

Year 5 Scheme of Work				Theme: Places	
LANGUAGE SKILL	Listening	Reading	Writing	Speaking	Literature
LEARNING OUTCOME	LV 6.1, LV 6.2	RV 6.1, RV 6.2, RV 6.3, RV 6.7, RV 6.11, RV 6.12	WR 6.2, WR 6.4, WR 6.5, WR 6.7, WR 6.9, WR 6.16	SR 6.5, SR 6.9, SR 6.16, SR 6.16	LIT 6.2, LIT 6.3, LIT 6.4, LIT 6.5
ASSESSMENT	WS: It's Holiday Time	WS: The TV Kid	Postcard	Picture Prompts and/or Information Gap	WS: Gulliver's Travels
ACTIVITY	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Introduce theme.</li> <li>- Ask <i>'What do you do on holiday? Where do you stay? Where do you go?'</i></li> <li>- Explain and compare future tense and present tense.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read questions.</li> <li>- Pupils listen to text and questions.</li> <li>- Pupils listen to text and questions for the second time.</li> <li>- Final revision.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils complete a bucket list.</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Describe pictures.</li> <li>- Guess link between pictures.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read text and questions.</li> <li>- Pupils answer gist question: <i>'What is the text about?'</i></li> <li>- Link with Listening Lesson.</li> <li>- Teacher poses questions for specific details: <i>'Did Lennie do his HW properly? Why? Why did Lennie feel good at the beginning of the story? Which cities and countries were mentioned in the text? How do we know that Lennie had an audience? How did the host make the trip to the haunted house, scarier?'</i></li> <li>- Pupils read text and look for answers for above questions.</li> <li>- Discuss answers.</li> <li>- Pupils work out worksheet.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils share their answers to question number 8 and justify them.</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain term 'postcard'.</li> <li>- View video 'Emily's Holiday Postcard'.</li> <li>- Discuss video content. Go through content of postcard.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain steps to follow during 'Pre-Writing' stage.</li> <li>- Share and explain title (GAP).</li> <li>- Share and explain writing model.</li> <li>- Together come up with suitable ideas.</li> <li>- Share and explain word mats</li> <li>- Share and explain mind map.</li> <li>- Explain steps to follow during 'Drafting' stage.</li> <li>- Share and explain writing frame.</li> <li>- Pupils organise ideas and write first draft.</li> <li>- Explain steps to follow during 'Revision' stage.</li> <li>- Pupils revise first draft.</li> <li>- Explain steps to follow during 'Editing' stage.</li> <li>- Pupils check grammar, spelling and punctuation.</li> <li>- Elicit success criteria for writing a postcard.</li> <li>- Share success criteria.</li> </ul> <p><b>Post-Task:</b></p> <p>'Publishing' stage - Pupils write postcard and share it with classmates.</p>	<p><b>Picture Prompts</b></p> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Allow pupils to look at the pictures.</li> <li>- Ask: <i>'What can you see in each picture? What activities can be done in each place? What do you like about each place? What's your favourite place? Can you predict your friend/relative's favourite place?'</i></li> </ul> <p><b>Post-Task:</b></p> <p>Pupils ask the teacher questions about the pictures.</p> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Share information about Iceland.</li> <li>- View time-lapse video clip.</li> <li>- Pair pupils. Give each pair, two different worksheets. Pairs cannot show their worksheet to each other.</li> <li>- Pairs ask questions to each other to fill in the missing information on their handout.</li> </ul> <p><b>Post-Task:</b></p> <p>Pupils peer-assess their work.</p>	<p><b>Pre-Task:</b></p> <ul style="list-style-type: none"> <li>- Explain terms 'setting', 'narrator' and 'protagonist'.</li> <li>- Pupils describe picture of Gulliver.</li> <li>- Share information about <i>Gulliver's Travels</i> and Lemuel Gulliver.</li> <li>- View the clip 'Gulliver's Travels'.</li> <li>- Pre-teach vocabulary.</li> </ul> <p><b>Main-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils read text and questions.</li> <li>- Pupils answer gist question: <i>'What is the text about?'</i></li> <li>- Teacher poses questions for specific details: <i>'Who is the main protagonist of the story? What is the setting of the story? What happened to Gulliver's ship? How did Gulliver feel when he felt the little people moving along his leg and chest? What happened when Gulliver tried to catch the creatures? How did Gulliver discover the name of the place? How do we know that the little people were good cooks? What do you think the phrase, 'peplum selam' means?'</i></li> <li>- Pupils read text and look for answers to the above questions.</li> <li>- Discuss answers.</li> <li>- Read the text aloud.</li> <li>- Pupils work out worksheet.</li> </ul> <p><b>Post-Task:</b></p> <ul style="list-style-type: none"> <li>- Pupils view extract from the film <i>Gulliver Travels</i>. They compare and note the differences between the reading extract and the film.</li> </ul>

<b>RESOURCES</b>	PPT with audio clip, worksheets, answers	PPT, reading text, worksheet, answers	PPT with audio-visual clip, postcard writing frame, title, mind map, word mats, success criteria	PPT with audio-visual clip, case scenarios, sentence starters, success criteria	PPT with audio-visual clip, reading text, worksheet, answers
<b>LANGUAGE STRUCTURE</b>	present simple, future tense	past tense, present tense	past tense, present continuous, future tense	present tense	past tense
<b>VOCABULARY</b>	See PPT.	addict, drifted off, merchandise, expenses, applause, contestants, commercial ...	See Word Mats handout.	See Sentence Starters handout.	potion, survivor, fastened, instance, inhabitant, horizon, straining, pierced, miniature, astonishment, peered, captor, scarcely ...
<b>LANGUAGE FUNCTION</b>	to describe	to narrate	to apologise	to give advice	to describe and narrate