

SCHEDULE – APPROVED PROPOSAL

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

School Name: Bishop Walsh Primary School (English)

Application No.: C 031 (for official use)

(A) General information:

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

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

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

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

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

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Development of Text Set	J.1-J.3	Development of an innovative school-based English Language Curriculum	NET Section, EDB
PLP-R	J.1-J.3	Reading	NET Section, EDB

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

Strengths	Opportunities
<ol style="list-style-type: none">1. Teachers have a good understanding of pupils' strengths and weaknesses.2. Pupils show interest in learning English and are eager to participate in English Language activities.3. Language-rich environment has gradually established to provide various opportunities for pupils to use English outside classroom.4. Teachers are willing to contribute and put efforts in raising the English standard of pupils.	<ol style="list-style-type: none">1. Interactive learning websites and various IT learning tools which highly arouse students' interest in learning English are incorporated into teaching and learning.2. Teaching aids for e-learning (e.g. iPad, electronic smart board, Welnet, Raz-kids) are available.3. Our school encourages teachers to join seminars and courses offered by EDB or other educational institutions for professional enhancement.
Weaknesses	Threats
<ol style="list-style-type: none">1. Most students are not very motivated in reading English books. Their reading habits have yet to be developed.2. Some pupils do not have sufficient home support in learning English.3. Pupils have diverse learning abilities.	<ol style="list-style-type: none">1. There is an increasing number of Special Education Needs (SEN) students.

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

(More rows can be added, if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
1. Develop a systematic school-based progressive language enrichment programme for P.1 to P.6.	Procuring professional service to develop theme-based vocabulary building packages and grammar building packages	P1. to P.6
2. Develop a systematic school-based storybook reading scheme for P1. to P.6.	Procuring professional service for taking forward school-based reading scheme	P1. to P.6
3. Develop a systematic school-based writing programme for P.1 to P.3.	Hiring an English-proficient teacher	P1. to 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 (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<p><input type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p><i>(*Please delete as appropriate)</i></p> <p><input checked="" 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"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³
Employing a full-time teacher who is proficient in English to work in collaboration with existing English Language teachers to promote reading across the curriculum (RaC) at J.4-J.6					
<p><u>Objectives</u></p> <p>The current reading programme at J.4 to J.6 of our school mainly focuses on narrative texts. With limited exposure to a variety of text-types, students generally lack vocabulary and appropriate reading skills to handle non-fiction texts. The new school-based RaC programme will enrich the existing curriculum at J.4 to J.6 by covering reading texts of various themes and a wider variety of text types to:</p> <ul style="list-style-type: none"> ⇒ widen students' knowledge base; ⇒ let them develop new reading skills/ strategies; ⇒ facilitate their English learning; ⇒ connect their learning experiences across different Key Learning Areas (KLAs) (e.g. <i>General Studies, Visual Arts</i>); ⇒ enhance their reading habits; and ⇒ prepare them for smooth transition to secondary school education. <p><u>Core team</u></p> <p>A core team will be formed by 3 English panel chairs and all the J.4</p>	J.4 to J.6	<p>Co-planning</p> <p>Development of resources</p> <p>Try-outs</p> <p>Peer lesson observations, evaluation and modification of the programme</p> <p><i>(All year round)</i></p> <p>J.4</p> <p>Theme 1</p> <p><i>(Sept - Oct, 2019)</i></p>	<p><u>Curriculum:</u></p> <p>A total of 6 sets of RaC resource packages including a teacher guide, task sheets/ worksheets, reading materials and PowerPoint slides will be developed for J.4 to J.6 covering about 72 lessons during the project year.</p> <p><u>Students' performance:</u></p> <p>70% of J.4 to J.6 students will improve their confidence and skills in reading.</p>	<p>The RaC programme will be integrated into the core English curriculum at J.4 to J.6 for future implementation.</p> <p>School-based RaC packages will be refined and properly kept for future use. Hard copies will be kept in the coordination files of every level. Soft copies will be stored at the school intranet.</p>	<p>Weekly co-planning meetings will be carried out for planning the coming lessons and reviewing the lessons conducted.</p> <p>Level teachers will take turns to try out each unit. Peer lesson observations will be arranged.</p> <p>Evaluation meetings at each target level will be carried out at the end of each</p>

¹ The deliverables/outputs should be measurable and closely related to the purposes of related initiatives.

² Sustainability of the initiative could be maintained through the knowledge transfer/capacity building of teachers and the utilisation of the deliverable produced.

³ Both qualitative and quantitative tools should be employed to evaluate the effectiveness of the initiative.

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<p>to J.6 English subject teachers to work closely with the additional English-proficient teacher for planning, development, implementation and evaluation of the RaC programme. The 3 panel chairs will spearhead the project. Duties of the core team:</p> <ul style="list-style-type: none"> ⇒ reviewing the current English Language curriculum regularly and collaborating with the subject panels and/ or teachers of other KLAS; ⇒ conducting weekly co-planning meetings for respective target levels during the implantation period, selecting suitable reading materials and co-developing the RaC resource packs with the additional teacher; ⇒ arranging co-teaching with the additional teacher in every RaC lesson for all classes in the target levels; ⇒ organizing demonstration for the newly-developed resources in each unit; ⇒ arranging peer lesson observation at least once per term in each target level; ⇒ conducting post-lesson review meetings to evaluate, collect feedback and consider suggestions for improvement on the teaching strategies and materials; and ⇒ conducting in-house sharing sessions for all teachers about effective teaching of RaC programme in panel meetings in each term. <p><u>Deployment of an additional English-proficient teacher</u></p> <p>The school EDB NET has already been fully occupied with existing PLPR Programme at lower primary and organising various language activities. Therefore, our school aims to hire an English-proficient teacher to work with our local English teachers to promote reading</p>		<p>J.5 Theme 1 (Oct - Nov, 2019)</p> <p>J.6 Theme 1 (Dec, 2019 -Jan, 2020)</p> <p>Mid-term evaluation (Jan, 2020)</p> <p>J.4 Theme 2 (Feb-Mar, 2020)</p> <p>J.5 Theme 2 (Mar-Apr, 2020)</p>	<p>All J.4 to J.6 students will complete all the developed RaC materials during the project period.</p> <p>60% of J.4 to J.6 students will enjoy reading books with different themes and text types after the programme.</p> <p>Formative assessment results of over 60% of students at J.4 to J.6 will improve by 5% in 1 year's time.</p> <p><u>Teachers' professional development:</u></p> <p>All English teachers involved will enrich their knowledge in</p>	<p>Teachers from the core team will pass on the knowledge and share experience to the other teachers in sharing sessions during subject panel meetings once per term</p> <p>They will become the mentors of other English teachers for future implementation.</p> <p>Videotaping of some lessons and activities will be conducted for sharing.</p>	<p>term to monitor students' progress and evaluate the RaC programme.</p> <p>Modification of the programme will be made if necessary</p> <p>All meeting and evaluation records will be kept.</p> <p>Some lesson observations will be videotaped for evaluation.</p> <p>Formative/ summative assessment results will be analysed to evaluate the effectiveness of the programme.</p> <p>Teacher and student questionnaires as</p>

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<p>across the curriculum in upper primary.</p> <p><u>Expected qualifications:</u> A bachelor's degree holder with native-English speaking competence, TESOL qualifications and preferably 2 years of primary school teaching experience especially in reading programme and organising reading activities will be employed.</p> <p><u>Collaboration with the core team:</u> The teacher will work closely with the core team in:</p> <ul style="list-style-type: none"> ⇒ setting the direction for the new RaC programme at J.4 to J.6; ⇒ selecting appropriate fiction and non-fiction reading texts to enhance students' literacy and reading skills; ⇒ hosting weekly co-planning meeting with the core team members in respective target levels; ⇒ co-developing the RaC resource packs; ⇒ co-delivering 2 RaC lessons per cycle for all classes in the target levels during implementation period; ⇒ organising different activities to promote reading inside and outside classroom (e.g. book sharing, co-curricular activities); and ⇒ sharing with all panel members about good practices in in 2 English panel meetings during the project year. <p><u>Proposed School-based RaC programme</u></p> <p>The RaC programme at J.4 to J.6 will be thematically and linguistically aligned with the core English Language curriculum and other KLAs, like Visual Arts, General Studies.</p> <p>The reading programme will include both fiction and non-fiction texts with different themes and text types from the existing online reading platform (RazKids) and other readers, reading materials or multimodal texts of high interest value to foster students' reading</p>		<p>J.6</p> <p>Theme 2 (Apr-May, 2020)</p> <p>Final evaluation, refinement of the RaC resources packs (Jun, 2020)</p>	<p>promoting RaC programme.</p> <p>All English teachers involved will apply appropriate teaching methods to promote RaC at J.4 to J.6.</p>		<p>well as informal interview will be conducted once per term to collect their feedback of the programme.</p> <p>The data collected will be analysed for evaluating the effectiveness of the programme and future improvement.</p>


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<p>skills and strategies. Teaching strategies such as storytelling, reading aloud, shared reading and guided reading will be employed during the lessons. Follow-up tasks like book reports, individual presentation, sharing and worksheets will be used to consolidate students' learning. Various cross-curricular or reading activities will also be held throughout the project period.</p> <p>During the implementation period, there will be 2 reading lessons in each class of the target levels per cycle. For each target level, 2 units will be covered during the project year lasting for about 12 cycles with a total of about 24 lessons.</p> <table border="1" data-bbox="114 687 972 1023"> <thead> <tr> <th>Level</th> <th>Unit</th> <th>No. of lessons</th> </tr> </thead> <tbody> <tr> <td>J.4</td> <td>1st term: Theme 1; 2nd term: Theme 2</td> <td>12 lessons 12 lessons</td> </tr> <tr> <td>J.5</td> <td>1st term: Theme 1; 2nd term: Theme 2</td> <td>12 lessons 12 lessons</td> </tr> <tr> <td>J.6</td> <td>1st term: Theme 1; 2nd term: Theme 2</td> <td>12 lessons 12 lessons</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total: 72 lessons</td> </tr> </tbody> </table> <p>Focus on different themes (tentative):</p> <p>The topics of J.4-J.6 RaC units will be mainly aligned with those of <i>General Studies and Visual Art, Music, Physical Education.</i></p> <table border="1" data-bbox="114 1278 994 1495"> <thead> <tr> <th colspan="3">J.4</th> </tr> <tr> <th>Term</th> <th>1st term</th> <th>2nd term</th> </tr> </thead> <tbody> <tr> <td>Themes</td> <td>One you admire</td> <td>Health tips</td> </tr> <tr> <td>Readers/</td> <td><i>Mother Teresa: Mother</i></td> <td><i>Why We Sleep:</i></td> </tr> </tbody> </table>	Level	Unit	No. of lessons	J.4	1 st term: Theme 1; 2 nd term: Theme 2	12 lessons 12 lessons	J.5	1 st term: Theme 1; 2 nd term: Theme 2	12 lessons 12 lessons	J.6	1 st term: Theme 1; 2 nd term: Theme 2	12 lessons 12 lessons	Total: 72 lessons			J.4			Term	1 st term	2 nd term	Themes	One you admire	Health tips	Readers/	<i>Mother Teresa: Mother</i>	<i>Why We Sleep:</i>					
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reading texts examples	<i>to Many;</i> <i>Albert Einstein;</i> <i>Barack Obama</i>	<i>InFLUenza</i>					
Text types	Stories, Biographies/ Autobiographies, Discussions	Stories, Explanations of how and why, Pamphlets, Expositions					
J.5							
Themes	Technology - E-ages	Festivals in Hong Kong					
Readers/ reading texts examples	<i>Drones;</i> <i>You can print what (3D printers)</i>	<i>New Year Celebrations;</i> <i>Holidays Around the World</i>					
Text types	Magazine articles, Advertisements, Manuals	Questionnaires, Interviews, Myths/ Legends/ Stories					
J.6							
Themes	World Games	Save the animals!					
Readers/ reading texts examples	<i>The Olympics: Past and Present;</i> <i>Success Stories</i>	<i>Blue Whales: Giant Mammals;</i> <i>Amazing Migrations</i>					
Text types	Stories, Children's encyclopedias, webpages	Stories, Expositions, Informational reports					

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<p>Generic skills</p> <ul style="list-style-type: none"> - to facilitate problem solving skills - to improve communication skills through collaborative learning - to foster critical thinking skills - to build up creativity <p>Reading skills/ strategies</p> <p><u>J. 4</u></p> <ul style="list-style-type: none"> -to skim and scan -to work out the meaning of words and phrases by using knowledge of word formation -to locate specific information by identifying key words - to identify characters, setting and sequence of events in stories - to follow ideas by recognising simple text structures and understanding the use of cohesive devices - to make connections about the likely development of the text by identifying key words - to organise information and ideas in texts by using knowledge of text structures and some graphic forms <p><u>J. 5</u></p> <ul style="list-style-type: none"> - to scan a text by using strategies such as looking at headings and repeated phrases - to work out the meaning of words and phrases by using semantic and syntactic clues - to organise information and ideas in texts by using knowledge of text structures and some graphic forms - to locate specific information by recognising simple text 					

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<p>structures</p> <ul style="list-style-type: none"> - to make connections and predictions about the likely development of the text by identifying key words - to infer information in a range of texts - to interpret information and opinions in texts <p><u>J. 6</u></p> <ul style="list-style-type: none"> - to work out the meaning of words and phrases by using semantic and syntactic clues - to organise information and ideas in texts by using knowledge of text structures and some graphic forms - to locate specific information by recognising simple text structures and features - to identify details that support the gist or main ideas - to infer feelings of characters from pieces of information in narrative texts - to interpret ideas and opinions presented in different texts and draw conclusions 					
<p><u>Sample module of P.5</u></p> <p>English: Technology - E-ages</p> <p>Language:</p> <ul style="list-style-type: none"> ⇒ Tenses: (e.g. future tense) ⇒ Imperatives for instructions ⇒ Nouns or noun phrases: to refer to technology products, problems and solutions <p>General Studies: The Digital Era</p> <ul style="list-style-type: none"> ⇒ Impact of science and technology inventions on economic development ⇒ Popularity of the Internet and proper attitudes towards 					

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<p>application of technology ⇒ Impact of IT development on society</p> <p>Thematic vocabulary: ⇒ Computer components e.g. scanner, printer laptop computer; ⇒ Computer crimes e.g. hacker, personal data; ⇒ Adjectives/ noun phrases e.g. automatic, fast-changing, electronic-age, new model</p> <p>Positive value and attitude: ⇒ Making good use of science and technology ⇒ Being a smart internet user</p> <p>Reading skills: ⇒ to scan a text by using strategies such as looking at headings and repeated phrases ⇒ work out the meaning of words and phrases by using semantic and syntactic clues ⇒ organise information and ideas in texts by using knowledge of text structures and some graphic forms</p> <p>Text types:</p> <table border="1" data-bbox="125 991 949 1520"> <tr> <td data-bbox="125 991 360 1177"><i>Magazine articles</i></td> <td data-bbox="360 991 949 1177"><i>Text structures:</i> description, problem and solution <i>Text features:</i> heading, pictures/ illustrations / photographs, words in colour, bold, italics, or underlined</td> </tr> <tr> <td data-bbox="125 1177 360 1364"><i>Advertisements</i></td> <td data-bbox="360 1177 949 1364"><i>Text structures:</i> description, list <i>Text features:</i> capital letters, slogans, words in bold / italics/ colour, bullets, and visual devices e.g. illustrations, photographs</td> </tr> <tr> <td data-bbox="125 1364 360 1520"><i>Manuals</i></td> <td data-bbox="360 1364 949 1520"><i>Text structures:</i> description, order and sequence <i>Text features:</i> heading, steps, labels pictures</td> </tr> </table>	<i>Magazine articles</i>	<i>Text structures:</i> description, problem and solution <i>Text features:</i> heading, pictures/ illustrations / photographs, words in colour, bold, italics, or underlined	<i>Advertisements</i>	<i>Text structures:</i> description, list <i>Text features:</i> capital letters, slogans, words in bold / italics/ colour, bullets, and visual devices e.g. illustrations, photographs	<i>Manuals</i>	<i>Text structures:</i> description, order and sequence <i>Text features:</i> heading, steps, labels pictures					
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<p><u>Teaching activities</u></p> <p><i>Pre-reading</i></p> <p>⇒ To activate students' prior knowledge with online videos about science and technology inventions</p> <p><i>10 Ways the Internet has changed our lives forever</i> e.g. https://www.youtube.com/watch?v=P-ABeWFx5hI</p>  <p>⇒ To arrange in-class discussion about the videos they watched (e.g. How Technology Has Changed Our Lives?) and brainstorm some useful inventions</p> <p>⇒ To introduce the topic and target thematic vocabulary items on science and technology with flashcards, vocabulary guessing games/ Quizlet;</p> <p><i>During reading</i></p> <p>⇒ Shared reading: To explicitly demonstrate to students on how to work out the meaning of words and phrases by using semantic and syntactic clues, scan the readers <i>You can print what (3D printers), Drone</i> by using strategies such as looking at headings and repeated phrases and introduce the language features of the target text types: in magazine articles, advertisements and manuals with different learning activities</p> <p>⇒ To go through the reading texts/ readers with guiding questions followed by buddy reading with worksheets on the target reading skills</p> <p>⇒ To use different graphic organisers e.g. a comparison table to compare and contrast the arguments of pros and cons of the</p>					

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<p>technology on our lives</p> <p>⇒ Guided reading: To arrange students to work in groups of similar abilities to complete reading tasks/ activities with the reading skills learnt and knowledge of the target text types</p> <p>⇒ To provide individual support to students, read aloud together and guide them to understand the readers/ reading texts.</p> <p>Post-reading:</p> <p>⇒ To assign students independent reading or home reading with selected readers/ online reading (RazKids)</p> <p>⇒ To consolidate students' learning with related writing tasks/ book reports/ comprehension worksheets/ presentation</p> <p>Assessment</p> <p>Formative assessment – presentation with peer feedback and teachers' comments</p>					
Proposed cross-curricular activities					
<p>Activities</p> <p><i>J. 4 One you admire</i></p> <p>Students will work on different topics with their groupmates (e.g. writer, athletes, scientists, artists, musician,...) of great people of the world. They will conduct some research on a famous person of the topic (e.g. writer - JK Rowling, athletes - Liu Xiang, scientists - Charles Kao, musician - Lang Lang) and make a Lapbook to introduce the famous person including a timeline for important events, his/ her achievement, positive influence. The good work will be put on display.</p>	<p>KLAs</p> <p>General Studies/ Visual Arts/ Music/ Physical Education</p>				

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<p>*High fliers will write up a simple story about the famous person bringing out a positive message through the story. At the end, they will conduct storytelling in morning assembly.</p>					
<p><u>J. 5 Technology - E-ages</u></p> <p>Students will work in groups to design and sketch a creative invention/ tool to solve problems or improve their living in their daily life (e.g. <i>study problems-memory bookmark, sleeping problems – sweet dream pillow</i>) with simple description to explain their design and procedures for operation. Each group will then give a presentation in class.</p> <p>*High fliers will record an advertising video to promote their invention and the videos will be uploaded to school website or online platform to let schoolmates vote for the best design online.</p>	General Studies				
<p><u>J. 6</u></p> <p>Students will work in their groups on the topic Endangered Animals of the World –Top 10 (e.g. <i>Amur Leopard, Gorillas, Sea turtles, Rhinos, Pangolin...</i>) to collect information for the fact sheet (e.g. <i>habitat, threats, wildlife conservation</i>) and give an in-class presentation on the chosen endangered animal.</p> <p>*High fliers will write a simple script to role play one of the endangered animals and spread the message of environmental protection.</p>	General Studies				

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria ¹ (preferably measurable)	Sustainability ²	Methods of progress-monitoring and evaluation ³										
<p>Extension - Book Sharing in the morning assemblies</p> <p>The additional teacher will take a leading role in Monthly Book Sharing/ Recommendation sessions. The sessions will be organised during morning assemblies to arouse students' reading interest and promote reading culture in school. In each month, J.4-J.6 students will take turns to share books or recommend readers revolved around the themes of the RaC programme. The additional teacher/ other English teachers will also take turns to recommend a fiction or a non-fiction book to students on the proposed themes.</p> <table border="1" data-bbox="120 683 837 1233"> <thead> <tr> <th data-bbox="120 683 837 746">Tentative monthly themes</th> </tr> </thead> <tbody> <tr> <td data-bbox="120 751 837 799">1. Wonderful people</td> </tr> <tr> <td data-bbox="120 804 837 852">2. Technology</td> </tr> <tr> <td data-bbox="120 857 837 904">3. World games</td> </tr> <tr> <td data-bbox="120 909 837 957">4. Health</td> </tr> <tr> <td data-bbox="120 962 837 1010">5. Festivals</td> </tr> <tr> <td data-bbox="120 1015 837 1062">6. Environmental protection – Save the animals!</td> </tr> <tr> <td data-bbox="120 1067 837 1115">7. Healthy Eating</td> </tr> <tr> <td data-bbox="120 1120 837 1168">8. Climate change/ Weather</td> </tr> <tr> <td data-bbox="120 1173 837 1233">9. Travel/ We Love Hong Kong</td> </tr> </tbody> </table>	Tentative monthly themes	1. Wonderful people	2. Technology	3. World games	4. Health	5. Festivals	6. Environmental protection – Save the animals!	7. Healthy Eating	8. Climate change/ Weather	9. Travel/ We Love Hong Kong					
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