a></li> <li>❖ <i>Kids at every income level reveal their favorite toys</i> <a href="https://bit.ly/37g1EFS">https://bit.ly/37g1EFS</a></li> <li>❖ <i>8 Traditional Toys You Should Try Collecting On Your Travels Around The World</i> <a href="https://bit.ly/3femnNj">https://bit.ly/3femnNj</a></li> <li>• Teacher will guide students to deduce the possible factors of determining the different toys for children to play.</li> </ul> </li> </ul> <p><u>End-of module task</u></p> <ul style="list-style-type: none"> <li>❖ Jigsaw reading <ul style="list-style-type: none"> <li>• 4 printed reading texts about toys in different places will be prepared. Students will first be</li> </ul> </li> </ul>					

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<p>divided into 4 groups (base groups) and each group member will read the same texts. Students will share their reading in the base groups. After that, students will work in group of 4 and the group will consist of 1 member from each base group. Each group member will share the information gathered and complete a fact sheet.</p> <p>❖ Designing a new toy</p> <ul style="list-style-type: none"> <li>• Teachers will show students video-clips of making toys using household items. <ul style="list-style-type: none"> <li>❖ 13 <i>TOTALLY AWESOME KIDS GADGETS AND TOYS YOU CAN DIY</i> <a href="https://rb.gy/nl5ed3">https://rb.gy/nl5ed3</a></li> <li>❖ 16 <i>COOL DIY TOYS TO MAKE FUN</i> <a href="https://rb.gy/dwzjfm">https://rb.gy/dwzjfm</a></li> </ul> </li> <li>• Students will work in pairs to design a new toy. The new toy should be: <ul style="list-style-type: none"> <li>- original;</li> <li>- made from materials/items readily available;</li> <li>- gender-neutral; and</li> <li>- safe.</li> </ul> </li> </ul>					

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<table border="1" data-bbox="174 268 891 491"> <tr> <td data-bbox="174 268 342 491"></td> <td data-bbox="342 268 891 491"> <ul style="list-style-type: none"> <li>Students will write a short description about the toy and give a presentation. Other students will try playing the toy. Teacher will give feedback on the written descriptions.</li> </ul> </td> </tr> </table> <p data-bbox="125 564 421 592"><b><i>Lunch break activities</i></b></p> <ul style="list-style-type: none"> <li>The part-time teacher will also co-conduct language activities for P.3 – P.4 students during lunch breaks. An array of English language activities revolving the themes covered in the General English programme will be conducted.</li> <li>The activities to be conducted are tabulated below. <table border="1" data-bbox="174 823 891 1090"> <thead> <tr> <th data-bbox="174 823 376 863">Category</th> <th data-bbox="376 823 891 863">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="174 863 376 938">Games</td> <td data-bbox="376 863 891 938">bingo, battleship, hangman, Alphabet relay, Simon says, board games</td> </tr> <tr> <td data-bbox="174 938 376 1013">Crafts</td> <td data-bbox="376 938 891 1013">hand puppets, pop-up cards, little books</td> </tr> <tr> <td data-bbox="174 1013 376 1090">Language arts</td> <td data-bbox="376 1013 891 1090">storytelling, puppet show, songs singing</td> </tr> </tbody> </table> </li> <li>Each student will participate in the lunch time activities at least once per month. A roster will be set and students will be reminded to join the activities by their English Language teachers.</li> </ul>		<ul style="list-style-type: none"> <li>Students will write a short description about the toy and give a presentation. Other students will try playing the toy. Teacher will give feedback on the written descriptions.</li> </ul>	Category	Activities	Games	bingo, battleship, hangman, Alphabet relay, Simon says, board games	Crafts	hand puppets, pop-up cards, little books	Language arts	storytelling, puppet show, songs singing					
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