

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

**School Name:** Toi Shan Association Primary School (English)

**Application No.:** D030 (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	5	4	4	5	5	5	28

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	5	4	5	5	5	5	29

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)
PLP-R/W	P.1 – P.3	reading and writing	Native-speaking English Teacher (NET) Section, EDB

**(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 willing to try new teaching strategies.</li><li>2. Students are motivated and engaged in outings and group activities.</li></ol>	<ol style="list-style-type: none"><li>1. More able students are willing to help less able students during group activities.</li><li>2. Reading atmosphere is well-developed in school.</li></ol>
<b>Weakness</b>	<b>Threat</b>
<ol style="list-style-type: none"><li>1. The majority of students lack family support in English language learning.</li><li>2. Students have limited exposure to English in daily lives.</li></ol>	<ol style="list-style-type: none"><li>1. Students are not motivated in reading informative texts.</li><li>2. Some students have limited access to online resources at home.</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>
Phonics	<ul style="list-style-type: none"><li>• Hiring an additional English Language teacher</li><li>• Hiring professional services</li></ul>	P.1 – P.6

(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</p> <ul style="list-style-type: none"> <li>- conducting more English language activities*; and/or</li> <li><del>—developing more quality English language learning resources for students*</del></li> </ul> <p><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”</p> <p><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 a full-time teacher</p> <p><input type="checkbox"/> Employ a part-time teaching assistant</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 type="checkbox"/> 2021/22 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>

**(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 full-time supply teacher to release the core team for developing and implementing the English Life-Wide Learning Programme to provide P.4 – P.6 students with authentic contexts to use English language					
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To enrich the school-based English Language curriculum and provide students with more opportunities to use English in authentic contexts, a full-time qualified supply teacher will take up part of the teaching duties of the core team for developing and implementing the English Life-Wide Learning Programme.</li> <li>• Through exploring the topic and engaging in sustained inquiry activities, students will: <ul style="list-style-type: none"> <li>❖ be engaged in various English language activities and use English in authentic contexts;</li> <li>❖ expose themselves to English outside class time;</li> <li>❖ improve their language skills through interacting with peer and interviewees, writing reports and giving presentations in English Language;</li> <li>❖ build up their knowledge about the topic;</li> <li>❖ integrate content knowledge and skills from various Key Learning Areas (KLAs);</li> <li>❖ be introduced to basic research skills;</li> <li>❖ polish their generic and Higher Order Thinking (HOT) skills; and</li> <li>❖ establish among themselves a learning community through collaborative work.</li> </ul> </li> <li>• The programme will also nurture students’ positive values and attitudes such as cultural sensitivity, leadership and the spirit to serve.</li> </ul>	P.4 – P.6	<p><b>Planning</b> <i>Sept – Nov 2020</i></p> <p><b>Try-out and evaluation at target levels</b></p> <p><u>Primary 4</u> Try-out <i>Dec 2020 – Feb 2021</i></p> <p>Evaluation <i>Feb 2021</i></p> <p><u>Primary 5</u> Try-out <i>Mar – Apr 2021</i></p> <p>Evaluation <i>Apr 2021</i></p> <p><u>Primary 6</u> Try-out <i>Apr – May 2021</i></p>	<p>A research activity pack (lesson plans, leaning and teaching aids and students’ worksheets) covering a total of about 30 lessons for P.4 – P.6 will be produced. A total of 90 lessons will be covered.</p> <p>70% of P.4 – P.6 students will improve speaking skills as evidenced by speaking assessment results.</p> <p>70% of P.4 – P.6 students will improve their writing skills as demonstrated in their work and project journal.</p>	<p>The programme will be integrated into core English Language curriculum and be carried out after the project completion.</p> <p>The developed teaching resource will be reviewed and updated each year.</p> <p>The programme will be simplified and extended to KS1 gradually in the following years.</p> <p>Pedagogy acquired during the project will be disseminated through professional development</p>	<p>Pre-test and post-tests</p> <p>Lesson observations</p> <p>Evaluation during the co-planning meetings</p> <p>Teacher and student survey</p> <p>Performance data analysis of assessments in the four language skills</p> <p>Review of students’ work</p>

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
<p><b>Core team</b></p> <ul style="list-style-type: none"> <li>The English Language Panel Head (the teacher-in-charge of the Life-Wide Learning Programme) and 3 target level teachers will form a core team. A supply teacher will take up a total of around 24 lessons per week (about 6 lessons for each member) to release the core team for the following duties: <ul style="list-style-type: none"> <li>❖ reviewing and reorganizing the existing KS2 curriculum;</li> <li>❖ hosting bi-weekly co-planning meetings;</li> <li>❖ developing learning and teaching resources;</li> <li>❖ observing the lessons/activities and post-observation discussion at least once in each level;</li> <li>❖ arranging peer sharing at least once in each level;</li> <li>❖ conducting monthly review/evaluation meetings with other level teachers;</li> <li>❖ modifying the newly-developed materials and instructional strategies;</li> <li>❖ analyze students' performance in formative and summative assessments to gauge programme effectiveness; and</li> <li>❖ delivering professional sharing activities at least once per term.</li> </ul> </li> </ul> <p><b>Details of the Programme</b></p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>The programme spans over a period of around 5 weeks and at least 30 English Language lessons will be allocated for in-class activities. Other take home tasks such as conducting information search, oral interviews, data analysis and preparation of final reports and presentations will be assigned. Guidelines and additional support to students</li> </ul>		<p>Evaluation <i>Jun 2021</i></p> <p><b>Overall programme evaluation</b> <i>Jun – Jul 2021</i></p> <p><b>Refinement of the resources developed</b> <i>Jul – Aug 2021</i></p> <p><b>Professional sharing sessions</b> <i>Jul 2021</i></p>	<p>70% of P.4 – P.6 students will demonstrate a basic understanding of research skills.</p> <p>70% of P.4 – P.6 students agree that they enjoy the language activities conducted.</p> <p>70% of P.4 – P.6 students agree that they have more opportunities to use English in authentic contexts.</p> <p>90% of P.4 – P.6 teachers agree that students enjoy the language activities conducted.</p> <p>90% of P.4 – P.6 teachers agree that students have more opportunities to use English in authentic contexts.</p>	<p>activities.</p> <p>Good presentations will be recorded and shown for professional sharing.</p>	

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																															
<p>will be provided for completion of take home tasks outside class time.</p> <ul style="list-style-type: none"> <li>The core team will also take students' reading motivation and interests into consideration when selecting core reading materials. Further adaptation of texts will also be made to support less able students.</li> </ul> <p><b><u>Programme framework</u></b></p> <ul style="list-style-type: none"> <li>A topic will be selected for each level in KS2 and thematic research project will be conducted. The chosen topics are closely related to the core English Language curriculum and the General English programme so that students will be able to integrate and apply the skills and language items covered. The tentative themes selected are as follows:</li> </ul> <table border="1" data-bbox="188 786 945 1074"> <thead> <tr> <th>Level</th> <th>Theme</th> <th>Relevant textbook units</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>History of Hong Kong</td> <td>❖ Old Hong Kong ❖ When I was little</td> </tr> <tr> <td>P.5</td> <td>Inventions</td> <td>❖ Making things is Fun! ❖ Be Creative!</td> </tr> <tr> <td>P.6</td> <td>Environmental Protection</td> <td>❖ Save our Earth ❖ Animals in Danger</td> </tr> </tbody> </table> <p><b><u>Skill focuses</u></b></p> <ul style="list-style-type: none"> <li>A multitude of learning tasks and materials will be designed to equip students with a repertoire of academic skills and a capacity of life-long learning: <ul style="list-style-type: none"> <li>❖ Research</li> </ul> </li> </ul> <table border="1" data-bbox="241 1297 949 1501"> <thead> <tr> <th rowspan="2">Sub-skills</th> <th colspan="3">Sub-skills</th> </tr> <tr> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>• selecting a research topic</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• collecting information</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• recording information</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Level	Theme	Relevant textbook units	P.4	History of Hong Kong	❖ Old Hong Kong ❖ When I was little	P.5	Inventions	❖ Making things is Fun! ❖ Be Creative!	P.6	Environmental Protection	❖ Save our Earth ❖ Animals in Danger	Sub-skills	Sub-skills			P.4	P.5	P.6	• selecting a research topic	✓	✓	✓	• collecting information	✓	✓	✓	• recording information	✓	✓	✓			<p>100% of P.4 – P.6 teachers will acquire skills in conducting project-based language activities.</p> <p>100% of P.4 – P.6 teachers will apply the skills acquired in their teaching.</p>		
Level	Theme	Relevant textbook units																																		
P.4	History of Hong Kong	❖ Old Hong Kong ❖ When I was little																																		
P.5	Inventions	❖ Making things is Fun! ❖ Be Creative!																																		
P.6	Environmental Protection	❖ Save our Earth ❖ Animals in Danger																																		
Sub-skills	Sub-skills																																			
	P.4	P.5	P.6																																	
• selecting a research topic	✓	✓	✓																																	
• collecting information	✓	✓	✓																																	
• recording information	✓	✓	✓																																	

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
<ul style="list-style-type: none"> <li>• finding reliable sources</li> <li>• organising data collected</li> <li>• analyzing data collected</li> <li>• interpreting findings</li> <li>• presenting findings using graphs</li> <li>• planning the project</li> <li>• time management</li> <li>• reflecting on the research process</li> </ul>			✓					
<ul style="list-style-type: none"> <li>• organising data collected</li> </ul>	✓	✓	✓					
<ul style="list-style-type: none"> <li>• analyzing data collected</li> </ul>		✓	✓					
<ul style="list-style-type: none"> <li>• interpreting findings</li> </ul>	✓	✓	✓					
<ul style="list-style-type: none"> <li>• presenting findings using graphs</li> </ul>		✓	✓					
<ul style="list-style-type: none"> <li>• planning the project</li> </ul>		✓	✓					
<ul style="list-style-type: none"> <li>• time management</li> </ul>	✓	✓	✓					
<ul style="list-style-type: none"> <li>• reflecting on the research process</li> </ul>	✓	✓	✓					
❖ Reading								
Skills and text types		Levels						
		P.4	P.5	P.6				
Skills								
• locating the main ideas		✓	✓	✓				
• recognizing common text structures		✓	✓	✓				
• locating the main ideas and supporting details			✓	✓				
• locating the important facts				✓				
• distinguishing between facts and opinions		✓	✓	✓				
• understanding feelings conveyed in a text		✓	✓	✓				
• understanding intentions, attitudes and feelings conveyed in a text			✓	✓				

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																											
<ul style="list-style-type: none"> <li>• understanding the choice and use of language and images for intended purposes</li> <li>• summarizing a written text</li> </ul> <p>Text types covered</p> <ul style="list-style-type: none"> <li>• simple research reports</li> <li>• presentation scripts</li> <li>• charts</li> <li>• leaflets</li> <li>• posters</li> <li>• articles</li> <li>• stories</li> <li>• biography</li> <li>• travel brochures</li> <li>• user manuals</li> </ul>																																
<p>❖ Writing</p> <table border="1" data-bbox="226 959 952 1492"> <thead> <tr> <th data-bbox="226 959 658 1034" rowspan="2">Skills and Tasks</th> <th colspan="3" data-bbox="658 959 952 997">Levels</th> </tr> <tr> <th data-bbox="658 997 754 1034">P.4</th> <th data-bbox="754 997 848 1034">P.5</th> <th data-bbox="848 997 952 1034">P.6</th> </tr> </thead> <tbody> <tr> <td data-bbox="226 1034 658 1070">Writing skills</td> <td data-bbox="658 1034 754 1070"></td> <td data-bbox="754 1034 848 1070"></td> <td data-bbox="848 1034 952 1070"></td> </tr> <tr> <td data-bbox="226 1070 658 1225"> <ul style="list-style-type: none"> <li>• gathering and sharing information and ideas by brainstorming, questioning and interviewing</li> </ul> </td> <td data-bbox="658 1070 754 1225">✓</td> <td data-bbox="754 1070 848 1225">✓</td> <td data-bbox="848 1070 952 1225">✓</td> </tr> <tr> <td data-bbox="226 1225 658 1300"> <ul style="list-style-type: none"> <li>• planning and organizing information</li> </ul> </td> <td data-bbox="658 1225 754 1300">✓</td> <td data-bbox="754 1225 848 1300">✓</td> <td data-bbox="848 1225 952 1300">✓</td> </tr> <tr> <td data-bbox="226 1300 658 1375"> <ul style="list-style-type: none"> <li>• expressing own ideas and feelings</li> </ul> </td> <td data-bbox="658 1300 754 1375">✓</td> <td data-bbox="754 1300 848 1375">✓</td> <td data-bbox="848 1300 952 1375"></td> </tr> <tr> <td data-bbox="226 1375 658 1492"> <ul style="list-style-type: none"> <li>• drafting, revising and editing written texts with teacher and peer support</li> </ul> </td> <td data-bbox="658 1375 754 1492">✓</td> <td data-bbox="754 1375 848 1492">✓</td> <td data-bbox="848 1375 952 1492"></td> </tr> </tbody> </table>	Skills and Tasks	Levels			P.4	P.5	P.6	Writing skills				<ul style="list-style-type: none"> <li>• gathering and sharing information and ideas by brainstorming, questioning and interviewing</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• planning and organizing information</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• expressing own ideas and feelings</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>• drafting, revising and editing written texts with teacher and peer support</li> </ul>	✓	✓						
Skills and Tasks		Levels																														
	P.4	P.5	P.6																													
Writing skills																																
<ul style="list-style-type: none"> <li>• gathering and sharing information and ideas by brainstorming, questioning and interviewing</li> </ul>	✓	✓	✓																													
<ul style="list-style-type: none"> <li>• planning and organizing information</li> </ul>	✓	✓	✓																													
<ul style="list-style-type: none"> <li>• expressing own ideas and feelings</li> </ul>	✓	✓																														
<ul style="list-style-type: none"> <li>• drafting, revising and editing written texts with teacher and peer support</li> </ul>	✓	✓																														



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
• drafting, revising and editing written texts independently			✓					
• presenting writing using appropriate layout and effective use of tables, charts and illustrations	✓	✓	✓					
Tasks								
• designing questionnaires	✓	✓	✓					
• drafting interview questions	✓	✓	✓					
• preparing simple research reports	✓		✓					
• preparing presentation scripts	✓	✓	✓					
• completing different graphic organizers	✓	✓	✓					
• drafting oral history interview questions	✓							
• writing a description of an invention		✓						
• writing a user manual		✓						
• writing an article			✓					
❖ Listening and Speaking								
Skills and tasks	Levels							
	P.4	P.5	P.6					
Skills								
• identifying the gist or main ideas by recognising the stress in connected speech	✓	✓	✓					
• locating specific information in spoken texts	✓	✓	✓					

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		
<ul style="list-style-type: none"> <li>understanding the connection between ideas supported by cohesive devices</li> </ul>	✓	✓	✓				
<ul style="list-style-type: none"> <li>using contextual clues and knowledge of the world to work out the meaning of simple spoken texts</li> </ul>	✓	✓	✓				
<ul style="list-style-type: none"> <li>using audio clues, contextual clues and knowledge of the world to work out the meaning of simple spoken texts</li> </ul>		✓	✓				
<ul style="list-style-type: none"> <li>understanding the speakers' intention, attitudes and feeling through their gestures and facial expressions</li> </ul>	✓	✓	✓				
<ul style="list-style-type: none"> <li>understanding the speakers' intention, attitudes and feeling through their choice and use of languages</li> </ul>		✓	✓				
<ul style="list-style-type: none"> <li>participating effectively in group interaction</li> </ul>	✓	✓	✓				
<ul style="list-style-type: none"> <li>opening an interaction by asking questions</li> </ul>	✓	✓	✓				
<ul style="list-style-type: none"> <li>opening an interaction by inviting feedback</li> </ul>		✓	✓				
<ul style="list-style-type: none"> <li>opening an interaction by asking point of view</li> </ul>			✓				

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
• maintaining an interaction by using appropriate formulaic expressions	✓	✓	✓					
• maintaining an interaction by asking and responding to others' opinions		✓						
• maintaining an interaction by agreeing and disagreeing			✓					
• closing an interaction by appropriate formulaic expressions	✓	✓	✓					
• using various media to present ideas imaginatively	✓	✓	✓					
• participating effectively in group interaction	✓	✓						
• using appropriate register when speaking to familiar interlocutors such as teachers and peers	✓	✓	✓					
• connecting ideas by using cohesive devices	✓	✓	✓					
• using gestures and facial expressions to convey meaning and intention	✓	✓	✓					
• using appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meaning and feelings	✓	✓	✓					
Task								
• discussing with group members	✓	✓	✓					

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																																															
<ul style="list-style-type: none"> <li>• conducting effective interviews ✓</li> <li>• reporting initial findings ✓</li> <li>• giving presentation ✓</li> <li>• giving presentation and responding the questions raised by audience ✓</li> </ul>																																																				
<p>❖ Generic and HOT Skill</p> <table border="1" data-bbox="226 612 958 1098"> <thead> <tr> <th rowspan="2">Skills</th> <th colspan="3">Levels</th> </tr> <tr> <th>P.4</th> <th>P.5</th> <th>P.6</th> </tr> </thead> <tbody> <tr> <td>• communication</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• collaboration</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• planning and organizing</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>• self-management</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• creativity</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• problem-solving</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• critical thinking</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>• information technology</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• numeracy</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>• study skills</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Skills	Levels			P.4	P.5	P.6	• communication	✓	✓	✓	• collaboration	✓	✓	✓	• planning and organizing	✓	✓		• self-management	✓	✓	✓	• creativity		✓	✓	• problem-solving		✓	✓	• critical thinking			✓	• information technology	✓	✓	✓	• numeracy	✓	✓	✓	• study skills	✓	✓	✓					
Skills		Levels																																																		
	P.4	P.5	P.6																																																	
• communication	✓	✓	✓																																																	
• collaboration	✓	✓	✓																																																	
• planning and organizing	✓	✓																																																		
• self-management	✓	✓	✓																																																	
• creativity		✓	✓																																																	
• problem-solving		✓	✓																																																	
• critical thinking			✓																																																	
• information technology	✓	✓	✓																																																	
• numeracy	✓	✓	✓																																																	
• study skills	✓	✓	✓																																																	
<p><b>Tentative Programme Outline</b></p> <ul style="list-style-type: none"> <li>• Five weeks, around 30 lessons, will be allocated to the programme in each level and tentative topics to be covered each week will be as follows. Below is the proposed project outline for Primary 5. Other levels will follow similar manner.</li> </ul>																																																				

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		
<p><b>Level: Primary 5</b> <b>Theme Invention</b></p> <table border="1" data-bbox="188 376 943 1493"> <thead> <tr> <th data-bbox="188 376 943 416">Focuses/Tasks</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 416 943 1493"> <p><b>1<sup>st</sup> Week</b></p> <ul style="list-style-type: none"> <li> <p><b><u>Introduction to the theme</u></b> Students will be introduced to the project by showing the webpages of inventions which have been made real based on ideas submitted. Thematic vocabulary will be introduced through related reading texts.</p> <p><i>The Baby Bumper by Chloe</i> <a href="https://www.littleinventors.org/ideas/the-baby-bumper/details">https://www.littleinventors.org/ideas/the-baby-bumper/details</a></p> <p><i>The Sticky Bunny by Charlie</i> <a href="https://www.littleinventors.org/ideas/sticky-bunnys/details">https://www.littleinventors.org/ideas/sticky-bunnys/details</a></p> <p>Students will be introduced to the task: inventing an item to solve one problem encountered in daily lives for a particular group of people.</p> </li> <li> <p><b><u>Group interaction skills</u></b> Students will be introduced and be given the opportunities to apply group discussion skills through the following activities.</p> <ul style="list-style-type: none"> <li> <p>❖ <b><u>Grouping and group contract</u></b> Students will be divided into groups of 4 for the project. A group contract which lists out the expected duties of each group member will be formulated and signed.</p> </li> </ul> </li> </ul> </td> </tr> </tbody> </table>	Focuses/Tasks	<p><b>1<sup>st</sup> Week</b></p> <ul style="list-style-type: none"> <li> <p><b><u>Introduction to the theme</u></b> Students will be introduced to the project by showing the webpages of inventions which have been made real based on ideas submitted. Thematic vocabulary will be introduced through related reading texts.</p> <p><i>The Baby Bumper by Chloe</i> <a href="https://www.littleinventors.org/ideas/the-baby-bumper/details">https://www.littleinventors.org/ideas/the-baby-bumper/details</a></p> <p><i>The Sticky Bunny by Charlie</i> <a href="https://www.littleinventors.org/ideas/sticky-bunnys/details">https://www.littleinventors.org/ideas/sticky-bunnys/details</a></p> <p>Students will be introduced to the task: inventing an item to solve one problem encountered in daily lives for a particular group of people.</p> </li> <li> <p><b><u>Group interaction skills</u></b> Students will be introduced and be given the opportunities to apply group discussion skills through the following activities.</p> <ul style="list-style-type: none"> <li> <p>❖ <b><u>Grouping and group contract</u></b> Students will be divided into groups of 4 for the project. A group contract which lists out the expected duties of each group member will be formulated and signed.</p> </li> </ul> </li> </ul>					
Focuses/Tasks							
<p><b>1<sup>st</sup> Week</b></p> <ul style="list-style-type: none"> <li> <p><b><u>Introduction to the theme</u></b> Students will be introduced to the project by showing the webpages of inventions which have been made real based on ideas submitted. Thematic vocabulary will be introduced through related reading texts.</p> <p><i>The Baby Bumper by Chloe</i> <a href="https://www.littleinventors.org/ideas/the-baby-bumper/details">https://www.littleinventors.org/ideas/the-baby-bumper/details</a></p> <p><i>The Sticky Bunny by Charlie</i> <a href="https://www.littleinventors.org/ideas/sticky-bunnys/details">https://www.littleinventors.org/ideas/sticky-bunnys/details</a></p> <p>Students will be introduced to the task: inventing an item to solve one problem encountered in daily lives for a particular group of people.</p> </li> <li> <p><b><u>Group interaction skills</u></b> Students will be introduced and be given the opportunities to apply group discussion skills through the following activities.</p> <ul style="list-style-type: none"> <li> <p>❖ <b><u>Grouping and group contract</u></b> Students will be divided into groups of 4 for the project. A group contract which lists out the expected duties of each group member will be formulated and signed.</p> </li> </ul> </li> </ul>							

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
<ul style="list-style-type: none"> <li>✧ <b>Formulating the tentative schedule</b> Students will formulate a tentative schedule with checklists for different tasks. A project journal will be given to students.</li> <li>✧ <b>Selecting the research topic</b> Students will discuss and finalize the research topic at the end of the week.</li> <li>• <b><u>Presentation skills</u></b> Students will revisit the presentation skills covered in Key Stage 1 through sharing the information collected with their group members and classmates.</li> <li>• <b><u>Research skills</u></b> Students will be introduced and guided to apply research skills for the following tasks. <ul style="list-style-type: none"> <li>✧ <b>Selection of the topic</b> Students will be given some reading texts about how people’s everyday lives have been improved by new inventions. Students will brainstorm the needs of people with different types of disabilities.</li> <li>✧ <b>Gathering and recoding information</b> Teacher will introduce different methods of collecting information and the ways to distinguish facts from opinions. Students will be guided to use various graphic organizers to record the information collected.</li> <li>✧ <b>Project planning and time-management</b> Teacher will formulate a project timeframe with students. Deadlines for submitting drafts and arrangement of final presentation will be given. Students will mark the deadlines on the project</li> </ul> </li> </ul>					

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
<p>journal and the group will also discuss and confirm the dates for having consultation sessions with the teacher.</p> <ul style="list-style-type: none"> <li>• <b><u>Take home tasks</u></b> <ul style="list-style-type: none"> <li>✧ <b>Information research</b> Students will work in groups and search the information about the theme. The information gathered by each group member will be shared. Worksheet to guide students for the search will be provided.</li> <li>✧ <b>Project journal</b> Students will complete a diary of learning by reviewing what they learnt. Teacher will also guide students to reflect on what they would like to work on in the coming lessons.</li> <li>✧ <b>Home reading</b> Students will be assigned multi-modal reading texts for home reading. These reading texts help students provide inputs for group discussion and sharings. <i>Engineering, Inventions: Attempt, Develop, Envision, Experiment, Improvement, Plan, Produce</i> <a href="https://www.youtube.com/watch?v=oSgzFmXs-Kc">https://www.youtube.com/watch?v=oSgzFmXs-Kc</a></li> </ul> </li> </ul> <p><b>2<sup>nd</sup> Week</b></p> <ul style="list-style-type: none"> <li>• <b><u>Scope of the project</u></b> Students will discuss with their group members the target group for their group project. Students will then share with other groups their target groups and</li> </ul>					

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
<p>the reasons for choosing the group. Students will be guided to conduct need analysis through interviews and surveys.</p> <ul style="list-style-type: none"> <li>• <b><u>Reading on data collection method</u></b> Students read texts about different data collection method and complete a comparison table. Teacher will ask students to select the most appropriate data collection method for their project based on the reading materials provided.</li> <li>• <b><u>Invention Process</u></b> Teacher will recap what students read about the invention process by watching another video clip.  <i>Invention Of Solar House   The Dr. Binocs Show   Best Learning Video for Kids   Preschool Learning</i> <a href="https://www.youtube.com/watch?v=f00jNPJpqs8">https://www.youtube.com/watch?v=f00jNPJpqs8</a></li> <li>• <b><u>Preparing for the interview</u></b> <ul style="list-style-type: none"> <li>✧ <b>Forming questions</b> Students will work in groups to prepare questions for interviews and surveys to better understand the needs of the target groups.</li> <li>✧ <b>Mock interview and note taking</b> Mock interview will be conducted to prepare students for the interviews. Note-taking skills will be introduced.</li> </ul> </li> <li>• <b><u>Take home tasks</u></b> <ul style="list-style-type: none"> <li>✧ <b>Completing the project journal</b></li> <li>✧ <b>Conducting interviews and surveys</b></li> <li>✧ <b>Self-learning</b></li> </ul> </li> </ul>					



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
<p>Flipped videos and PowerPoint slides will be prepared for students to revisit:</p> <ul style="list-style-type: none"> <li>- overall project requirements;</li> <li>- thematic vocabulary; and</li> <li>- target speaking skills.</li> </ul> <p><b>3<sup>rd</sup> Week</b></p> <ul style="list-style-type: none"> <li>• <b><u>Presentation skills</u></b> Students will be provided with presentation framework for sharing the data collected during the interviews.</li> <li>• <b><u>Data analysis</u></b> Students will be guided to summarize the data collected and draw conclusions about the needs of the target groups. Teacher will model how to present the data collected by using various graphs and charts.</li> <li>• <b><u>Brainstorming possible solutions and designing product</u></b> Students will brainstorm the possible solutions to address the needs of the groups and design a product based on the solutions.</li> </ul> <p><b><u>Presentation of the design sketch</u></b> Each group will take turn to present the design sketches to the class. Teachers and other groups will give feedback on the sketches.</p> <ul style="list-style-type: none"> <li>• <b><u>Visit to Hong Kong Science Museum</u></b> A visit to Hong Kong Science Museum will be arranged. Students will be assigned to visit different</li> </ul>					

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
<p>sections or participate in thematic activities according to their preliminary designs. Students will take notes during the visit and keep the notes in the journal.</p> <ul style="list-style-type: none"> <li>• <b><u>Take home tasks</u></b> <ul style="list-style-type: none"> <li>✧ <b>Completing the project journal</b></li> <li>✧ <b>Conducting internet research on the product design</b></li> <li>✧ <b>Creating design sketch</b> Students will create their design sketches of their inventions.</li> <li>✧ <b>Refining design sketch</b> Students will refine their product sketches after receiving feedbacks from teacher and classmates.</li> </ul> </li> </ul>					
<p><b>4<sup>th</sup> Week</b></p> <ul style="list-style-type: none"> <li>• <b><u>Presentation</u></b> Students present their refined design sketches to the class.</li> <li>• <b><u>Writing</u></b> Teacher prepare students for writing a description for the invention. A checklist will be prepared for peer review and self-review.</li> <li>• <b><u>Take home tasks</u></b> <ul style="list-style-type: none"> <li>✧ <b>Completing the project journal</b></li> <li>✧ <b>Drafting the user manual and product description</b></li> </ul> </li> </ul>					

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
<p><b>5<sup>th</sup> Week</b></p> <ul style="list-style-type: none"> <li>• <b><u>Final group presentation</u></b> Students will present their invention based on the written product description. Feedback from classmates and teachers will be given. Students will video-tape the presentations and the video clips will be shared via Toi Shan Channel and school website.</li> <li>• <b><u>“Little Inventor”</u></b> Students will upload their product sketches and the product description onto the website of “Little Inventor” (<a href="https://www.littleinventors.org/upload">https://www.littleinventors.org/upload</a>)</li> <li>• <b><u>Take home tasks</u></b> <ul style="list-style-type: none"> <li>✧ <b>Completing the project journal</b></li> <li>✧ <b>Preparing for the final presentation</b></li> <li>✧ <b>Video-taping the presentation</b></li> </ul> </li> </ul>					