

YEAR 6 ENGLISH

Yearly Scheme of Work (simplified version)

For SEKOLAH KEBANGSAAN

TEACHER'S NAME :
SCHOOL :

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
1	Word of Self, Family and Friends	UNIT 0 : WELCOME	M	Reading	3.2	3.2.1	Present simple to describe personality (e.g. <i>I'm kind Sara.</i>) and expectations (e.g. <i>This year I want to...</i>)	Language Values
			C	Writing	4.2	4.2.4		
2	Word of Self, Family and Friends	UNIT 0 : WELCOME	M	Writing	4.2	4.2.1	Present simple questions & answers to talk about oneself (e.g. <i>How many people are there in your family?</i>)	Language
			C	Speaking	2.1	2.1.1		
3	Word of Self, Family and Friends	UNIT 0 : WELCOME	M	Listening	1.2	1.2.2	Present simple for defining vocabulary (e.g. <i>This is a person who...</i>)	Language
			C	Listening	1.1	1.1.1		
4	Word of Self, Family and Friends	UNIT 0 : WELCOME	M	Speaking	2.1	2.1.1	Present simple for descriptions (e.g. <i>A chef is coming out of the shop.</i>)	Language
			C	Writing	4.2	4.2.1		
5	Word of Self, Family and Friends	POETRY : MESSING ABOUT	M	Language Arts	5.3	5.3.1	Reported speech (e.g. <i>He said he sat in some glue.</i>)	Language Creativity and Innovation
			C	Listening	1.1	1.1.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
6	World of Knowledge	UNIT 1 : IT'S AN EMERGENCY	M	Reading	3.2	3.2.3	Introduction to past simple & past continuous	Global Sustainability Science and Technology
			C	Reading	3.2	3.2.2		
7	Word of Self, Family and Friends	UNIT 1 : IT'S AN EMERGENCY	M	Writing	4.2	4.2.3	Past simple & continuous for interrupted actions with <i>when</i>	Language
			C	Speaking	2.3	2.3.1		
8	Word of Self, Family and Friends	UNIT 1 : IT'S AN EMERGENCY	M	Listening	1.2	1.2.2	Past simple & continuous for interrupted actions with <i>when/while</i>	Values
			C	Listening	1.2	1.2.1		
9	World of Stories	UNIT 1 : IT'S AN EMERGENCY	M	Speaking	2.3	2.3.1	Past simple & continuous for interrupted actions with <i>when/while</i>	Language
			C	Reading	3.2	3.2.2		
10	Word of Self, Family and Friends	POETRY : MESSING ABOUT	M	Language Arts	5.3	5.3.1	Adjectives: describing personalities (e.g. cheerful, angelic)	Language Creativity and Innovation
			C	Speaking	2.1	2.1.5		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
11	World of Stories	UNIT 1 : IT'S AN EMERGENCY	M	Reading	3.2	3.2.2	Direct speech, e.g. Lena said, ' <i>I was playing badminton at 5 o'clock.</i> '	Language
			C	Writing	4.3	4.3.1		
12	World of Stories	UNIT 1 : IT'S AN EMERGENCY	M	Writing	4.2	4.2.3	Past simple & continuous for interrupted actions with <i>when/while</i> ; Direct speech	Language
			C	Writing	4.3	4.3.3		
13	World of Stories	UNIT 1 : IT'S AN EMERGENCY	M	Listening	1.2	1.2.2	<i>Should(n't)</i> for giving advice	Values Language
			C	Speaking	2.1	2.1.3		
14	World of Stories	UNIT 1 : IT'S AN EMERGENCY	M	Speaking	2.3	2.3.1	Reporting verbs (ways of speaking (e.g. <i>whisper</i>) & questions in the past (e.g. <i>how did you feel?</i>)	Language Creativity and Innovation
			C	Listening	1.2	1.2.5		
15	Word of Self, Family and Friends	POETRY : THE SANDWICH	M	Language Arts	5.3	5.3.1	Nouns	Language Creativity and Innovation
			C	Writing	4.3	4.3.2		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
16	Teacher to complete	UNIT 1 : IT'S AN EMERGENCY	M	<u>LANGUAGE AWARENESS LESSON</u> Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use the Content and Learning Standards in the Year 6 DSKP			Teacher to complete	Language
			C					
17	World of Knowledge	UNIT 2 : LIFE IN THE PAST	M	Reading	3.2	3.2.3	Used to / didn't use to	Global Sustainability
			C	Reading	3.2	3.2.1		
18	World of Knowledge	UNIT 2 : LIFE IN THE PAST	M	Writing	4.3	4.3.3	Used to / didn't use to	Patriotism Creativity and Innovation Information and Communication Technology
			C	Reading	3.2	3.2.1		
19	World of Knowledge	UNIT 2 : LIFE IN THE PAST	M	Listening	1.1	1.1.1	Used to / didn't use to	Language Patriotism
			C	Listening	1.2	1.2.5		
20	World of Knowledge	UNIT 2 : LIFE IN THE PAST	M	Speaking	2.1	2.1.1	Used to / didn't use to	Language Patriotism
			C	Writing	4.2	4.2.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
21	Word of Self, Family and Friends	POETRY : THE SANDWICH	M	Language Arts	5.3	5.3.1	Adverbs: sequencing, e.g. <i>First...Next... After that</i> , punctuation	Creativity and Innovation
			C	Writing	4.3	4.3.1		
22	Word of Self, Family and Friends	UNIT 2 : LIFE IN THE PAST	M	Reading	3.2	3.2.1	Informal written language (e.g. <i>Yuck!; Ha! Ha! Ha!</i>)	Language
			C	Reading	3.2	3.2.2		
23	Word of Self, Family and Friends	UNIT 2 : LIFE IN THE PAST	M	Writing	4.2	4.2.3	Informal written language (e.g. <i>Yuck!; Ha! Ha! Ha!</i>)	Language
			C	Writing	4.3	4.3.1		
24	World of Knowledge	UNIT 2 : LIFE IN THE PAST	M	Listening	1.2	1.2.2	Past tenses review (including <i>used to</i>)	Language Values
			C	Writing	4.3	4.3.2		
25	World of Knowledge	UNIT 2 : LIFE IN THE PAST	M	Speaking	2.2	2.2.2	Future review (<i>will</i> and <i>won't</i> ; <i>going to</i> and present continuous)	Creativity and Innovation Entrepreneurship
			C	Speaking	2.1	2.1.4		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
26	Word of Self, Family and Friends	POETRY : TOES	M	Language Arts	5.3	5.3.1	Verbs (e.g. wiggle, kick, tickle, lick, count, run, walk)	Language Creativity and Innovation
			C	Writing	4.3	4.3.1		
27	World of Stories	UNIT 2 : LIFE IN THE PAST	M	Reading	3.2	3.2.2	Past tenses review (e.g. Mr. Brockbank didn't have a lamp. He had a candle.)	Language
			C	Listening	1.2	1.2.5		
28	World of Stories	UNIT 2 : LIFE IN THE PAST	M	Writing	4.2	4.2.3	Past tenses review, e.g. He got up and checked the time on his mobile phone.	Language Patriotism
			C	Reading	3.2	3.2.4		
29	Word of Self, Family and Friends	UNIT 2 : LIFE IN THE PAST	M	Listening	1.2	1.2.1	Future forms review, e.g. I think people will travel by plane.	Global Sustainability Environmental Sustainability
			C	Speaking	2.1	2.1.4		
30	Word of Self, Family and Friends	UNIT 2 : LIFE IN THE PAST	M	Speaking	2.2	2.2.1	Review of past and future forms; Functional language – checking understanding (e.g. Can I check something, please?)	Values
			C	Speaking	2.1	2.1.4		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
31	Word of Self, Family and Friends	POETRY : TOES	M	Language Arts	5.3	5.3.1	Verbs (simple present)	Language Creativity and Innovation
			C	Speaking	2.1	2.1.1		
32	Teacher to complete	UNIT 2 : LIFE IN THE PAST	M	LANGUAGE AWARENESS LESSON Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use the Content and Learning Standards in the Year 6 DSKP.			Teacher to complete	Language
			C					
33	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Reading	3.2	3.2.1	Past simple (e.g. <i>I tried it this month.</i>) & present perfect (e.g. <i>I've never been kayaking before.</i>)	Language
			C	Reading	3.2	3.2.2		
34	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Writing	4.2	4.2.1	Present perfect for experience + never (e.g. <i>I've never seen a lion in the wild.</i>)	Language
			C	Reading	3.2	3.2.2		
35	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Listening	1.2	1.2.5	Present perfect questions (e.g. <i>Have you ever visited Tokyo? [Yes, I have. / No, I haven't.]</i>)	Language
			C	Speaking	2.1	2.1.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
36	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Speaking	2.1	2.1.1	Present perfect statements (<i>I've seen a lion.</i>) and questions/answers: (<i>Have you ever visited Tokyo?</i>)	Language
			C	Listening	1.2	1.2.5		
37	World of Stories	SHORT STORY : AKBAR'S DREAM	M	Language Arts	5.3	5.3.1	Past simple tense	Language Creativity and Innovation
			C	Speaking	2.3	2.3.1		
38	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Reading	3.2	3.2.2	Past simple (e.g. <i>I went skiing</i>) & present perfect (e.g. <i>the best I've ever done</i>)	Language
			C	Writing	4.3	4.3.3		
39	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Writing	4.3	4.3.3	Past simple (e.g. <i>I went skiing</i>) & present perfect (e.g. <i>the best I've ever done</i>)	Language
			C	Writing	4.2	4.2.3		
40	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Listening	1.2	1.2.2	Present perfect review (e.g. <i>What's the worst experience you've ever had?</i>)	Values Global Sustainability
			C	Listening	1.3	1.3.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
41	World of Stories	UNIT 3 : ADVENTURE TIME	M	Speaking	2.3	2.3.1	Past tense review	Language Creativity and Innovation
			C	Listening	1.2	1.2.3		
42	World of Stories	SHORT STORY : AKBAR'S DREAM	M	Language Arts	5.2	5.2.1	Vocabulary from Chapter 1	Language Creativity and Innovation
			C	Reading	3.3	3.3.1		
43	World of Stories	UNIT 3 : ADVENTURE TIME	M	Reading	3.3	3.3.1	Narrative tenses review, e.g. past simple, past continuous	Values Environmental Sustainability
			C	Reading	3.2	3.2.1		
44	World of Stories	UNIT 3 : ADVENTURE TIME	M	Writing	4.2	4.2.5	Cohesion (e.g. <i>but</i> , <i>because</i>), punctuation, tenses review	Language
			C	Writing	4.3	4.3.1		
45	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Listening	1.2	1.2.2	Present perfect review	Values Language
			C	Listening	1.3	1.3.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
46	Word of Self, Family and Friends	UNIT 3 : ADVENTURE TIME	M	Speaking	2.1	2.1.1	Present perfect review	Language Values
			C	Listening	1.2	1.2.5		
47	World of Stories	SHORT STORY : AKBAR'S DREAM	M	Language Arts	5.3	5.3.1	Sequencing adverbs: first, after that, next, finally	Language Creativity and Innovation
			C	Reading	3.2	3.2.2		
48	Teacher to complete	UNIT 3 : ADVENTURE TIME	M	LANGUAGE AWARENESS LESSON Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use the Content and Learning Standards in the Year 6 DSKP.			Teacher to complete	Language
			C					
49	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Reading	3.2	3.2.3	Present perfect with for (e.g. <i>I've been a pilot for 12 years</i>) and since (e.g. <i>... since 2001</i>)	Language
			C	Reading	3.2	3.2.4		
50	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Writing	4.2	4.2.1	Present perfect with for (e.g. <i>I've been a pilot for 12 years</i>) and since (e.g. <i>... since 2001</i>)	Language
			C	Reading	3.2	3.2.2		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
51	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Listening	1.2	1.2.2	Statements, negatives & questions in present perfect + yet and already. (e.g. <i>Have you...yet?</i> / <i>I haven't...yet.</i> / <i>I've already...</i>)	Language
			C	Listening	1.2	1.2.5		
52	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Speaking	2.1	2.1.1	Present perfect questions with <i>How long..?</i> and answers with <i>for</i> and <i>since</i>	Language
			C	Listening	1.2	1.2.5		
53	World of Stories	SHORT STORY : AKBAR'S DREAM	M	Language Arts	5.2	5.2.1	Nouns: <i>flowers, trees, building</i> ; Adjectives to describe feelings: <i>happy, excited, tired</i>	Language Creativity and Innovation
			C	Writing	4.3	4.3.2		
54	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Reading	3.2	3.2.2	Review of question-answer forms (various tenses)	Language
			C	Writing	4.2	4.2.1		
55	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Writing	4.2	4.2.1	Tenses review; Adjectives to describe personality (e.g. <i>brave</i>); collocations with <i>make</i> and <i>do</i> (e.g. <i>make a noise</i> ; <i>do your homework</i>).	Language Values
			C	Writing	4.2	4.2.4		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
56	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Listening	1.2	1.2.1	Tenses review – present simple and present perfect	Language
			C	Listening	1.3	1.3.1		
57	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Speaking	2.1	2.1.1	Jobs (e.g. <i>lawyer</i>), and related vocabulary (e.g. <i>help; work</i>)	Language Values
			C	Writing	4.3	4.3.2		
58	World of Stories	SHORT STORY : AKBAR'S DREAM	M	Language Arts	5.2	5.2.1	Punctuation: speech marks	Language Creativity and Innovation
			C	Writing	4.3	4.3.1		
59	World of Knowledge	UNIT 4 : COOL JOBS	M	Reading	3.2	3.2.2	Spelling of common words, e.g. <i>played, love, football</i>	Language
			C	Writing	4.3	4.3.2		
60	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Writing	4.2	4.2.2	Future: will & won't for predictions (e.g. <i>I think I will be a doctor</i>)	Language Values
			C	Reading	3.2	3.2.2		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
61	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Listening	1.2	1.2.5	Functional language (polite language, e.g. <i>I'm afraid I...</i>)	Language Values
			C	Listening	1.3	1.3.1		
62	Word of Self, Family and Friends	UNIT 4 : COOL JOBS	M	Speaking	2.2	2.2.1	Functional language (polite language, e.g. <i>I'm afraid I...</i>)	Language Values
			C	Reading	3.2	3.2.2		
63	Word of Self, Family and Friends	POETRY : MY SISTER'S EATING PORRIDGE	M	Language Arts	5.2	5.2.1	Adjectives	Language Creativity and Innovation
			C	Writing	4.3	4.3.2		
64	Teacher to complete	UNIT 4 : COOL JOBS	M	LANGUAGE AWARENESS LESSON Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use the Content and Learning Standards in the Year 6 DSKP.			Teacher to complete	Language
			C					
65	World of Stories	UNIT 5 : GETTING AROUND	M	Reading	3.3	3.3.1	Comparative forms, e.g. <i>as ... as</i>	Values
			C	Reading	3.2	3.2.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
66	World of Stories	UNIT 5 : GETTING AROUND	M	Writing	4.2	4.2.5	Cohesive devices (because, so, but)	Language
			C	Listening	1.2	1.2.3		
67	Word of Self, Family and Friends	UNIT 5 : GETTING AROUND	M	Listening	1.1	1.1.1	Comparative forms: (just/not) as ... as; weak sound (schwa) /ə/	Language
			C	Reading	3.2	3.2.2		
68	Word of Self, Family and Friends	UNIT 5 : GETTING AROUND	M	Speaking	2.1	2.1.1	Modifying adjectives with (not/just) as...as; too... ; not ... enough	Language Environmental Sustainability
			C	Speaking	2.1	2.1.3		
69	Word of Self, Family and Friends	POETRY : MY SISTER'S EATING PORRIDGE	M	Language Arts	5.3	5.3.1	Present continuous tense (e.g.eating, going, dripping, crying)	Language Creativity and Innovation
			C	Reading	3.3	3.3.1		
70	World of Stories	UNIT 5 : GETTING AROUND	M	Reading	3.2	3.2.1	Narrative tenses review, e.g. past simple, past continuous	Language Creativity and Innovation
			C	Speaking	2.3	2.3.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
71	World of Stories	UNIT 5 : GETTING AROUND	M	Writing	4.2	4.2.3	Narrative tenses review, e.g. past simple, past continuous	Language Creativity and Innovation
			C	Listening	1.2	1.2.3		
72	World of Knowledge	UNIT 5 : GETTING AROUND	M	Listening	1.2	1.2.2	Adjective modifiers review (e.g. <i>too</i> , <i>just</i> , <i>really</i>)	Values Financial Education
			C	Listening	1.3	1.3.1		
73	World of Knowledge	UNIT 5 : GETTING AROUND	M	Speaking	2.1	2.1.2	Modal verbs for expression rules and obligation: <i>have to</i> , <i>need to</i>	Entrepreneurship Values
			C	Speaking	2.2	2.2.2		
74	World of Stories	POETRY : HERE IS THE NOSE	M	Language Arts	5.3	5.3.1	Subject-verb agreement: <i>here is /here are</i>	Language Creativity and Innovation
			C	Reading	3.3	3.3.1		
75	Word of Self, Family and Friends	UNIT 5 : GETTING AROUND	M	Reading	3.2	3.2.2	Cohesive devices; Modal verbs for rules & obligation: <i>have to</i> and <i>need to</i>	Science and Technology
			C	Writing	4.2	4.2.5		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
76	Word of Self, Family and Friends	UNIT 5 : GETTING AROUND	M	Writing	4.3	4.3.3	Review of tenses, modal verbs for rules and obligations, cohesive devices	Language Science and Technology Values
			C	Writing	4.2	4.2.5		
77	Word of Self, Family and Friends	UNIT 5 : GETTING AROUND	M	Listening	1.2	1.2.5	Functional language: getting around, e.g. <i>Could I have two return tickets, please?</i>	Language Financial Education
			C	Listening	1.1	1.1.1		
78	Word of Self, Family and Friends	UNIT 5 : GETTING AROUND	M	Speaking	2.2	2.2.1	Functional language – checking understanding (e.g. <i>Can I check something, please?</i>): getting around (e.g. <i>Could I have two return tickets, please?</i>)	Language
			C	Listening	1.2	1.2.5		
79	World of Stories	POETRY : HERE IS THE NOSE	M	Language Arts	5.3	5.3.1	Adjectives	Language Creativity and Innovation
			C	Writing	4.2	4.2.1		
80	Teacher to select		M	PROJECT-BASED LEARNING Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupil.			Teacher to select	
			C					

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
81	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Reading	3.2	3.2.4	Present forms: passive (e.g. <i>be made</i>) and active (<i>it takes...</i>)	Environmental Sustainability Values
			C	Reading	3.2	3.2.1		
82	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Writing	4.3	4.3.2	Suffixes (-tion; -sion); spelling of recently learned vocabulary	Language
			C	Listening	1.1	1.1.1		
83	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Listening	1.2	1.2.2	Passive voice: Statements (e.g. <i>be made from..</i>)	Language
			C	Reading	3.2	3.2.2		
84	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Speaking	2.1	2.1.1	Passive voice: questions (e.g. <i>What's it made of?</i>) and statements (e.g. <i>It's made of...</i>)	Language
			C	Listening	1.2	1.2.5		
85	World of Stories	POETRY : DON'T	M	Language Arts	5.2	5.2.1	Negative Imperative (Don't)	Language Values
			C	Speaking	2.1	2.1.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
86	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Reading	3.2	3.2.2	Passive voice: statements	Information and Communication Technology Values
			C	Writing	4.3	4.3.2		
87	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Writing	4.2	4.2.5	Passive voice (e.g. <i>Water is added to...</i>); linking words (Sequencing: <i>first, second, next, then, finally</i>)	Language
			C	Writing	4.3	4.3.1		
88	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Listening	1.2	1.2.2	Review of passive voice	Values
			C	Speaking	2.1	2.1.1		
89	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Speaking	2.2	2.2.2	Use of language in advertising, e.g. <i>great value; wonderful; only \$XX</i>	Values Financial Education Creativity and Innovation
			C	Listening	1.2	1.2.4		
90	World of Stories	POETRY : DON'T	M	Language Arts	5.3	5.3.1	Negative Imperative (Don't)	Language Values
			C	Writing	4.3	4.3.2		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
91	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Reading	3.2	3.2.2	Functional language: giving opinions (e.g. <i>For me, it's important that...</i>)	Financial Education Values
			C	Speaking	2.1	2.1.1		
92	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Writing	4.3	4.3.3	Language and vocabulary review	Language
			C	Reading	3.2	3.2.2		
93	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Listening	1.2	1.2.2	Use of language in advertising, e.g. <i>No other XX is as useful as...</i>	Language Values
			C	Listening	1.2	1.2.1		
94	World of Knowledge	UNIT 6 : HOW IS IT MADE?	M	Speaking	2.1	2.1.3	Use of language in advertising, e.g. strong adjectives, e.g. <i>wonderful, cool</i> ; giving advice to consumers, e.g. <i>We think you should give it a try!</i>	Language Creativity and Innovation
			C	Writing	4.3	4.3.3		
95	World of Stories	GRAPHIC NOVEL : THE WIZARD OF OZ	M	Language Arts	5.3	5.3.1	First conditional, e.g. <i>If you.., will..</i>	Language Creativity and Innovation
			C	Speaking	2.1	2.1.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
96	Teacher to complete	UNIT 6 : HOW IS IT MADE?	M	LANGUAGE AWARENESS LESSON Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use the Content and Learning Standards in the Year 6 DSKP.			Teacher to complete	Language
			C					
97	Word of Self, Family and Friends	UNIT 7 : MUSIC AND SONG	M	Reading	3.2	3.2.1	Future forms introduction: <i>will, going to</i> , present continuous	Language
			C	Listening	1.2	1.2.1		
98	World of Stories	UNIT 7 : MUSIC AND SONG	M	Writing	4.2	4.2.1	Adjectives to describe personality; prefixes: <i>im-</i> / <i>un-</i> / <i>dis</i>	Language Values
			C	Speaking	2.1	2.1.5		
99	Word of Self, Family and Friends	UNIT 7 : MUSIC AND SONG	M	Listening	1.2	1.2.2	Present simple for future meaning	Language Patriotism
			C	Speaking	2.1	2.1.4		
100	Word of Self, Family and Friends	UNIT 7 : MUSIC AND SONG	M	Speaking	2.1	2.1.4	Future forms: <i>will</i> and <i>going to</i>	Language Values
			C	Writing	4.2	4.2.2		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
101	World of Stories	GRAPHIC NOVEL : THE WIZARD OF OZ	M	Language Arts	5.3	5.3.1	Future forms: <i>will</i> and <i>going to</i>	Language Creativity and Innovation
			C	Writing	4.3	4.3.1		
102	World of Stories	UNIT 7 : MUSIC AND SONG	M	Reading	3.2	3.2.1	Phonology: rhythm and rhyme (listen to song in this lesson for example rhythm; rhyming words, e.g. <i>same-game</i> ; <i>back-soundtrack</i>)	Language
			C	Listening	1.1	1.1.1		
103	World of Stories	UNIT 7 : MUSIC AND SONG	M	Writing	4.3	4.3.2	Phonology: rhythm and rhyme	Language
			C	Listening	1.1	1.1.1		
104	Word of Self, Family and Friends	UNIT 7 : MUSIC AND SONG	M	Listening	1.3	1.3.1	Describing music (e.g. <i>catchy</i>)	Language
			C	Reading	3.2	3.2.2		
105	Word of Self, Family and Friends	UNIT 7 : MUSIC AND SONG	M	Speaking	2.1	2.1.1	Describing music (e.g. <i>catchy</i>)	Language
			C	Writing	4.2	4.2.5		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
106	World of Stories	GRAPHIC NOVEL : THE WIZARD OF OZ	M	Language Arts	5.3	5.3.1	Narrate short stories, events and experiences	Language Creativity and Innovation
			C	Speaking	2.2	2.2.1		
107	Word of Self, Family and Friends	UNIT 7 : MUSIC AND SONG	M	Reading	3.2	3.2.1	Emotions (e.g. <i>frightened, happy</i>)	Language
			C	Speaking	2.3	2.3.1		
108	Word of Self, Family and Friends	UNIT 7 : MUSIC AND SONG	M	Writing	4.2	4.2.1	Review of question forms (personal questions, e.g. <i>What's your favourite song to sing?</i>)	Language Creativity and Innovation
			C	Writing	4.3	4.3.1		
109	World of Stories	UNIT 7 : MUSIC AND SONG	M	Listening	1.2	1.2.3	Review of language in Unit 7	Language Values
			C	Reading	3.3	3.3.1		
110	Word of Self, Family and Friends	UNIT 7 : MUSIC AND SONG	M	Speaking	2.1	2.1.1	Review of language (e.g. present simple for talking about themselves; past forms for narration)	Language
			C	Speaking	2.2	2.2.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
111	World of Stories	GRAPHIC NOVEL : THE WIZARD OF OZ	M	Language Arts	5.3	5.3.1	Adjectives	Language Creativity and Innovation
			C	Writing	4.3	4.3.2		
112	Teacher to complete	UNIT 7 : MUSIC AND SONG	M	<u>LANGUAGE AWARENESS LESSON</u> Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use the Content and Learning Standards in the Year 6 DSKP.			Teacher to complete	Language
			C					
113	World of Stories	UNIT 8 : TELL ME A STORY	M	Reading	3.2	3.2.1	1st conditional if clauses. (<i>If + present, will + vb, e.g. If you ask him, he'll paint...</i>)	Patriotism Values
			C	Reading	3.3	3.3.1		
114	World of Stories	UNIT 8 : TELL ME A STORY	M	Writing	4.2	4.2.3	Narrative tenses (e.g. past simple: <i>He was sorry...</i>)	Language
			C	Reading	3.2	3.2.2		
115	Word of Self, Family and Friends	UNIT 8 : TELL ME A STORY	M	Listening	1.2	1.2.2	1st conditional if clauses (<i>If + present, will + verb: If you rest, you'll feel better</i>)	Language
			C	Speaking	2.1	2.1.4		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
116	Word of Self, Family and Friends	UNIT 8 : TELL ME A STORY	M	Speaking	2.1	2.1.4	Modal verbs: might (not), may (not), could	Language
			C	Writing	4.2	4.2.2		
117	World of Stories	GRAPHIC NOVEL : THE WIZARD OF OZ	M	Language Arts	5.2	5.2.1	Modal verbs for obligation and advice : should and must	Language Creativity and Innovation
			C	Speaking	2.3	2.3.1		
118	Word of Self, Family and Friends	UNIT 8 : TELL ME A STORY	M	Reading	3.2	3.2.2	Teacher to complete	Language
			C	Reading	3.2	3.2.1		
119	World of Stories	UNIT 8 : TELL ME A STORY	M	Writing	4.2	4.2.3	Narrative forms (e.g. past simple: <i>He discovered a special goose</i>)	Language
			C	Reading	3.2	3.2.1		
120	World of Stories	UNIT 8 : TELL ME A STORY	M	Listening	1.2	1.2.3	Narrative forms (e.g. past simple: <i>He told lies</i>)	Language Values
			C	Listening	1.2	1.2.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
121	Word of Self, Family and Friends	UNIT 8 : TELL ME A STORY	M	Speaking	2.1	2.1.4	1st conditional if clauses (If + present, will / might / may / could + vb: e.g. <i>If I go to Japan, I might visit...</i>)	Language Environmental Sustainability
			C	Writing	4.2	4.2.2		
122	World of Stories	POETRY : THE MUD-PIE MAKERS RHYME	M	Language Arts	5.3	5.3.1	Adjectives	Language Creativity and Innovation
			C	Reading	3.3	3.3.1		
123	World of Stories	UNIT 8 : TELL ME A STORY	M	Reading	3.2	3.2.1	Genres of literature (e.g. science fiction, adventure); Functional language: Giving advice (<i>I think you should...</i>)	Language Values
			C	Speaking	2.1	2.1.3		
124	World of Stories	UNIT 8 : TELL ME A STORY	M	Writing	4.3	4.3.3	Language to talk about stories (e.g. <i>It's about... / It takes place in... / The moral of the story is...</i>)	Language Values
			C	Writing	4.2	4.2.3		
125	Word of Self, Family and Friends	UNIT 8 : TELL ME A STORY	M	Listening	1.2	1.2.2	Teacher to complete	Language
			C	Listening	1.2	1.2.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
126	World of Stories	UNIT 8 : TELL ME A STORY	M	Speaking	2.3	2.3.1	Language to talk about stories (e.g. <i>It's about... / It takes place in... / The moral of the story is...</i>)	Language
			C	Listening	1.2	1.2.5		
127	World of Stories	POETRY : THE MUD-PIE MAKERS RHYME	M	Language Arts	5.3	5.3.1	Sequence connectors (Firstly, Secondly, Thirdly, Lastly)	Language Creativity and Innovation
			C	Writing	4.2	4.2.5		
128	Teacher to complete	UNIT 8 : TELL ME A STORY	M	LANGUAGE AWARENESS LESSON Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use the Content and Learning Standards in the Year 6 DSKP.			Teacher to complete	Language
			C					
129	World of Knowledge	UNIT 9 : WHAT'S YOUR OPINION?	M	Reading	3.2	3.2.1	Language for agreeing, disagreeing and giving opinion (e.g. <i>That's true! / You're so right!</i>)	Values Language
			C	Reading	3.2	3.2.3		
130	World of Knowledge	UNIT 9 : WHAT'S YOUR OPINION?	M	Writing	4.2	4.2.1	Reference pronouns (e.g. they, it) and other linking devices (e.g. <i>either, even</i>)	Language Values
			C	Writing	4.2	4.2.5		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
131	Word of Self, Family and Friends	UNIT 9 : WHAT'S YOUR OPINION?	M	Listening	1.2	1.2.2	Indefinite pronouns and adverbs (e.g. <i>someone/anyone/no one</i>)	Language
			C	Speaking	2.1	2.1.1		
132	Word of Self, Family and Friends	UNIT 9 : WHAT'S YOUR OPINION?	M	Speaking	2.1	2.1.1	Reported speech tense shift (e.g. <i>'Sugar is bad for your teeth' – She said sugar was bad for your teeth'</i>)	Language
			C	Listening	1.2	1.2.5		
133	World of Stories	POETRY : A GARDEN	M	Language Arts	5.3	5.3.1	Modal verbs with speculation: should / could and reference pronouns	Language Creativity and Innovation
			C	Writing	4.2	4.2.5		
134	Word of Self, Family and Friends	UNIT 9 : WHAT'S YOUR OPINION?	M	Reading	3.2	3.2.2	Topic sentences; functional language: giving opinion (e.g. <i>I don't believe that...</i>)	Language
			C	Reading	3.2	3.2.1		
135	Word of Self, Family and Friends	UNIT 9 : WHAT'S YOUR OPINION?	M	Writing	4.3	4.3.3	Topic sentences; functional language: giving opinion (e.g. <i>I don't believe that...</i>)	Global Sustainability Values
			C	Writing	4.2	4.2.5		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
136	Word of Self, Family and Friends	UNIT 9 : WHAT'S YOUR OPINION?	M	Listening	1.2	1.2.2	Functional language: giving opinion (e.g. <i>I don't believe that...</i>)	Language Values
			C	Listening	1.2	1.2.1		
137	Word of Self, Family and Friends	UNIT 9 : WHAT'S YOUR OPINION?	M	Speaking	2.2	2.2.1	Functional language: giving opinion (e.g. <i>I don't believe that...</i>), checking understanding, e.g. using reported speech (e.g. <i>You said, didn't you?</i>)	Language Values
			C	Listening	1.2	1.2.2		
138	World of Stories	POETRY : A GARDEN	M	Language Arts	5.3	5.3.1	Modal verbs with speculation: should / could and reference pronouns	Language Creativity and Innovation
			C	Writing	4.2	4.2.5		
139	World of Stories	UNIT 9 : WHAT'S YOUR OPINION?	M	Reading	3.2	3.2.2	Various narrative tenses: past simple, present perfect, present simple	Language Values
			C	Reading	3.3	3.3.1		
140	Word of Self, Family and Friends	UNIT 9 : WHAT'S YOUR OPINION?	M	Writing	4.2	4.2.1	Future review (<i>will & going to</i>)	Financial Education Values
			C	Speaking	2.1	2.1.4		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
141	World of Stories	UNIT 9 : WHAT'S YOUR OPINION?	M	Listening	1.2	1.2.3	Narrative forms (review)	Language Values
			C	Speaking	2.2	2.2.2		
142	Word of Self, Family and Friends	UNIT 9 : WHAT'S YOUR OPINION?	M	Speaking	2.1	2.1.1	Functional language: giving opinion (e.g. <i>I don't believe that...</i>)	Language Values
			C	Listening	1.2	1.2.2		
143	World of Stories	POETRY : TADPOLES	M	Language Arts	5.2	5.2.1	Verb (Present Continuous Tense)	Multiple Intelligences Creativity and Innovation Thinking Skills
			C	Writing	2.1	2.1.1		
144	Teacher to complete	UNIT 9 : WHAT'S YOUR OPINION?	M	LANGUAGE AWARENESS LESSON Language Awareness lessons should be presented and practised using a Main Skill and a Complementary Skill (Listening, Speaking, Reading or Writing). Teachers can use the Content and Learning Standards in the Year 6 DSKP.			Teacher to complete	Language
			C					
145	World of Stories	UNIT 10 : IT'S A MYSTERY	M	Reading	3.2	3.2.2	Question tags (e.g. <i>It's hot, isn't it?</i>)	Language
			C	Speaking	2.1	2.1.5		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
146	World of Stories	UNIT 10 : IT'S A MYSTERY	M	Writing	4.2	4.2.3	Past simple & past continuous in storytelling (<i>She was on a school trip / She was doing research</i>)	Language Creativity and Innovation
			C	Reading	3.2	3.2.2		
147	Word of Self, Family and Friends	UNIT 10 : IT'S A MYSTERY	M	Listening	1.2	1.2.2	Modal verbs of obligation (e.g. <i>(don't)have to</i>) and other functions (e.g. advice: <i>should</i>)	Language
			C	Speaking	2.1	2.1.2		
148	Word of Self, Family and Friends	UNIT 10 : IT'S A MYSTERY	M	Speaking	2.2	2.2.1	Question tags (e.g. <i>We aren't playing now, are we?</i>) with rising intonation to check understanding	Language
			C	Listening	1.2	1.2.5		
149	World of Stories	POETRY : TADPOLES	M	Language Arts	5.3	5.3.1	Narrate short stories, events and experiences	Language Creativity and Innovation
			C	Reading	3.3	3.3.1		
150	World of Stories	UNIT 10 : IT'S A MYSTERY	M	Reading	3.2	3.2.2	Functional language: Giving opinion (<i>I think he was a police officer</i>) Questions with <i>should</i> (e.g. <i>What should you do if...?</i>)	Language Values
			C	Speaking	2.1	2.1.1		

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
151	World of Stories	UNIT 10 : IT'S A MYSTERY	M	Writing	4.2	4.2.3	Punctuation (direct speech/script: e.g. 'I'm hungry', she said / I'm hungry)	Language
			C	Writing	4.3	4.3.1		
152	World of Knowledge	UNIT 10 : IT'S A MYSTERY	M	Listening	1.2	1.2.2	Geographical vocabulary (e.g.south, north)	Global Sustainability Values Patriotism
			C	Writing	4.3	4.3.2		
153	World of Stories	UNIT 10 : IT'S A MYSTERY	M	Speaking	2.3	2.3.1	Narrative forms (e.g. past simple: someone took his bag, past continuous: he was carrying a bag)	Language Creativity and Innovation
			C	Listening	1.2	1.2.5		
154	World of Stories	POETRY : SWINGING	M	Language Arts	5.2	5.2.1	Adjectives	Language Creativity and Innovation
			C	Speaking	2.1	2.1.1		
155	Teacher to complete		M	Teacher to complete (Main skill : Reading)			Teacher to complete	
			C					

WEEK :								
LESSON	THEME	TOPIC	SKILLS		CONTENT STANDARD	LEARNING STANDARD	LANGUAGE/GRAMMAR FOCUS	CCE
156	Teacher to complete		M	Teacher to complete (Main skill: Writing)			Teacher to complete	
			C					
157	Teacher to complete		M	Teacher to complete (Main skill: Listening)			Teacher to complete	
			C					
158	Teacher to complete		M	Teacher to complete (Main skill: Speaking)			Teacher to complete	
			C					
159	World of Stories	POETRY : SWINGING	M	Language Arts	5.3	5.3.1	Imperatives	Language Creativity and Innovation
			C	Speaking	2.1	2.1.2		
160	Teacher to select		M	<u>PROJECT-BASED LEARNING</u> Teachers to select an appropriate main skill and complementary skill based on the needs and interest of the pupil.			Teacher to select	
			C					