

Making interdisciplinary connections to ignite the learning spark

The H.K.C.W.C Hioe Tjo Yoeng Primary School

Ms Wong Nga Ching Jenny

Ms Ng Sau Lai Winnie

Background Successfully applied for Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)

Objectives of the PEEG plan

1. To increase students' exposure to English
2. To boost students' motivation in learning English
3. To help students integrate knowledge and skills through authentic and meaningful tasks across subjects

Level P1

Making connections between English Language & G.S.

An overview

Level: P1

2

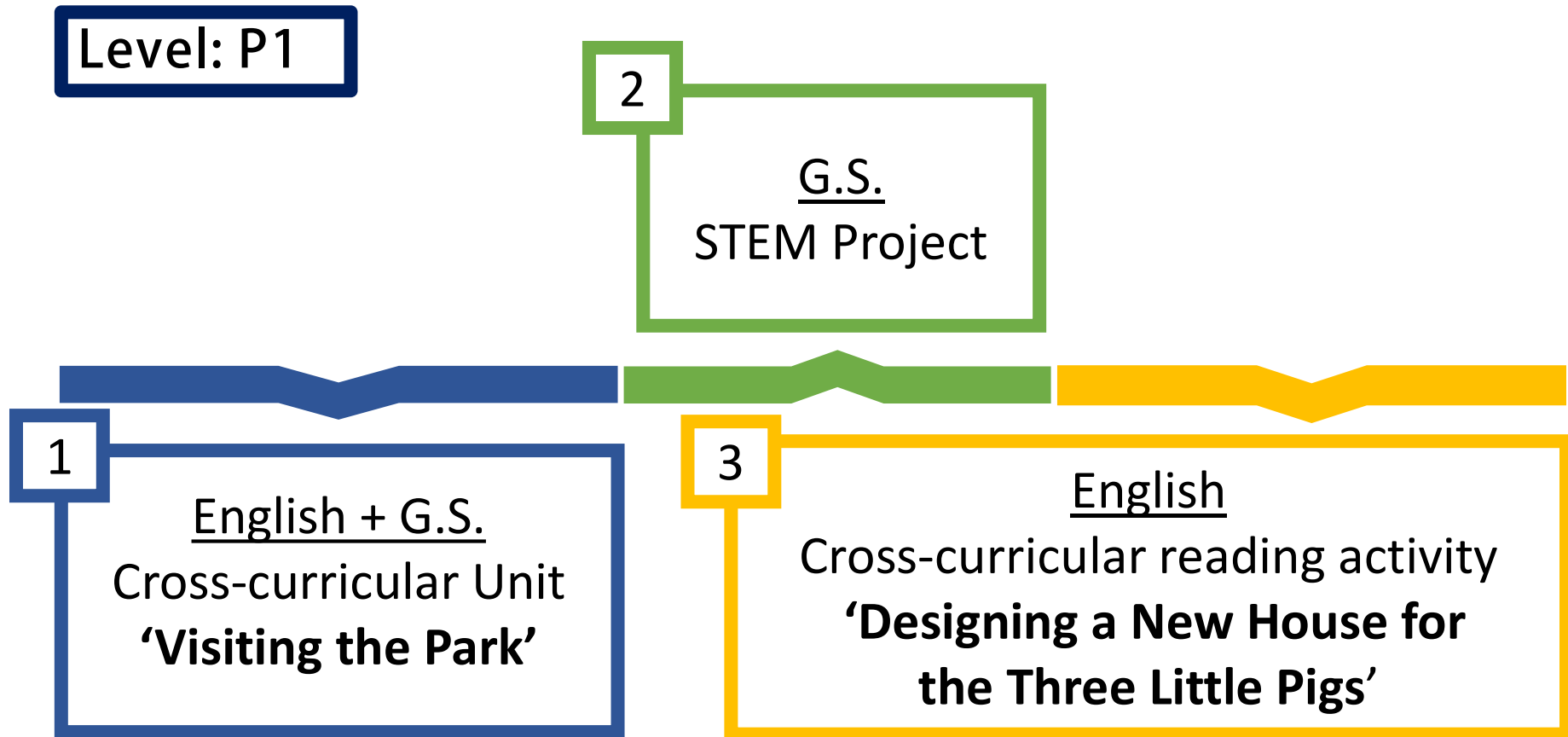
G.S.
STEM Project

1

English + G.S.
Cross-curricular Unit
'Visiting the Park'

3

English
Cross-curricular reading activity
**'Designing a New House for
the Three Little Pigs'**



English
Unit 3
In the Park

重點問題
Key Questions

1. 公園裏有什麼？

What do we see in the park
(facilities, animals and
plants)?

2. 我們在公園裏要注意什麼？

How do we stay safe in the park?

價值觀和態度

責任感 關愛 尊重

共通能力

創造力 溝通能力

自學能力

自我管理 ability

解決問題能力

English + G.S.
Cross-curricular Unit
'Visiting the Park'

常識

單元一

遊公園

The cross-curricular unit 'Visiting the Park'

Enrichment 1 - Making interdisciplinary connections more visible

a. Incorporation of RaC into the post-reading stage

Read a non-fiction e-book about signs (one of the highlights in the G.S. unit)

The cross-curricular unit 'Visiting the Park'

Enrichment 1 - Making interdisciplinary connections more visible

a. Incorporation of RaC into the post-reading stage

Completed a simple post-reading exercise

The cross-curricular unit 'Visiting the Park'

Enrichment 1 - Making interdisciplinary connections more visible

a. Incorporation of RaC into the post-reading stage

Learnt the format and different functions of signs

The cross-curricular unit 'Visiting the Park'

Enrichment 2 - Completing a cross-curricular writing task

All P1s Wrote a poem about what they saw in Chai Wan Park

P1 G.S. STEM Project

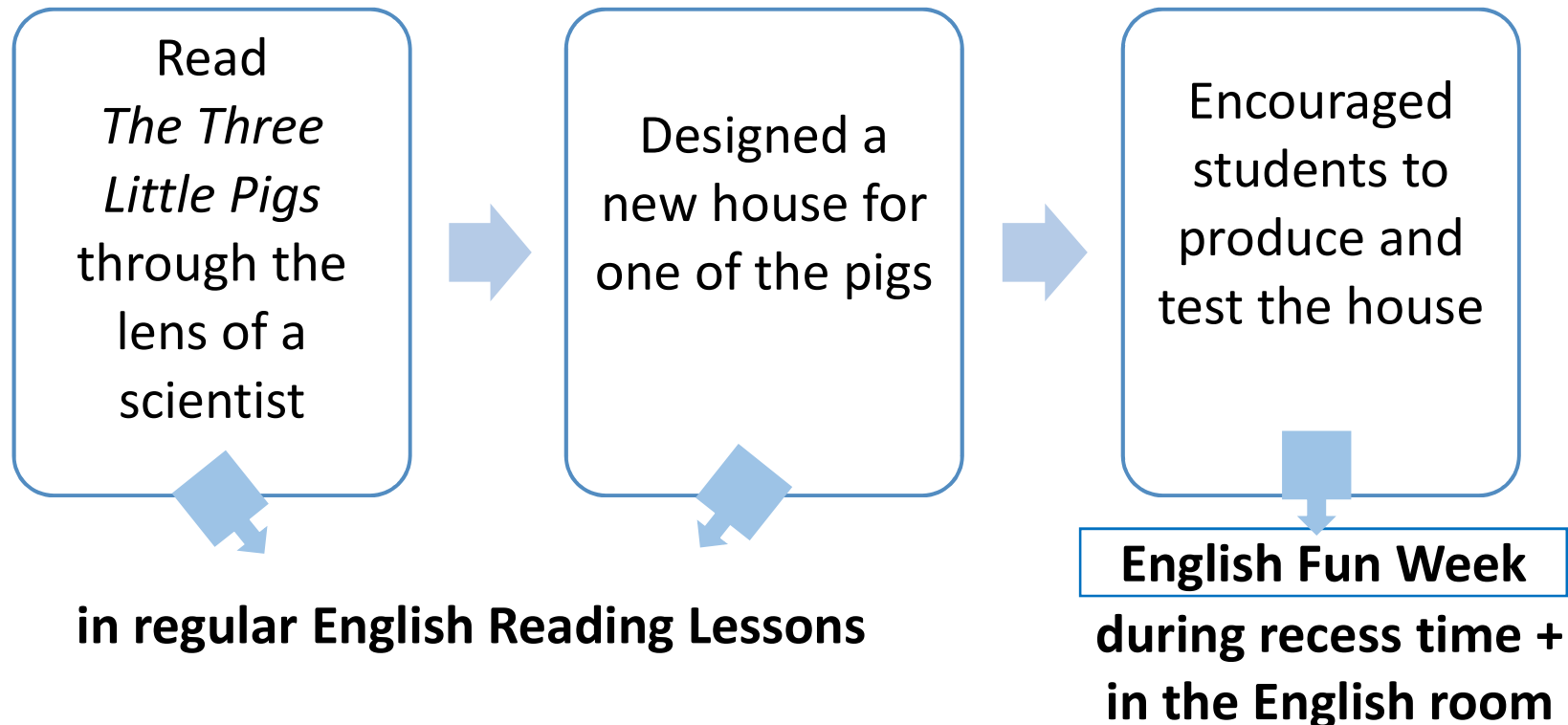
P1 students had to create **environmentally-friendly, safe and waterproof signage boards** that can stand different weather conditions.

In G.S. lessons, students learnt about different materials and basic properties like their respective water-repellency and strength.

Cross-curricular reading activity (Eng + G.S.) Designing a New House for the Three Little Pigs (P1)

1. To further nurture three essential generic skills in STEM education – inquisitiveness, creativity and problem solving skills

2. To consolidate knowledge learnt in G.S. lessons and during the STEM project



English story time (English Reading Lesson)

1. Learnt that scientists read actively by asking questions and solving them

Inquisitiveness

Scientists ask questions. You are now a scientist. What question can you ask after reading *The Three Little Pigs*?

Why do the straw house and the stick house fall down?

English story time (English Reading Lesson)

2. Designed a new house for one of the pigs

Creativity

Problem solving skills

Knowledge consolidation

Designed a new house for the eldest pig because he has decided to live on water to avoid the wolf

**3. Tested houses during English Fun Week
(during recess time + in the English room)**

**LWL enriched students' reading experience by helping
them apply knowledge learnt**

Impact on learning and teaching

Students

1. Expanded vocabulary in word groups

Different types of materials:
metal, rubber, glass, plastic, fabric,
paper, straw, sticks, bricks

Properties of materials:
waterproof, strong

2. Heightened motivation to read English books

3. Increased confidence in writing because students could generate more ideas for compositions after participating in LWL activities

Impact on learning and teaching

Teachers

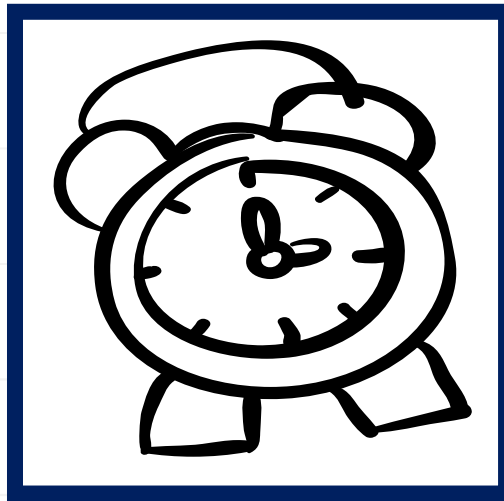
1. Increased readiness and confidence in cross-curricular collaboration
 - matched theme-related language focuses relevant to G.S.
 - better understood the role of English teachers in STEM education
 - enhanced pedagogy in teaching non-fiction texts

Challenges

- 1 Finding suitable and easily accessible non-fiction reading materials for P1 students

Unite for Literacy

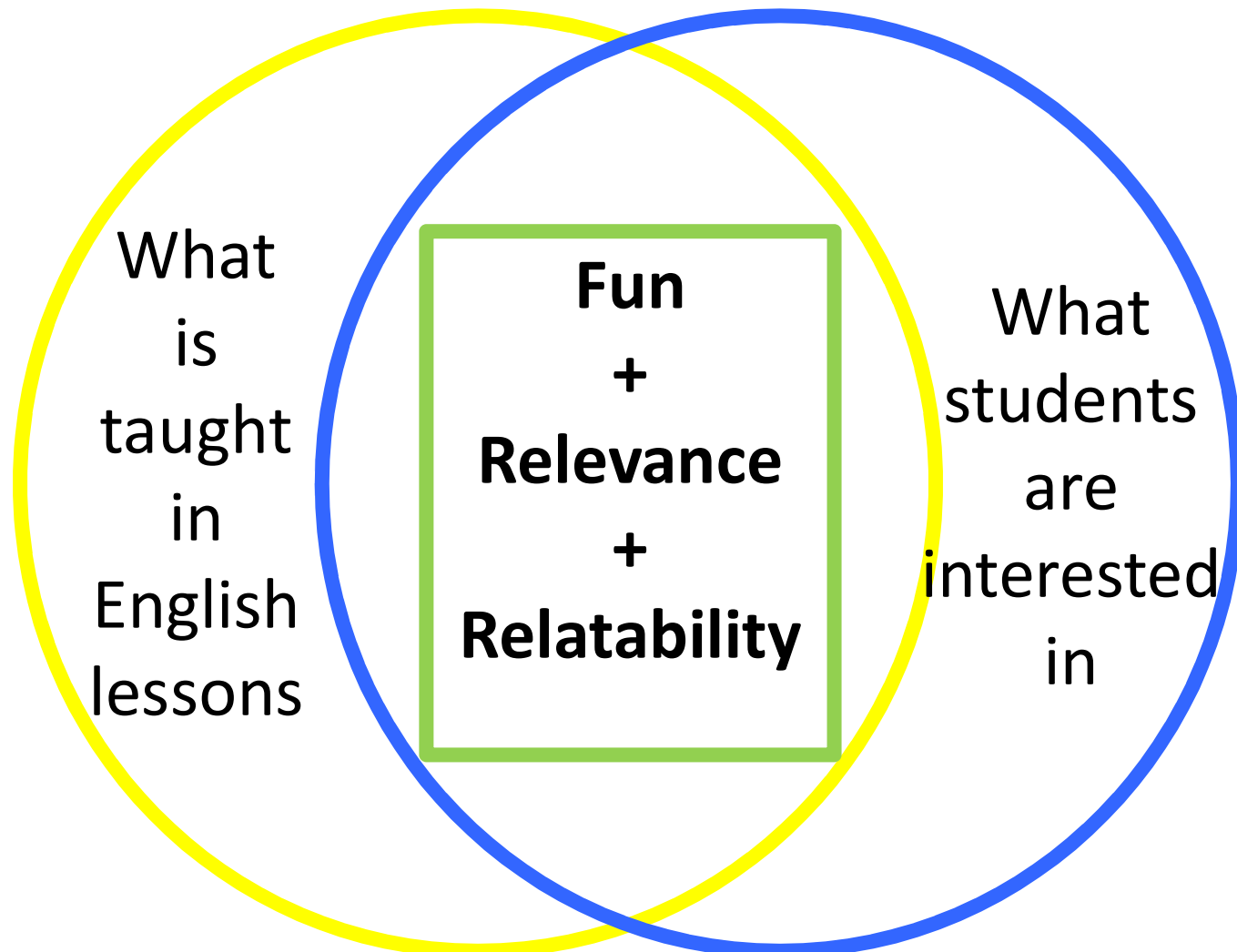
Challenges



2. Coordination!

Takeaways

1. English language learning should be fun, relevant and relatable



Takeaways

2. Repackage routine English activities

How?

morning reading time

English extensive reading scheme

English book sharings

English Fun Week