

Year 6		Theme: Adventure Sports				
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure Vocabulary Language Function	
READING	RV 6.4 (engaging with online texts)		<p>Pre-Task:</p> <ul style="list-style-type: none"> - Ask learners to come up with names of different sports. - Write 'Adventure Sports' and explain the term. (Adventure sports are activities that require physical and mental endurance, risk-taking, and often a high level of skill e.g. kayaking, bungee jumping, mountain biking...) - Ask learners to come up with examples of adventure sports. - Learners view the website Best Adventure Sports for Beginners (redbull.com). Ongoing discussion and wider exploration of the website are encouraged. - Pre-teach vocabulary in the text. 		LAP 6.2 I can use the correct word order when writing and speaking. LAP 6.4 I can communicate effectively, altering my language choices according to purpose.	
	RV 6.5 (using strategies, finding information)	ongoing questions and participation	<p>Main Task:</p> <ul style="list-style-type: none"> - Ask: <i>What is the text about?</i> - Learners read Text 1 silently. - Elicit answers. - Share a set of questions and have learners read them. <i>Who is Laura Dekker? Where was Laura born? How old was Laura when she first sailed solo? Which trip did Laura take at the age of 13? List five dangers and discomforts that Laura experienced on her trip. Laura is a diligent student. Give an example from the text to support this statement.</i> - Learners re-read Text 1 silently and look for answers to the above questions. - Elicit answers. - Read the text aloud. - Learners read text aloud. - Share Text 2. - Ask: <i>What is the text about?</i> - Learners read Text 2 silently. - Elicit answers. - Share a set of questions and have learners read them. <i>What did Laura do on Monday? How did Laura's feelings towards her journey change from Monday to Tuesday? What happened on Wednesday? Describe the weather on Thursday. Does Laura mind the cockroaches or the flying fish? Give a reason from the text to support your answer. What is Laura's final request?</i> - Learners re-read Text 2 silently and look for answers to the above questions. - Elicit answers. - Read the text aloud. - Learners read text aloud. 	video clip: Best Adventure Sports for Beginners (redbull.com)	Vocabulary related to adventure sports: skiing, caving, paragliding, rock climbing, ice skating, mountain biking, bungee jumping, dirt biking, zorbing, hang gliding, scuba diving, hiking, rafting, heliskiing, desert camping, kayaking, stand up paddling, trail running, windsurfing ...	
	RV 6.7 (expressing opinion)	worksheet			handout with Text 1 and Text 2	Vocabulary taken from the text: circumnavigate, single-handedly, St Maarten, wanderlust, extreme, jib, damp, occasional dodged, collision, cargo ships, squeamish, flung, stowed away, nervous, deck ...
	RV 6.9 (reading for different purposes)				worksheets with questions	
	RV6.10 (informational texts)			<p>Post-Task:</p> <p>Learners answer questions on the worksheet.</p> <p>At home, learners research an adventure sports which intrigues them. The research will help them compile the non-chronological report.</p>		to narrate, to describe

	<p>LV 6.1 (comprehension, inferences, justification)</p> <p>LV 6.2 (main idea, specific information)</p>	<p>ongoing questions and participation</p> <p>worksheet</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> - As a follow-up to yesterday's lesson, ask learners which adventure sports they enjoyed reading about and to share facts with their classmates. - Learners view and watch (10) Blippi Learns How To Underwater Scuba Dive! Educational Videos for Kids - YouTube (00:00 – 05:10). - Ask: <i>Who is Jason? Why do Jason and Blippi put on a wetsuit? What is the tank for? Why are there two regulators? How does the BCD function? Why do divers need goggles and fins? How can you clear water from the mouth regulator?</i> Ongoing discussion is encouraged. - Pre-teach vocabulary. <p>Main Task:</p> <ul style="list-style-type: none"> - Say: <i>Listen and view the text. Tell me what it is about.</i> - Learners listen and view the text. Elicit answers. - Share a set of questions and have learners read them. <i>What is Maddie going to do? Where are Maddie and Greg? What kind of boat are they sailing on? How does Greg describe the coral reef? What equipment do they put on? What does Maddie do as soon as she descends? What is the first animal they see? Mention one fact about it. Why does the first ray have blue spots on its back? How much air does Maddy have in her tank? What can an eagle ray do?</i> - Learners listen and view the text again. Elicit answers. <p>Post-Task:</p> <ul style="list-style-type: none"> - Learners read the questions on the worksheet. - Learners listen and view the text and start answering the questions. - Learners listen and view the text and questions and continue answering the questions. - Final revision. 	<p>video clip (10) Blippi Learns How To Underwater Scuba Dive! Educational Videos for Kids - YouTube (00:00 – 05:10)</p> <p>video clip (10) Underwater Adventure! What can YOU See? Maddie Moate - YouTube (00:00 – 03:24)</p> <p>worksheet</p>	<p>LAP 6.2 I can use the correct word order when writing and speaking.</p> <p>LAP 6.4 I can communicate effectively, altering my language choices according to purpose.</p> <p>coral reef, traditional, currents, BCD, regulators, descend, release pressure, digest, gross, regenerate, shallows, spiny, pressure gauge, belly flop ...</p> <p>to describe</p>
--	--	---	--	---	---

LIT 6.6
(written response)

ongoing
questions and
participation

LIT 6.9
(writer's craft)

worksheet

LIT 6.6
(written response)

Pre-Task:

- Write 'RACE' on the whiteboard. Ask learners to share examples of races and write them down.
- Write 'IDITAROD RACE'. Learners view the video to learn about this race. Ongoing discussion is encouraged.
- Pre-teach vocabulary.

Main Task:

- Ask: *Based on the title and picture, what do you think the text is about?* Elicit answers.
- Ask: *After reading the text, tell me what it is about?*
- Learners read text and answer the gist question.
- Share a set of questions and have learners read them.
How long is the race? What's the name of the dog leader? Why did Bright Dawn's feet feel like they belonged to somebody else? What happened to her eyelashes? Find the name of a river. Why was Bright Dawn panicking? Why were Black Star ears curled back tight against his head? Give an example from the text that proves that the ice was very thin. Find the sentence which proves that most of the dogs were scared. What happened at the end of the story?
- Learners read text and look for answers to the above questions.
- Elicit and discuss answers.
Explain what 'mood' means. Ask: *What kind of mood has the author established? What words has he used to establish this mood?*
Explain what 'sensory imagery' means. Find phrases from the text, read them out and ask learners what the imagery is helping them see/feel/imagine
- Read the text aloud.
- Learners read the text aloud.
- Ask: *How do you think the story ended?* Ongoing discussion is encouraged.

Post-Task:

Learners work out a worksheet.

videoclip
[\(12\) Iditarod Info for students - YouTube](#)

handout and
worksheet
'Alaskan
Adventure'

LAP 6.2
I can use the correct
word order when writing
and speaking.

LAP 6.4
I can communicate
effectively, altering my
language choices
according to purpose.

native, gruelling, dogsled,
race trail, forsaken,
scattered, ragged,
splinters, lagoon,
billowing, seized, alert,
yards, dash, swirling,
dazed, glimpse, towline ...

to narrate, to describe

SR 6.5
(prediction,
description,
LO/HO questions)

SR 6.11
(sharing opinions)

SR 6.16
(fluency/accuracy,
sentence
structures, sound
patterns)

ongoing
questions and
participation

questions and
answers

Pre-Task:

- Link with previous lessons.
- Tell learners to guess the name of the adventure sport from the description. (Use Guess the Adventure Sport handout as reference.)

Main Task:

- Pair learners.
- Some pairs will pretend to interview either Laura Dekker, Bright Dawn or Maddie and Greg. They must think of 8 – 10 questions. They must also imagine what the person’s response would be. Explain the difference between open and closed questions. A closed question requires only one or two-word answers whereas an open question requires the interviewee to talk for longer on the subject. Explain that they can ask questions that are not related to their adventure sport. Then, learners can invert roles.
- Ask the whole class to give you examples of questions they could ask and write them down on the whiteboard. (Use question exemplars as reference.)
- Give visual prompts and a set of questions to the other pairs. Learner 1 will ask the questions and Learner 2 will answer the questions. Then, learners invert roles. The teacher will monitor the groups.

Post-Task:

Learners play the ‘Would you rather ...?’ game (e.g. *Would you rather practise rock climbing or ice skating?*) Answering ‘neither’ or ‘both’ is not allowed, and pupils need to justify their answer.

Guess the
Adventure
Sport
handout

visual prompts
and questions

question
exemplars

LAP 6.2
I can use the correct
word order when writing
and speaking.

LAP 6.4
I can communicate
effectively, altering my
language choices
according to purpose.

as in previous lessons

to narrate, to describe

<p>WR 6.6 (complex sentences)</p>		<p>Pre-Task:</p> <ul style="list-style-type: none"> - Link with previous lessons and refer to the research learners were expected to carry out on Monday. - Have learners view the YouTube video Extreme Sports. Encourage ongoing discussion. - Explain that learners will compile a non-chronological report based on the sport they researched on Monday. 	<p>video Extreme Sports: https://www.youtube.com/watch?v=U5NcYL3MnCW&t=69s</p>	<p>LAP 6.2 I can use the correct word order when writing and speaking.</p>
<p>WR 6.10 (organisation)</p>			<p>non-chronological report title: <i>You have been learning about different adventure sports at school. Write a report about an adventure sports that intrigues you.</i></p>	<p>LAP 6.4 I can communicate effectively, altering my language choices according to purpose.</p>
<p>WR 6.11E (non-chronological report)</p>	<p>non-chronological report</p>	<p>Main Task:</p> <ul style="list-style-type: none"> - Explain 'Pre-Writing' stage. Share title (GAP). - Elicit from learners the genre, audience and purpose and discuss together each component in detail. - Explain 'Drafting' stage. Share and explain writing frame. Draw a concept map and ask learners to suggest suitable sub-titles. (Refer to sample concept map.) - Display writing model pegged to the sample concept map. Ongoing discussion is encouraged - Explain 'Revision' stage. Learners check that writing is relevant, ideas are organised properly... - Explain 'Editing' stage. Learners check grammar, punctuation and spelling. - Elicit success criteria for non-chronological report. 	<p>non-chronological report writing frame (Writing Resource Pack)</p>	<p>as in previous lessons</p>
<p>WR 6.13 (sentence structure)</p>			<p>sample concept map</p>	<p>to inform, to describe</p>
<p>WR 6.14 (vocabulary)</p>		<p>Post-Task: Learners write the non-chronological report and share it with their classmates.</p>	<p>writing model 'Caving'</p>	
<p>WR 6.15 (spelling)</p>			<p>non-chronological report success criteria (Writing Resource Pack)</p>	

Further links:

Flashcards – Extreme Sports [flashcards-extreme-sports.pdf \(britishcouncil.org\)](#)

Game – Sports Extreme [Sports - extreme | LearnEnglish Kids \(britishcouncil.org\)](#)

Poem – The Sport for Me [The Sport for Me – Kenn Nesbitt's Poetry4kids.com](#)

Poem – The Winter I went Sledding [This Winter I Went Sledding – Kenn Nesbitt's Poetry4kids.com](#)

Poem – Bob’s Sled [Bob’s Sled – Kenn Nesbitt's Poetry4kids.com](#)

Poem – The Winter Olympics are Practically Here [The Winter Olympics are Practically Here – Kenn Nesbitt's Poetry4kids.com](#)

Poem – On Top of Mount Everest [On Top of Mount Everest – Kenn Nesbitt's Poetry4kids.com](#)

Poem – Just a Slug [Just a Slug – Kenn Nesbitt's Poetry4kids.com](#)

Poem – We’re Skydiving Elephants [We’re Skydiving Elephants – Kenn Nesbitt's Poetry4kids.com](#)

Poem – Toby the Snowboarding Doberman [Toby the Snowboarding Doberman – Kenn Nesbitt's Poetry4kids.com](#)

Poem – Billy [Billy – Kenn Nesbitt's Poetry4kids.com](#)

Story – Buzz and Bob’s Big Adventure [Buzz and Bob's big adventure | LearnEnglish Kids \(britishcouncil.org\)](#)

Video – BMS World Champion [BMX world champion | LearnEnglish Kids \(britishcouncil.org\)](#)

Video – Charley’s Guide to Scootering [Charley's guide to scootering | LearnEnglish Kids \(britishcouncil.org\)](#)

Worksheet – Olympic and Paralympic Games [Olympic and Paralympic games | LearnEnglish Kids \(britishcouncil.org\)](#)