



Enriching KS1 students' learning experience to  
prepare them for KS2

**Ma On Shan Ling Liang  
Primary School**

## School Major Concerns

1. To foster **self-directed learning** using **e-learning** tools
2. To promote **STEM** education for **integrative and applied learning**
3. To develop an **inquiry-based inter-disciplinary curriculum**

# School's existing practice

KS1 (P1-3)	→	KS2 (P4-6)
General Studies taught in Chinese		General Studies taught in English
English reading texts: Mainly fiction in English lessons		English reading texts: Both fiction and non-fiction in both English and GS lessons
More shared and supported reading		More independent reading
Mainly print learning materials		More digital learning materials

# Problems facing **KS2 students** in **General Studies (GS)** lessons:

- Students have difficulties understanding **technical words in English**.
- Students have problems dealing with **difficult concepts independently**.
- Students have difficulties coping with **longer and more complex information texts**.

**Students encounter similar challenges in both GS and English lessons**

## Challenges (KS1 – KS2)

1. Grammar, vocabulary and language skills getting more complex
2. Requiring more HOT and analytical skills in learning
3. Students are expected to learn more independently
4. Students are expected to read a variety of print and non-print texts in a wide range of text types

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## KS1 to KS2

### Challenges

### Coping strategies

<p>1. Grammar, vocabulary and language skills getting more complex</p>	<ul style="list-style-type: none"> <li>- Design tasks which enable students to practise and apply more complex knowledge and skills in an  <b>integrative</b> manner</li> </ul>
<p>2. Requiring more HOT and analytical skills in learning</p>	<ul style="list-style-type: none"> <li>- Teach more advanced knowledge and skills in lessons and provide opportunities for students to apply them</li> </ul>
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<p>4. Students are expected to <b>read a variety of print and non-print texts in a wide range of text types</b></p>	<ul style="list-style-type: none"> <li>- Increase  students' exposure  a greater variety of text types (fiction, <b>non-fiction</b> , <b>content subject texts</b>, multimodal texts)</li> </ul>
<p>5. P4 students need to make more decisions for themselves and for people/community around them</p>	<ul style="list-style-type: none"> <li>- Discuss more values including self-esteem, care for others, environmental</li> </ul>
<p>6. P4 can be an emotional time</p>	<ul style="list-style-type: none"> <li>- Improve self-esteem and confidence (e.g. reading materials on self-esteem, avoid embarrassment in learning through sharing problems with puppets)</li> </ul>

**Progressive infusion into different P3 learning modules**

# Timeline – Primary 3

<b>Stage One</b> <b>(Late Nov 18 – Mid Jan 19)</b> <b>Topic: Food</b>	<b>Stage Two</b> <b>(Late Jan 19)</b> <b>Topic: Food</b>	<b>Stage Three</b> <b>(Mid Apr 19)</b> <b>Topic: Knowing the Community</b>
Re-design a module – “Food: Using my five senses”	STEM Fun Day - Making a Molecular Drink	Project Learning Day - Tour Around Shatin

# Stage One – Re-designing a module

## (Infusing content subject knowledge into communicative activities)

Book 3A Units	Unit focus	Writing tasks	Speaking tasks	Other KLAs concerned	Extended reading list on <i>Epic!</i> *Core GS-related readers
<b>Unit 5</b>	Food, drinks, numbers up to 120	/	Order and sell food at the school tuck shop	Math (Math language) & GS (Be a wise spender) & IT (Use of <i>Epic!</i> )	<ol style="list-style-type: none"> <li>1. Money Matters: Spending Money*</li> <li>2. Money Matters: Types of Money</li> <li>3. Cooking by the numbers</li> </ol>
<b>Unit 6</b>	Ingredients	Write a description about favourite lunchbox	Describe your favourite lunchbox	Math (Shapes, Positions) & GS (Different tastes)	<ol style="list-style-type: none"> <li>1. The sense of taste*</li> <li>2. What is taste?</li> <li>3. Step-by-step experiments with taste and digestion</li> </ol>
<b>Unit 7</b>	Actions & utensils	Write a recipe for a healthy and delicious sandwich	Role-play Master Chef	GS (Healthy diet) & IT (Use of mobile device)	<ol style="list-style-type: none"> <li>1. Healthy eating*</li> <li>2. Healthy snacks*</li> <li>3. I can write about how to be healthy and happy</li> </ol>



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# Unit 5

## Key words:

- Food
- Drinks
- Numbers up to 120

## Target sentence patterns:

*'How much is a hamburger?'*

*'It's seventy dollars.'*

*'May I have two boxes of chicken wings, please?'*

*'Here you are.'*

*'How much is it altogether?'*

*'It's one hundred and fifteen dollars.'*

## Prompts:

- A menu
- What the children want to order

## Speaking task in the textbook:

Ordering and selling food and drinks at a fun fair  
(without mentioning the price)

Enriching the communicative activity with **Math** elements at their level (i.e. calculations)

Possible link with content subject area: Calculations (Math)

### Ordering food and drinks (TB p.46)

- ✦ The children are ordering food and drinks at the fun fair.
- ✦ Finish what they say. One example has been done for you.

Student 1: Jacky

How much is it for two boxes of chicken wings?

Two times twenty equals forty. Forty dollars please.

How much is a bottle of water?

It's twelve dollars.

May I have two boxes of chicken wings and a bottle of water, please?

Here you are!

How much is it altogether?

Forty plus twelve equals fifty-two. It's fifty-two dollars.

Here's sixty dollars.

Sixty minus fifty-two equals eight. Here's your eight dollars change. Thank you.

times

equals

plus

minus

How much is it for  
two packets of  
potato chips?

Ten plus <sup>Ten</sup> Ten equals  
twenty  
Twenty dollars please.

How much is it for  
two hot dogs?

Four  
equal  
Twenty

How much is a can  
of cola?

It's

May I have two packets  
of potato chips, two  
hot dogs and a can of  
cola, please?

Here you are!

How much is it altogether?

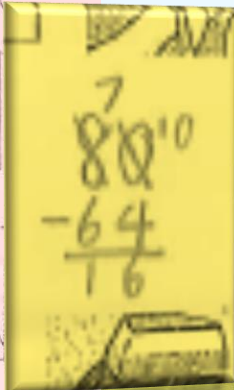
Twenty plus twenty  
eight plus sixteen equals  
sixty-four. It's sixty-  
four dollars.

Here's eighty  
dollars.

Eighty minus sixty-  
four equals sixteen.  
Here's your sixteen  
dollars change. Thank you.

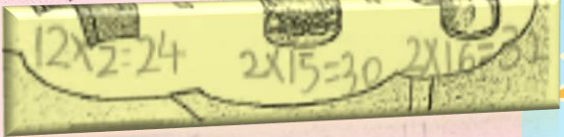
Students used both  
**mathematical terms** and  
**knowledge** in the  
communicative task.

Start



$100 - 86 = 14$   
 $24 + 30 + 32 = 86$

I like your work!  
Good job!



How much is it for  
two packets  
of French fries?

Twelve times two  
equals twenty-four.  
Twenty-four dollars please.

How much is it for  
two hamburger

Fifteen times two  
equals thirty.  
thirty dollars please.

How much is it for  
two cans of cola?

Sixteen times two  
equals thirty-two.

May I have two packets  
of French fries two  
hamburgers and two  
cans of  
cola, please?

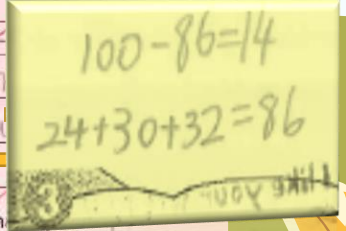
Here you are!

Twenty-four plus thirty  
two plus thirty  
equals eighty-six. It's  
eighty-six

How much is it altogether?

Here's one hundred  
dollars.

One hundred minus  
eighty-six equals  
Here's your fourteen  
dollars change. Thank you.



# Extending the task to an **authentic** context of the school tuck shop

Ma On Shan Ling Liang Primary School P3 English Language

**D. Maths Challenge of the School Tuck Shop**

I. Write down the snacks and drinks you can buy at the school tuck shop and their prices.

*I like your work! Good Job!*

MOSLLPS Tuck Shop Menu

Snacks	\$	Drinks	\$
1. an egg	\$5	5. a bottle of water	\$5
2. a pot of sweetcorn	\$6	6. a carton of <sup>soy</sup> milk	\$6
3. some biscuits	\$4	7.	
4. some rice noodle rolls	\$6	8.	

II. Write down some Maths questions about the menu to challenge your classmates. Two examples have been given for you.

Maths questions for your classmates	Answers
e.g. How much are three bottles of cola?	
e.g. You order a packet of potato chips and a can of lemon tea.	

**Food and drinks at school tuck shop**

**Integrating content subject knowledge (i.e. Math) into communicative tasks**

1. You order two eggs and a pot of sweet corn. How much is it altogether?

of sweet corn. How much is it altogether?	\$16
2. How much are four bottles of water?	\$20
3. You order two cartons of <sup>soy</sup> milk. How much do you pay?	\$12

**Use target sentence patterns to form Math questions to challenge their classmates**


Start



## KS1 to KS2

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5. P4 students need to make more decisions for themselves and for people/community around them	- Discuss more values laden issues (e.g. self-esteem, care for others, environmental protection)
6. P4 can be an emotional time	- Improve self-esteem and self-recognition (e.g. reading materials on self-esteem, avoid embarrassment in learning through sharing problems with puppets )

# Extending students' knowledge about the topic through **online readers**

Book 3A Units	Unit focus	Writing tasks	Speaking tasks	Other KLAs concerned	Extended reading list on <i>Epic!</i> *Core GS-related readers
Unit 5	<p>At the end of each unit, students read <b>GS-related non-fiction books on Epic!</b> (an online library) and finish reading tasks on a school online learning platform.</p> <p>IT teachers teach students how to use this platform before English lessons. It can also get them accustomed to reading <b>digital texts.</b></p>			Math (Math language) & GS (Be a wise spender) & <b>IT</b> <b>(Use of Epic!)</b>	<ol style="list-style-type: none"> <li>1. <i>Money Matters: Spending Money*</i></li> <li>2. Money Matters: Types of Money</li> <li>3. Cooking by the numbers</li> </ol>
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**The online readers can deepen students' knowledge and reinforce their understanding of the issues touched upon in GS lessons (i.e. 'Be a Wise Spender')**

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## Unit 7

Key words:

-Actions

-Utensils

Target sentence structures:

-Sequential words (e.g. 'First', 'Next', 'Then')

-Use 'into', 'in', 'on' to indicate positions

-Use 'with' to indicate the tool used

Reading text:

A recipe for Food Art Competition

Writing task:

Writing a recipe

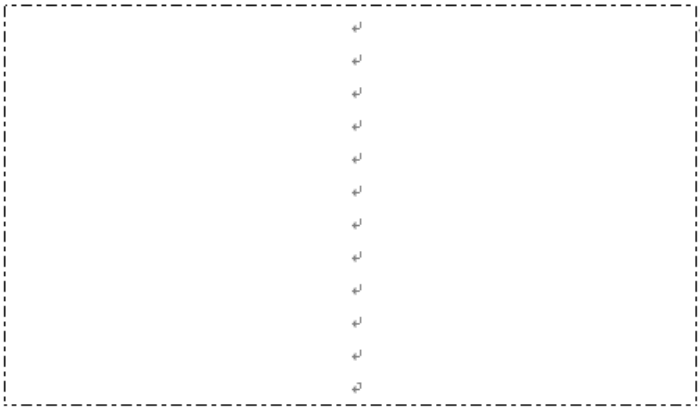
Possible link with content subject  
knowledge: 'Healthy Diet' (GS)

Prior knowledge:  
Ingredients (Unit 6)

Mr. Bean would like you to make a healthy sandwich for the *Food Art Competition*. The sandwich needs to be **healthy, yummy and beautiful**.

Work with your group.

Group members: \_\_\_\_\_



(Draw your sandwich)

Tick the ingredients and seasonings you need:

- |  |                                       |                                 |                                 |                                 |
|--|---------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> water         | <input type="checkbox"/> butter       | <input type="checkbox"/> oil    | <input type="checkbox"/> sugar  | <input type="checkbox"/> salt   |
| <input type="checkbox"/> biscuits      | <input type="checkbox"/> tomato paste | <input type="checkbox"/> olives | <input type="checkbox"/> basil  | <input type="checkbox"/> pepper |
| <input type="checkbox"/> spinach       | <input type="checkbox"/> green pepper | <input type="checkbox"/> corn   | <input type="checkbox"/> onions | <input type="checkbox"/> beans  |
| <input type="checkbox"/> cheese        | <input type="checkbox"/> sausages     | <input type="checkbox"/> salami | <input type="checkbox"/> ham    | <input type="checkbox"/> bacon  |
| <input type="checkbox"/> pineapples    | <input type="checkbox"/> bread        |                                 |                                 |                                 |
| <input type="checkbox"/> others: _____ |                                       |                                 |                                 |                                 |

Tick the utensils you need:

- |  |                                 |                                  |
|--|---------------------------------|----------------------------------|
| <input type="checkbox"/> a knife       | <input type="checkbox"/> a fork | <input type="checkbox"/> a spoon |
| <input type="checkbox"/> chopsticks    | <input type="checkbox"/> a bowl | <input type="checkbox"/> a plate |
| <input type="checkbox"/> others: _____ |                                 |                                  |

Write the recipe for your healthy, yummy and beautiful sandwich for the Food Art Competition.

**First Draft**

\_\_\_\_\_  
(Name of the Sandwich)

**Recipe**

First \_\_\_\_\_

Then \_\_\_\_\_

Next \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Then serve the \_\_\_\_\_ Sandwich on a plate.

Enjoy the food!

Extending the writing task by infusing **GS** element (i.e. Healthy diet) into it

# To prepare students for the task

## Food Art Competition

Mr. Bean would like to join the competition with his **Teddy Bear Pizza**. Help him finish his recipe with the ingredients and utensils he has prepared.

### Ingredients:

1. some cheese
2. one mushroom
3. one tube of salami
4. tomato sauce
5. two olives
6. a bag of flour
7. some water

### Utensils:

1. a rolling pin
2. a knife
3. a spoon
4. a plate
5. a big bowl
6. an oven

You can use the following verbs and prepositions more than once.

### Verbs:

add	mix	put	spread
cut	serve	roll	sprinkle

### Prepositions:

on	with	into	in the middle
----	------	------	---------------

### Teddy Bear Pizza Recipe

#### Making the dough

1. First \_\_\_\_\_ some flour \_\_\_\_\_ a big bowl.
2. Then \_\_\_\_\_ the flour \_\_\_\_\_ some water to make a dough.
3. Next \_\_\_\_\_ a big dough \_\_\_\_\_ a rolling pin.
4. \_\_\_\_\_ two small round doughs \_\_\_\_\_ top of the big dough.

#### Making the sauce

5. \_\_\_\_\_ the tomato sauce \_\_\_\_\_ the dough with a spoon.
6. Then \_\_\_\_\_ some cheese \_\_\_\_\_ it too.

#### Decorating the pizza

7. \_\_\_\_\_ a mushroom and \_\_\_\_\_ two slices \_\_\_\_\_ of the small doughs.
8. Next \_\_\_\_\_ the tube of salami into slices and \_\_\_\_\_ them \_\_\_\_\_ of the big dough.
9. Then \_\_\_\_\_ two olives above the salami.

#### Cooking & Serving

10. \_\_\_\_\_ ed oven and \_\_\_\_\_
11. \_\_\_\_\_ ate.

Date: \_\_\_\_\_

Mr. Bean is reading about **the Food Pyramid** below:

## FOOD PYRAMID

### How to make a healthier pizza?

He needs to add more \_\_\_\_\_ and \_\_\_\_\_.

Equip students  
with the target  
language

Re-visit the  
related GS  
knowledge  
(i.e. food pyramid)

# Student work

**Final Draft**

Yummy nummy sandwich  
(Name of the Sandwich)

**Recipe**

First cut the cheese into a triangular shape with a knife.

Then cut the ham into a triangular shape with a knife.

**Do Corrections**

Next cut the pineapple into slices with a knife.

Then put <sup>the</sup> ham, cheese and pineapple <sup>slices</sup> on a slice of bread.

Next cut the sandwich into triangular <sup>shape</sup> shape.

**Sequential words**

Then serve the Yummy nummy Sandwich on a plate.

Enjoy the food!

# Student work

**Recipe**

First cut the cheese into a triangular shape with a knife.

Then cut the ham into a triangular shape with a knife.

**Do Corrections**  
Next cut the pineapple into slices with a knife.

Then put <sup>the</sup> ham, cheese and pineapple <sup>slices</sup> on a slice of bread.

Next cut the sandwich into a triangular shape.

Food items in different food groups.



# Post-writing life-wide learning activity (‘Master Chef’ in class)

LittleTwinStars

First, put some chopped tomatoes into a bowl.  
Next, put the bread on a plate. Then, put the fish, tomatoes and corn on the bread. Next put another piece of bread on top. Then serve the Happy Sandwich on a plate. Enjoy the food.

No. \_\_\_\_\_  
Date \_\_\_\_\_

First cut some tomatoes into small pieces with a knife.  
Then cut some onions with a knife and put them on a plate.  
Next fry the ham and put it on a plate.  
Then put the bread on a plate.  
Next put the tomatoes, the onions and the ham on the bread.  
Then put another piece of bread.  
Then serve the Good Sandwich on a plate.  
Enjoy the food!

**Students revise their recipes based on teachers' feedback and make their healthy sandwiches in class**

# Post-writing life-wide learning activity (‘Master Chef’ in class)

Presenter

**Student A**

What you need to do:

1. Look at the camera and introduce your group members.
2. Tell the viewers the name of the sandwich.
3. Introduce the ingredients and/or seasonings you need for the sandwich.

Hi, I am \_\_\_\_\_ (your name) and \_\_\_\_\_ (Student D) is videotaping. We are going to make \_\_\_\_\_ (name of sandwich).

It is a healthy sandwich because \_\_\_\_\_ of/some \_\_\_\_\_, a lot of/some \_\_\_\_\_ and a lot of/some \_\_\_\_\_ is/are not any/ a lot of \_\_\_\_\_.

Now, I will hand it over to our chef \_\_\_\_\_ and \_\_\_\_\_ (Students B&C).

**Student B**

What you need to do:

1. Make changes to the recipe according to teacher's comments.
2. Look at the camera.
3. Tell the viewers the **first few steps** of the recipe when you make the sandwich.

**Student C**

What you need to do:

1. Make changes to the recipe according to teacher's comments.
2. Look at the camera.
3. Tell the viewers the **last few steps** of the recipe when you make the sandwich.

Chef

Cameraman

Students can apply different language skills (i.e. **reading**, **writing**, **listening** and **speaking**) through **life-wide learning application tasks**

**In groups, students play different roles in the class activity ‘Master Chef’.**



Start



## KS1 to KS2

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<p>4. Students are expected to <b>read a variety of print and non-print texts in a wide range of text types</b></p>	<ul style="list-style-type: none"> <li>- Increase students' exposure a greater variety of text types (fiction, <b>non-fiction</b> , <b>content subject text</b>, multimodal texts)</li> </ul>
<p>5. P4 students need to make more decisions for themselves and for people/community around them</p>	<ul style="list-style-type: none"> <li>- Discuss more values laden issues (e.g. self-esteem, care for others, environmental protection)</li> </ul>
<p>6. P4 can be an emotional time</p>	<ul style="list-style-type: none"> <li>- Improve self-esteem and self-recognition (e.g. reading materials on self-esteem, avoid embarrassment in learning through sharing problems with puppets )</li> </ul>

# Timeline – Primary 3

<b>Stage One</b> <b>(Late Nov 18 – Mid Jan 19)</b> <b>Topic: Food</b>	<b>Stage Two</b> <b>(Late Jan 19)</b> <b>Topic: Food</b>	<b>Stage Three</b> <b>(Apr 19)</b> <b>Topic: Knowing the Community</b>
Book 3A Units 5 to 7 – “Using my five senses”	STEM Fun Day - Making a Molecular Drink	<b>Project Learning Day</b> <b>- Tour Around Shatin</b>

# Stage 3 - Project Learning Day – Tour Around Shatin

## The extended activity of:

### 1. ‘香港旅遊樂趣多’

(General Studies, Primary 3, Book 3, Chapter 1)

- ◆ Introduction to different tourist spots in Hong Kong
  - ◆ *The Peak*
  - ◆ *Ocean Park*
  - ◆ *Victoria Harbour*
  - ◆ *The Big Buddha*
- ◆ Sample itineraries
- ◆ Different purposes of visit
- ◆ Travel etiquette

### 2. The ‘Teddy Bear Project’ (English Language, Book 3B Unit 2)

#### Key words

- ◆ Places and activities

#### Target sentence structures

- ◆ Simple past tense
- ◆ Use ‘so’ to show results

#### Context

- ◆ Teddy Bear Project  
(an exchange of toy bears between students in HK and Australia)

#### Reading text

- ◆ A school newsletter about the project
- ◆ A diary entry of a toy bear from HK about its travel experiences in Australia

# Stage 3 - Project Learning Day – Tour Around Shatin

## The extended activity of:

### 1. ‘香港旅遊樂趣多’

(General Studies, Primary 3, Book 3, Chapter 1)

◆ Introduction to **different tourist spots in Hong Kong**

- ◆ *The Peak*
- ◆ *Ocean Park*
- ◆ *Victoria Harbour*
- ◆ *The Big Buddha*

◆ **Sample itineraries**

◆ **Different purposes of visit**

◆ **Travel etiquette**

## Common points

### 2. The ‘Teddy Bear Project’

(English Language, Book 3B Unit 2)

Key words

◆ **Places and activities**

Target sentence structures

◆ Simple past tense

◆ Use ‘so’ to show results

Context

◆ Teddy Bear Project

(an exchange of toy bears between students in HK and Australia)

Reading text

◆ A school newsletter about the project

◆ A diary entry of a toy bear from HK about its **travel experiences** in Australia



# Project Learning Day – Tour Around Shatin

## Project background

### 2. The ‘Teddy Bear Project’ (English Language, Book 3B Unit 2)

#### Context

◆ Teddy Bear Project  
(an exchange of toy bears  
between students in HK and  
Australia)

#### Reading text

- ◆ A school newsletter about the project
- ◆ A diary entry of a toy bear from HK about its travel experiences in Australia

- To create an authentic context for students to experience the ‘Teddy Bear Project’ by playing host to an ‘Australian’ teddy bear.
- Teacher gives each student a teddy bear (said to come from Australia), with which they will tour around Shatin.



# Project Learning Day – Tour Around Shatin

## Project design (tentative)

Destinations	Tasks on Site during visit	Tasks in Class
1. <b>Science Park (Innovation On Board)</b>	STEM / Career-related activity for Pri students	Pre-visit <ol style="list-style-type: none"> <li>1. Identify the destinations on a Shatin map</li> <li>2. Write down the route of the visits</li> <li>3. Complete an itinerary of their visits</li> </ol> Post-visit <ol style="list-style-type: none"> <li>1. Present the teddy bear's travelling experiences to classmates</li> <li>2. Write a diary entry for the teddy bear</li> </ol>
2. <b>Hong Kong Heritage Museum</b>	Visiting exhibitions (i.e. Children's Discovery Gallery – About the nature and the old times of Hong Kong)	
3. <b>Che Kung Temple</b>	Learning about the history of the temple	
4. <b>Tao Fong Shan</b>	Learning about the history of the Christian centre (English-speaking volunteers)	
5. <b>Tao Heung Foods of Mankind Museum</b>	Learning about the food cultures of Hong Kong	

# Project Learning Day – Tour Around Shatin

## Project design (tentative)

Destinations	Tasks on site during visit	Tasks in Class
1. Science Park (Innovation On Board)	STEM / Career-related activity for students	<p><b>Pre-visit</b></p> <ol style="list-style-type: none"> <li>1. Identify the destinations on a Shatin map</li> <li>2. Write down the route of the visits</li> <li>3. Complete an itinerary of their visits</li> </ol> <p>Post-visit</p> <ol style="list-style-type: none"> <li>1. Present the teddy bear's travelling experiences to classmates</li> <li>2. Write a diary entry for the teddy bear</li> </ol>
2. Hong Kong Heritage Museum		
3. Che Kung Temple	History of	
4. Tao Fong Sang	Learning about the history of the Christian centre from English-speaking volunteers	
5. Tao Heung Foods of Mankind Museum	Learning about the food cultures of Hong Kong	

Students can apply their **GS knowledge** (e.g. geographical locations of scenic spots, sample itineraries) in the pre-visit tasks

# Project Learning Day – Tour Around Shatin

## Project design (tentative)

Destinations	Tasks on Site during visit	Tasks in Class
1. Science Park (Innovation On Board)	<b>STEM / Career-related activity for Pri students</b>	Pre-visit 1. Identify the destinations on a Shatin map
2. Hong Kong Heritage Museum	<b>Visiting exhibitions (i.e. Children's Discovery Gallery – About the nature and the old times of Hong Kong)</b>	2. Write a paragraph of the 3. C
3. Che Kung Temple	<b>Learning about the history of the temple</b>	Post-visit 1. Pre
4. Tao Fong Shan	<b>Learning about the history of the Christian centre from English-speaking volunteers</b>	travelling classmate
5. Tao Heung Foods of Mankind Museum	<b>Learning about the food cultures of Hong Kong</b>	2. Write a diary entry for the teddy bear

Students get to know their community through reading a range of information texts about the scenic spots during their visits










# Project Learning Day – Tour Around Shatin

## Project design (tentative)

Destinations	Tasks on Site during visit	Tasks in Class
1. Science Park (Innovation On Board)	STEM / Career-related activity for Pri students	Pre-visit 1. Identify the destinations on a Shatin map 2. Write down the route of the visits 3. Complete an itinerary of their visits  <b>Post-visit</b> <b>1. Present the teddy bear's travelling experiences to classmates</b> <b>2. Write a diary entry for the teddy bear</b>
2. Hong Kong Heritage Museum	Visiting exhibitions (i.e. Children's Discovery Gallery – About the nature and the old times of Hong Kong)	
3. Che Kung Temple	Learning about the history of Che Kung Temple	
4. Tao Fo	Learning about the history of Tao Fo	
5. Tao Heung Foods of Mankind Museum	Learning about the cultures of Hong Kong	

Students perform speaking and writing tasks using the information they get from their visits in an integrative manner.

## KS1 to KS2

Challenges	Coping strategies
1. Grammar, vocabulary and language skills getting more complex	- Design tasks which enable students to practise and apply more complex knowledge and skills in an  <b>integrative</b> manner
2. Requiring more HOT and analytical skills in learning	- Teach more advanced knowledge and skills in lessons and provide opportunities for students to apply them
3. Students are expected to <b>learn more independently</b>	- Vary learning modes to provide opportunities for students to discover knowledge by themselves (e.g. SDL,  <b>RaC</b> ,  <b>life-wide learning</b> ,  <b>project</b> , STEM education)
4. Students are expected to <b>read a variety of print and non-print texts in a wide range of text types</b>	- Increase  students' exposure a greater variety of text types (fiction,  <b>non-fiction</b> ,  <b>content subject text</b> , multimodal texts)
5. P4 students need to make more decisions for themselves and for people/community around them	- Discuss more values laden issues (e.g. self-esteem, care for others, environmental protection)
6. P4 can be an emotional time	- Improve self-esteem and self-recognition (e.g. reading materials on self-esteem, avoid embarrassment in learning through sharing problems with puppets )

# Enriching KS1 students' learning experience to prepare them for KS2

<b>Stage One</b> (Late Nov 18 – Mid Jan 19) Topic: Food	<b>Stage Two</b> (Late Jan 19) Topic: Food	<b>Stage Three</b> (Mid Apr 19) Topic: Knowing the Community
<b>Re-design a module</b> – “Food: Using my five senses”	STEM Fun Day - Making a Molecular Drink	<b>Project Learning Day</b> - Tour Around Shatin

# Identifying common points where content subject knowledge can be infused

	Topics in English textbook	Related subject knowledge in other disciplines
<b>Textbook module - Unit 5</b>	Food, Drinks and Numbers	<b>Calculations (Math)</b> <b>Be a wise spender (GS)</b> <b>Use e-books (IT)</b> <b>Submit homework online (IT)</b>
<b>Textbook module - Unit 7</b>	Ingredients, Actions and Utensils	<b>Healthy diet (GS)</b> <b>Use tablets for videotaping (IT)</b>
<b>Project learning</b>	Teddy Bear Project (Experiences in Australia)	<b>Travel around HK (GS)</b>







# Enriching students' learning experience by modifying the communicative tasks

	Related subject knowledge in other disciplines	Tasks in English textbook	Modified tasks
<b>Textbook module - Unit 5</b>	Calculations (Math) Be a wise spender (GS) Use e-books (IT) Submit homework online (IT)	Speaking: Ordering and selling food	(1) Ordering and selling food with price (2) Calculating the price of food items at school tuck shop (3) Reading about spending money wisely
<b>Textbook module - Unit 7</b>	Healthy diet (GS) Use tablets for videotaping (IT)	Writing: A recipe	(1) Writing a recipe for a healthy sandwich (2) 'Master Chef' in class (3) Reading about healthy eating
<b>Project learning</b>	Travel around HK (GS)	Writing: A diary entry	(1) Touring around Shatin (2) Reading about the scenic spots in the community (3) Writing a diary entry about travelling experiences in Shatin

## KS1 to KS2

### Challenges

### Coping strategies

<p>1. Grammar, vocabulary and language skills getting more complex</p>	<ul style="list-style-type: none"> <li>- Design tasks which enable students to practise and apply more complex knowledge and skills in an  <b>integrative</b> manner</li> </ul>
<p>2. Requiring more HOT and analytical skills in learning</p>	<ul style="list-style-type: none"> <li>- Teach more advanced knowledge and skills in lessons and provide opportunities for students to apply them</li> </ul>
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