

Year 6 – Scheme of Work

This scheme of work centred around the theme of Great Inventions has clear links with STEM learning. The scheme shows the sequence of lessons for the first week of this unit. During this unit on Great Inventions, learners should learn how to plan, draft and write a persuasive email. It is suggested that this unit of work is spread out over two weeks to ensure that the learners have enough time to cover all the skills that will help them to successfully carry out the writing task. It is suggested that learners research, read, share, analyse and annotate different emails before producing their final piece of writing.

Year 6		Topic: Great Inventions			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
LISTENING	LV 6.1 I can listen attentively to text read aloud (audio/audio-visual) and demonstrate understanding by making inferences as well as justifying and explaining statements.	<ul style="list-style-type: none"> · Ongoing questions and participation · Pair work · Worksheet 	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Explain theme and elicit previous understanding. What do learners know already about this theme? Leading questions: <ul style="list-style-type: none"> · What do we call a person who invents things? · What is the difference between an invention and a discovery? · How are things invented? · Together fill in a KWL chart (start one together or continue filling if already started). <p>Main Task:</p> <ul style="list-style-type: none"> · Can learners guess what invention we will be learning about? Start revealing the words one by one, until learners are able to make a guess. · Give out worksheets. Discuss the importance of taking down notes while listening. What is important to remember here? Elicit listening out for keywords, writing in bullet form, keeping notes brief. · Have learners listen to audio for the first time (included in PowerPoint). · Learners listen to audio for the second time. Share notes in pairs. · Feedback as a whole class. <p>Post-Task:</p> <ul style="list-style-type: none"> · Ask learners to identify the verb tense most commonly used in this text. Have them discuss why the author used this tense. <p>Extension opportunity: In pairs or small groups, learners research in depth one of the inventions on Slide 11. You may wish to use the Research template sheet provided for this.</p>	<ul style="list-style-type: none"> · Powerpoint – Great Inventions Lesson 1 · Worksheet · Research template sheet · KWL chart 	<p>Language Structures:</p> <ul style="list-style-type: none"> · Present tense <p>Vocabulary: inventor, discovery, invention, fountain pen, cardigan, fridges, windscreen</p> <p>Language Function: To inform</p>
	LV 6.10 I can listen to others and understand their point of view and ask for clarification when I don't understand.				

READING	<p>RV 6.9 I can read more complex texts across genres for different purposes.</p> <p>RV 6.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p> <p>RV 6.10 I can understand text organisation and how a text develops.</p> <p>.</p>	<ul style="list-style-type: none"> · Ongoing questions and participation · Pair work · Worksheet 	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Show visuals of items in reading comprehension passage. Build background knowledge – <i>What are these? Where do we use them? Can learners mention other inventions which are found at home? How do these inventions make our life easier?</i> · Pre-teach vocabulary: matching – putting words into sentences. <p>Main Task</p> <ul style="list-style-type: none"> · Share text with learners. · Talk about what kind of text this is and how the text is organised. Ask: <i>What kind of text is this? How do we know?</i> Elicit features and write down a list on the board. · Have learners read text independently. Remind them of reading strategies that they can use to aid comprehension while reading. · Have learners select tricky lines/phrases and discuss together. · Help to develop and deepen understanding through questioning. <ul style="list-style-type: none"> · What was Meucci trying to do when he had the idea for the telephone? · What made cleaning carpets hard work? · What problems did the pop-up toaster solve? · How might our machines be controlled in the future? · Learners read text again (in pairs or individually). Circulate around, listening in and assisting as necessary. <p>Post Task</p> <ul style="list-style-type: none"> · Learners answer questions on worksheet. Circulate and ask individual learners to read parts of the text to you. Monitor reading strategies and give feedback as necessary. · 3-2-1. Learners write about three things they discovered. Next, they write two things they found interesting and one question they still have. Share and discuss. <p>Extension Opportunity: Refer to KWL chart from Lesson 1. What can we add?</p>	<ul style="list-style-type: none"> · Reading Text: Inventions (includes questions and answer key) · PowerPoint – Lesson 2 · 	<p>Language Structures:</p> <ul style="list-style-type: none"> · Past Tense <p>Vocabulary: Engineer, demonstrating, handkerchief, appliances, internet, smart, future, microwave</p> <p>Language Function: To inform</p>
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LITERATURE	<p>Lit 6.6 I can show my personal response to the literary text I encounter.</p> <p>LIT 6.10 I can express my ideas about a story, poem or playscript read aloud, backing up my comments with evidence concerning the characters and events.</p>	<p>Ongoing questions and participation</p> <p>Tasks on handout</p>	<p><i>This literature lesson is based on an extract from the book 'Junkyard Wonders' by Patricia Polacco. The whole text is provided and teachers may wish to use the rest of the book throughout this unit.</i></p> <p>Pre-Task:</p> <ul style="list-style-type: none"> Share front cover of book (available on PowerPoint Presentation). Discuss title and illustration. <i>Do the learners know what the title 'Junkyard Wonders' refers to? What is a junkyard? What can one find in a junkyard? Have they ever heard the expression 'One man's junk is another man's treasure?'</i> Have learners make predictions about the book. Share blurb (Slide 2). <p>Main Task:</p> <ul style="list-style-type: none"> Read text aloud and discuss as you go along. Use PowerPoint presentation and the Reading Guide from the accompanying material to guide you along. Ask questions to check comprehension: <ul style="list-style-type: none"> Why was Trisha excited about the first day at her new school? Describe Trisha's first day at school. How do you think she felt? Have you ever felt like Trisha felt? Allow discussion time to talk about similar events at school and how they could have been avoided. How can we prevent this from happening at our school? Why do you think Mrs Peterson wanted the kids to look at this poem every day? How did Trisha's dad encourage her after the first day of school? What does it mean to not be a quitter? When you reach the poem on Slide 7, review the poem verse by verse and have learners give you examples of what each verse means. Add the "Definition of Genius" to student poetry journals. Have students memorize and recite it using their best intonation and meaningful fluency. Consider posting the definition in the classroom. From the pages covered in this lesson, are there any phrases or expressions that the learners particularly enjoyed and that they would like to magpie (copy for future reference) Eg.: My heart sang..., I couldn't put my finger on it...Discuss what appeals to them and why they find these phrases/expressions interesting. <p>Post Task:</p> <ul style="list-style-type: none"> A selection of activities have been provided for use while reading this text. Teachers may use any of these activities as appropriate. The other activities can be done during the literature lessons in the next weeks. 	<ul style="list-style-type: none"> PowerPoint presentation – Junkyard Wonders Reading text (Whole text is provided – make your own selection) Accompanying handouts 	<p>Language Structures:</p> <ul style="list-style-type: none"> Present Simple Past Simple <p>Vocabulary: katydid, summoned, gawky, magnified, stout, brusque, podium, definition, recess, disease, diabetes, etc.</p> <p>Language Function: To narrate a story</p>
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<p style="text-align: center;">SPEAKING</p>	<p>SR 6.12 I can ask questions and make contributions in a discussion to clearly make my point and respond to the ideas of others.</p> <p>SR 6.16 In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns.</p>	<p>Ongoing questions</p> <p>Paired discussion</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> Quick warm-up: Can learners write down 10 different inventions in 1 minute? <p>Main Task</p> <ul style="list-style-type: none"> Show video of great inventions. Discuss as a whole class. Have them discuss in pairs one thing they learnt from this video-clip. Explain that learners will be working in groups or pairs to design an invention that will help to solve a problem. Give out challenge cards. Have children in pairs/ small groups pick up a card. Have them brainstorm ideas. <ul style="list-style-type: none"> Ask leading questions: <ul style="list-style-type: none"> What does this make you think about? What problem do you need to solve? What invention can you come up with? Use the mind map to organise your thoughts. Learners discuss the challenge card and together they come up with a suitable invention to address their challenge. They can use the mind-map to list down ideas and words. <p>Post Task:</p> <ul style="list-style-type: none"> Have children present their ideas. Have learners challenge each other's ideas and give feedback. Allow some time for each group or pair to make changes to their original invention or add ideas shared by the rest of the group. 	<p>Video link: https://www.youtube.com/watch?v=ERFgorcRCJY</p> <ul style="list-style-type: none"> Challenge cards Mind Map 	<p>Language Structures:</p> <ul style="list-style-type: none"> Past Simple Present Tense (direct speech) <p>Vocabulary: design, problem, solution, invention, etc.</p> <p>Language Function: To narrate</p>

WRITING	<p>WR 6.10 I can write a text organised in a series of paragraphs.</p> <p>WR 6.11 I can write appropriately for an audience and with a purpose. (GAP)</p>	<p>Ongoing questions/participation /</p> <p>Learner's first drafts</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Quick Warm Up game: Great Inventions? Learners try to persuade partners to buy that invention. Use PowerPoint presentation. Discuss use of persuasive words. · Circulate around, listening in to children's conversations and noting down any particular expressions or phrases that need consolidation. · Ask: Which invention would you want for yourself? Why? <p>Main Task</p> <p>Practice: Shared-Writing</p> <ul style="list-style-type: none"> · Set the the context: For our writing lesson we will be working on writing a persuasive email to a friend to convince them to purchase or try out your newest invention. · Elicit features of persuasive writing. Use slides 19-27 to help you. · Discuss what should be mentioned and how the email should be organised. Do they remember how an email should start? Follow PowerPoint slides 31-37 · Some points to keep in mind when doing the shared-writing: <ul style="list-style-type: none"> · Begin with Dear..., the name followed by a comma. · Start email with a short paragraph that introduces the invention. · Describe the invention, what it does, how it works and what is good about it. · Use connectives to help explain ideas (because, in addition, therefore). · Finish off with a paragraph that starts with a concluding connective (In conclusion, To sum up...). · End email 'Yours' or 'Sincerely' and sign your name. <p>Apply: Writing a draft</p> <ul style="list-style-type: none"> · Remind learners of their own inventions. Have learners go over their notes with their partner. · Together use the graphic organiser provided to model writing the draft email. Learners use the graphic organiser to start drafting their email. Circulate and assist as necessary. <p>Post-Task:</p> <ul style="list-style-type: none"> · In pairs, have them go through the features of writing a persuasive email to make sure that their drafts include all these elements. <p>Extension Ideas: In the next weeks, teachers may also wish to choose an aspect of children's writing from the emails so far, to edit and improve. (For example, shortening an overlong sentence, using causal connectives, adding factual adjectives, separating work into paragraphs, etc.)</p>	<ul style="list-style-type: none"> · PowerPoint – Great Inventions? · Email Graphic Organiser 	<p>Language Structures:</p> <ul style="list-style-type: none"> · Modals · Present tense · Past tense <p>Vocabulary: invention, dogbrella, idea, in addition, therefore, moreover, brilliant, etc...</p> <p>Language Function: To persuade</p>
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Further links

https://www.youtube.com/watch?v=2lrfacXyeNA&list=RDLVXowen_a787Y&index=15

<https://www.youtube.com/watch?v=XiuU1mIFeEc> - 11 Kid Inventors Break Down Their Greatest Inventions | The New Yorker